

CLARENCE CENTRAL SCHOOL DISTRICT



COMPREHENSIVE 6-12 SCHOOL COUNSELING PLAN

6/2015

Clarence Central School District Comprehensive 6-12 School Counseling Plan

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Clarence Central School District Comprehensive 6-12 School Counseling Plan

Introduction

School counselors play a significant role in improving student achievement and serve as student and systems advocates. They apply their professional training in schools in order to support student academic success. Through a comprehensive school counseling program of developmental, preventive, remedial and responsive services, school counselors address academic development, career development and personal/social development of students.

Through leadership, advocacy, collaboration and data analysis, school counselors will focus on the goal of improving student achievement, provide the necessary behavioral support to students and create the changes necessary to impact the system. As leaders and advocates, school counselors will promote, assess and implement this Comprehensive 6-12 School Counseling Plan.

School Counselors will use disaggregated data to drive program and activity development which will enable them to meet the needs of all students and close the achievement gap. The school counseling program will be data driven and will be evaluated annually and modified based on results to ensure that every student achieves success.

Through the use of a data-driven/results-based and standards-based model, school counselors will follow the recommended practice of providing:

- Counseling
- Coordination
- Consultation
- Advocacy
- Teaming and Collaboration

The Clarence Central School Counseling Department has examined their current counseling practices and services and has aligned them with the American School Counseling Association (ASCA), the ASCA National Model and the expectations of the New York State Education Department.

We are proud to present the Clarence Comprehensive 6-12 School Counseling Plan.

**Education Department
Part 100 of the Commissioner's Regulations
School Counseling / Guidance Programs**

Pursuant to Part 100 of the New York State Education Department, listed in Part 100 of the Commissioner's Regulations, school counseling/guidance programs are defined as follows:

(1) Public Schools: Each school district shall have a guidance program for all students.

(i.) In grades k-6, the program shall be designed in coordination with the teaching staff to prepare students to participate effectively in their current and future educational programs, to help students who exhibit any attendance, academic, behavioral or adjustment problems, to educate students concerning avoidance of child sexual abuse and to encourage parental involvement.

(ii.) In grades 7-12, the school counseling program shall include the following activities and services:

a.) An annual review of each student's educational progress and career plans, with such reviews conducted with each student individually or with small groups by personnel certified or licensed as school counselors;

b.) Instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselors, or by classroom teachers in cooperation with the school counselors;

c.) Other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and implement postsecondary educational and career plans, to help students who exhibit any attendance, academic, behavioral or adjustment problems and to encourage parental involvement, provided that advisory assistance shall be provided by teachers or counselors or by certified teaching assistants under the supervision of counselors or teachers, and that such individual or group counseling shall be provided by certified or licensed school psychologists or certified or licensed school social workers in cooperation with certified and licensed school counselors; and

d.) The services of personnel certified or licensed as school counselors.

iii.) Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements of this subdivision. Such plan should be filed in the district offices and shall be available for review by any individual. The plan shall present program objectives, which describe expectations of what students will learn from the program; activities to accomplish the objectives; specifications of the staff members and other resources assigned to accomplish the objectives; provisions for the annual assessment of the program results. The plan shall be reviewed annually by the school districts, and revisions shall be made as necessary.

Clarence Central School District Comprehensive 6-12 School Counseling Plan What is a School Counseling Program?

A School Counseling Program is “comprehensive in scope, preventative in design and developmental in nature.” It is designed so that the majority of the school counselor’s time is spent in direct service to all students so as to ensure that every student receives the maximum benefit from the program.

A comprehensive school counseling program focuses on what all students from seventh grade through grade twelve should know and understand in three domain areas: academic, career, and personal/social with an emphasis on academic success for every student.

The program is preventive in design with a purpose of conveying specific skills and learning opportunities in a proactive and preventive manner. School counselors design programs and services to meet the needs of students at the appropriate developmental stages. Therefore, their responsibilities should be directed toward program delivery and direct counseling services.

The standard for academic development is to implement strategies and activities that support and maximize student learning. This would include “acquiring knowledge and skills that contribute to effective learning in school and across the life span, employing strategies to achieve success in school and understand the relationship of academics to the world of work, life at home and in the community.”

The standard for career development is to provide a foundation for “acquiring skills, attitudes and knowledge that enables students to make a successful transition from school to the world of work and from job to job across the life career span.”

The standard for personal/social development is to provide a foundation for personal and social growth as the students’ progress through school and into their adult life. “Personal/social development includes the acquisition of skills, attitudes and knowledge that help students understand and respect self and others, acquire effective interpersonal skills, understand safety and survival skills and develop into contributing members of our society.”

A school counseling program:

- Reaches every student
- Is comprehensive in scope
- Is preventative in design
- Is developmental in nature
- Is an integral part of the educational program for student success
- Is implemented by a credentialed school counselor
- Is conducted in collaboration with all stakeholders
- Uses data to drive program decisions
- Monitors student progress

Adapted from The ASCA National Model: A Framework for School Counseling Programs

Clarence Central School District Comprehensive 6-12 School Counseling Plan Benefits of a Comprehensive School Counseling Program

Comprehensive developmental school counseling programs have a positive impact on students, parents or guardians, teachers, administrators, boards of education, school counselors and other student services personnel, post-secondary institutions and the community. The benefits to each of these groups include the following:

Benefits for Students

- Ensures every student receives the benefits of the school counseling program.
- Assists students in acquiring knowledge and skills in academic, career, and personal/social development.
- Ensures equitable access to educational opportunities.
- Provides strategies for closing the student achievement gap.
- Supports development of skills to increase student success.
- Facilitates career exploration and development.
- Monitors data to facilitate student improvement.
- Fosters advocacy for students.
- Develops decision-making and problem solving skills.
- Assists in acquiring knowledge of self and others.
- Assists in developing effective interpersonal relationship skills.
- Provides school counseling services for every student.
- Increases the opportunity for adult - youth relationships.
- Encourages positive peer relationships.
- Fosters a connectedness to school.
- Fosters resiliency factors for students.

Benefits for Parents

- Provides support in advocating for their children's academic, career and personal/social development.
- Supports partnerships in their children's learning and career planning.
- Ensures academic planning for every student.
- Develops a systematic approach for their child's long-range planning and learning.
- Increases opportunities for parent/school interaction.
- Enables parents to access school and community resources.
- Provides informational workshops.
- Connects to community and school-based services.
- Provides data on student progress.
- Ensures every child receives access to school counseling services.
- Promotes a philosophy that some students need more and seeks to ensure they receive it.

Benefits for Teachers

- Provides an interdisciplinary team approach to address student needs and educational goals.
- Increases collaboration between school counselors and teachers.
- Provides opportunities for co-facilitation of classroom guidance lessons.
- Supports the learning environment.
- Provides consultation to assist teachers in their guidance and advisement role.
- Promotes a team effort to address developmental skills and core competencies.
- Supports classroom instruction.
- Promotes supportive working relationships.
- Increases teacher accessibility to the counselor as a classroom presenter and resource person.
- Positively impacts school climate and the learning environment.

Benefits for Administrators

- Aligns the school counseling program with the school's academic mission.
- Provides a school counseling program promoting student success.
- Provides a proactive school counseling curriculum addressing student needs and enhancing school climate.
- Provides a program structure with specific content.
- Assists administration to use school counselors effectively to enhance learning and development for all students.
- Uses data to develop school counseling goals and school counselor responsibilities.
- Provides a system for managing and evaluating the effectiveness of the school counseling program.
- Monitors data for school improvement.
- Provides data for grant applications and funding sources.
- Enhances community image of the school counseling program.

Benefits for the Board of Education

- Provides a rationale for implementing a school counseling program.
- Ensures that a quality school counseling program is available for every student.
- Demonstrates the need for appropriate levels of funding.
- Articulates appropriate credentials and staffing ratios.
- Informs the community about school counseling program success.
- Supports standards-based programs.
- Provides data about improved student achievement.
- Provides a basis for determining funding allocations for the school counseling program.
- Furnishes program information to the community.
- Provides ongoing information about student acquisition of competencies and standards through school counseling program efforts.

Benefits for School Counselors

- Defines responsibilities within the context of a school counseling program.
- Provides a clearly defined role and function in the educational system.
- Supports access to every student.
- Provides direct service to every student.
- Provides a tool for program management, implementation and accountability.
- Seeks to eliminate non-school counseling activities.
- Recognizes school counselors as leaders, advocates and change agents.
- Ensures the school counseling program's contribution to the school's mission.

Benefits for Student Services Personnel

- Defines the school counseling program.
- Provides school psychologists, social workers, and other professional student services personnel with a clear understanding of the role of the school counselor.
- Fosters a positive team approach, which enhances cooperative working relationships and improves on individual student success.
- Uses school counseling data to maximize benefit to individual student growth.
- Increases collaboration for utilizing school and community resources.

Benefits for Post-secondary Education

- Enhances articulation and transition of students to post-secondary institutions.
- Prepares every student for advanced educational opportunities.
- Motivates every student to seek a wide range of substantial, post-secondary options, including college.
- Encourages and supports rigorous academic preparation.
- Promotes equity and access to post-secondary education for every student.

Benefits for the Community

- Provides an increased opportunity for collaboration and participation of community members with the school program.
- Builds collaboration, which enhances a student's post-secondary success.
- Creates community awareness and visibility of the school counseling program.
- Enhances economic development through quality preparation of students for the world of work.
- Increases opportunities for business and industry to participate actively in the total school program.
- Provides increased opportunity for collaboration among counselors, business, industry, and communities.
- Provides a potential work force with decision-making skills, pre-employment skills, and increased worker maturity.
- Supports the academic preparation necessary for students' success in the workforce.

Adapted from the American School Counseling Association National Model

Clarence Central School District Comprehensive 6-12 School Counseling Plan Role of a School Counselor

The school counselor's leadership is important to the successful implementation of the programs at the schools. In their leadership role, school counselors serve as change agents, collaborators and advocates. Through the use of data analysis, school counselors will work to improve student success and ensure educational equity for all students. They will collaborate with other professionals to influence systemic change and advocate for students by using strong communication, consultation and leadership skills.

School counselors advocate for students' educational needs and work to ensure that these needs are addressed at every level of the school experience. They believe, support and promote every student's goals to achieve success in school. Through their leadership, advocacy, collaboration and counseling, school counselors reduce barriers so that students increase their opportunities for success.

School counselors team with all stakeholders to develop and implement responsible educational programs that support the achievement for every student. They create effective working relationships among students, professionals and support staff, parent/guardians and community members. They are essential collaborative partners who enhance the educational opportunities of students and families.

School counselors assess the school for systemic barriers to academic success. They use data to ensure equity and access to a rigorous curriculum, which will maximize post-secondary options.

The school counselor:

- Serves as a leader who is engaged in systems-wide change to provide academic and behavioral supports for the success of all students.
- Plays a leadership role within the school counseling program and develops activities to implement and evaluate the program. The school counselor works collaboratively with other stakeholders in making decisions about the school counseling program.
- Provides individual and group counseling services to meet the developmental, preventive and remedial needs of students.
- Consults with students, parents, teachers and other school and community personnel to assist in meeting the needs of students.
- Coordinates all counseling services for students and assists with the coordination and implementation of student services in the school.
- Interprets test results and other student data. The counselor also works with teachers with the educational placement of students by using appropriate educational assessment strategies.

- School counselors, using their leadership, advocacy, teaming and collaboration, and data driven decision-making skills work toward ensuring that every student will have access to a quality and equitable education.
- Adheres to ethical standards of the counseling profession, and abides by the laws, policies and procedures that govern the schools. The counselor participates in professional associations and professional development opportunities, when available.

The Practice of the Traditional School Counselor (Service Driven Model)	The Practice of the Transformed School Counselor (Data-driven and standards-based model)
Counseling	Counseling
Consultation	Consultation
Coordination of Services	Coordination of Services
	Leadership
	Advocacy
	Collaboration and Teaming
	Managing Resources
	Use of Data
	Use of Technology

Adapted from the American School Counseling Association National Model

**Clarence Central School District
Comprehensive 6-12 School Counseling Plan
New York State
Certification Requirements for School Counselors**

The strategic goal of the Board of Regents is to provide New York State educational systems with certified, qualified and well trained professionals to serve all students. School counselors in New York State must meet the following requirements:

Provisional certification:

- 1) A Baccalaureate Degree from a regionally accredited institution of higher education.
- 2) Graduate Study in School Counseling: 30 credits: School counseling courses are specifically for individuals preparing for a career as a school counselor.
- 3) College Internship/Supervised Practice: The college-supervised internship must be a part of an approved school counselor program. The internship/practice is generally the culminating experience of a program leading to a state certificate in school counseling.
- 4) Child Abuse Identification Workshop.
- 5) School Violence Prevention Workshop.
- 6) Fingerprinting Clearance.

Permanent certification:

- 1) Satisfaction of the above requirements.
- 2) Master's Degree.
- 3) Additional Graduate Work-30 additional semester hours in school counseling.
- 4) Experience: Two years in a pupil personnel service position in a public or approved independent elementary and or secondary school.
- 5) United States Citizenship.

Adapted from the NYS Comprehensive Model for Comprehensive 7-12 School Counseling Program

Clarence Central School District Comprehensive 6-12 School Counseling Plan Elements of a Comprehensive 6-12 School Counseling Plan

In 2003, the American School Counselor Association (ASCA) published The ASCA National Model: A Framework for School Counseling Programs. This model has been researched and successfully implemented throughout the country. The model includes four components. The four components are: Foundation, Delivery System, Management System and Accountability. Information learned through the accountability process contributes to the continuous improvement of the school counseling program.

Foundation

The Foundation includes the set of beliefs and philosophy which guides the program, the mission and three student outcome domains of academic development, career development and personal/social development. These create the *what* of the program; what every student will know and be able to do, what every student will receive as a benefit of a school counseling program.

Delivery System

The Delivery System defines the implementation process and components of the comprehensive model including the school counseling curriculum, individual student planning, responsive services and system support. The Delivery System addresses *how* the program will be implemented.

Management System

The Management System includes the organizational process and tools that may be used to deliver the comprehensive school counseling program. The tools may include use of data, action plans and calendars. The Management System addresses the *when* (calendar and action plan) and *how* (use of data), *who* will implement and *on what authority* (management agreement and advisory council).

Accountability

The Accountability demonstrates the effectiveness the work of the school counselor in measurable terms. This necessitates the collection and use of data that support and link the school counseling program to student academic and behavioral success. It answers the question: *“How are students different as a result of the program?”* This will be arrived at through the use of data. The Accountability System measures the school counseling program’s progress toward and impact on academic achievement, graduation rates, post-secondary options, school climate, attendance, etc.

Adapted from the ASCA National Model for School Counseling Programs

Foundation

Mission

Philosophy

Beliefs

National Standards



**Clarence Central School District
Comprehensive 6-12 School Counseling Plan**

Mission Statement

The mission of the Clarence School Counseling Department is to empower all students regardless of individual differences, to obtain the educational, occupational, and social competencies necessary to be independent, lifelong learners who are responsible, contributing members of a diverse society.

Clarence Central School District Comprehensive 6-12 School Counseling Plan

Philosophy Statement

Clarence Central School Counselors believe that all students' needs are considered in planning and implementation of the guidance and counseling program and that every individual has dignity and worth.

The Clarence Central School Counseling Program will:

- Be based on specified goals and developmental student competencies.
- Be planned and coordinated with representatives of the school and community.
- Utilize the combined resources of the community
- Be evaluated on specified goals and modified to meet student needs.

The Clarence Central School Counselors will:

- Abide by the professional ethics of guidance and counseling as advocated by the
- American School Counseling Association (ASCA).
- Participate in on-going professional development activities to maintain a quality counseling program.
- Will work toward the recommended New York State and ASCA student-counselor ratio (250:1) in order to service our students more effectively.

Clarence Central School District Comprehensive 6-12 School Counseling Plan School Counselor Beliefs

The school counselors in the Clarence Central School District believe:

Student Rights

- All District students have the right to be served by the school counseling program.
- All District students shall have access to a school counselor to discuss and receive advisement with regard to academic, career, and personal/social concerns.

School Counselors

- School counselors will provide guidance to students and parents/guardians in monitoring academic progress and post-secondary planning.
- Ongoing professional development is necessary to maintain a quality school counseling program.
- All school counselors shall abide by the professional ethics of guidance and counseling as advocated by the American School Counselor Association.

School Counseling Program

- The school counseling program should be consistent with expected developmental stages of learning.
- The school counseling program activities shall be planned and coordinated by the counseling staff.
- The school counseling program shall be managed by appropriately state certified counseling staff.
- The professional mandates and guidelines proposed by the national and state school counselor associations shall continue to set standards for the school counseling program.
- The school counseling program shall continue to be sensitive to the needs of its diverse student population.
- The school counseling program shall have specified age appropriate goals.
- The school counseling program shall be implemented in coordination with other representatives of the school and community.
- The school counseling program shall utilize the many combined resources of the community.
- The school counseling program shall be evaluated on specified goals.
- The school counseling plan will be enhanced by the professional contribution of school psychologists.

**Clarence Central School District
Comprehensive 6-12 School Counseling Plan
American School Counseling Association (ASCA) National
Standards**

School counselors are actively committed to eliminating obstacles that students face and help them understand that the choices they make will affect their educational and career options in the future.

The ASCA National Standards for students ensures that all aspects of school counseling are considered for students to meet their academic, career and social/personal needs. The Standards offer an opportunity for school counselors, school administrators, faculty, parents and members of the community to engage in dialogue about expectations for students' academic success and the role of the school counseling program in enhancing student learning.

The National Standards have and will continue to be used as a guide to design and implement programs and establish school counseling as an integral component of the academic mission of the schools and will ensure that all students have access to the school counseling program as part of their learning experience.

The National Standards describe what the students should know and be able to do within the educational system. School Counselors use them to help students achieve their highest potential.

In accordance with the ASCA National Standards, school counseling program facilitates student development in three broad domains (academic development, career development, personal/social development). Each developmental area encompasses desired student learning competencies (composed of knowledge, attitudes and skills). Domains promote behavior that enhances learning for all students.

Standards for each domain provide direction for developing effective school counseling programs. They are descriptions of what students should know and be able to do at the highest level of expectations.

Student competencies are specific knowledge, attitudes and skills that students should obtain in the content standard areas. The competencies guide program development and assess student growth and development.

Indicators describe the specific knowledge, skills and abilities that students demonstrate to meet specific competencies.

Adapted from the American School Counseling Association National Model

National Standards for School Counseling Programs Competencies and Indicators

ACADEMIC DEVELOPMENT

STANDARD A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

A:A1 Improve Academic Self-concept

A:A1.1 Articulate feelings of competence and confidence as learners

A:A1.2 Display a positive interest in learning

A:A1.3 Take pride in work and achievement

A:A1.4 Accept mistakes as essential to the learning process

A:A1.5 Identify attitudes which lead to successful learning

A:A2 Acquire Skills for Improving Learning

A:A2.1 Apply time management and task management skills

A:A2.2 Demonstrate how effort and persistence positively affect learning

A:A2.3 Use communications skills to know when and how to ask for help when needed

A:A2.4 Apply knowledge and learning styles to positively influence school performance

A:A2.5 Refine study and organizational skills

A:A3 Achieve School Success

A:A3.1 Take responsibility for their actions

A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students

A:A3.3 Develop a broad range of interest and abilities

A:A3.4 Demonstrate dependability, productivity, and initiative

A:A3.5 Share knowledge

STANDARD B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

A:B1 Improve Learning

A:B1.1 Demonstrate the motivation to achieve individual potential

A:B1.2 Learn and apply critical thinking skills

A:B1.3 Apply the study skills necessary for academic success at each level

A:B1.4 Seek information and support from faculty, staff, family and peers

A:B1.5 Organize and apply academic information from a variety of sources

A:B1.6 Use knowledge of learning styles to positively influence school performance

A:B1.7 Become a self-directed and independent learner

A:B2 Plan to Achieve Goal

A:B2.1 Establish challenging academic goals in elementary, middle/junior high and high school

A:B2.2 Develop an initial four-year plan

A:B2.3 Update and modify the four-year plan

A:B2.4 Use assessment results in educational planning

A:B2.5 Develop and implement annual plan of study to maximize academic ability and achievement

A:B2.6 Apply knowledge of aptitudes and interests to goal setting

A:B2.7 Use problem-solving and decision-making skills to assess progress toward educational goals

A:B2.8 Understand the relationship between classroom performance and success in school

A:B2.9 Identify post-secondary options consistent with interests, achievement, aptitude, and abilities

STANDARD C: Students will understand the relationship of academics to the world of work, and to life at home and in the community.

A:C1 Relate School to Life Experiences

A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life

A:C1.2 Seek co-curricular and community experiences to enhance the school experience

A:C1.3 Understand the relationship between learning and work

A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals

A:C1.5 Understand that school success is the preparation to make the transition from student to community member

A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

CAREER DEVELOPMENT

STANDARD A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C:A1 Develop Career Awareness

C:A1.1 Develop skills to locate, evaluate, and interpret career information

C:A1.2 Learn about the variety of traditional and non-traditional occupations

C:A1.3 Develop an awareness of personal abilities, skills, interests, and motivations

C:A1.4 Learn how to interact and work cooperatively in teams

C:A1.5 Learn to make decisions

C:A1.6 Learn how to set goals

C:A1.7 Understand the importance of planning

C:A1.8 Pursue and develop competency in areas of interest

C:A1.9 Develop hobbies and vocational interests

C:A1.10 Balance between work and leisure time

C:A2 Develop Employment Readiness

C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills

C:A2.2 Apply job readiness skills to seek employment opportunities

C:A2.3 Demonstrate knowledge about the changing workplace

C:A2.4 Learn about the rights and responsibilities of employers and employees

C:A2.5 Learn to respect individual uniqueness in the workplace

C:A2.6 Learn how to write a resume

C:A2.7 Develop a positive attitude toward work and learning

C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace

C:A2.9 Utilize time and task-management skills

STANDARD B: Students will employ strategies to achieve future career goals with success and satisfaction.

C:B1 Acquire Career Information

C:B1.1 Apply decision making skills to career planning, course selection, and career transition

C:B1.2 Identify personal skills, interests, and abilities and relate them to current career choice

C:B1.3 Demonstrate knowledge of the career planning process

C:B1.4 Know the various ways in which occupations can be classified

C:B1.5 Use research and information resources to obtain career information

C:B1.6 Learn to use the internet to access career planning information

C:B2 Identify Career Goals

C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals

C:B2.2 Assess and modify their educational plan to support career

C:B2.3 Select course work that is related to career interests

C:B2.4 Maintain a career planning portfolio

STANDARD C: Students will understand the relationship between personal qualities, education, training, and the world of work.

C:C1. Acquire Knowledge to Achieve Career Goals

C:C1.1 Understand the relationship between educational achievement and career success

C:C1.2 Explain how work can help to achieve personal success and satisfaction

C:C1.3 Identify personal preferences and interests which influence career choice and success

C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills

C:C1.5 Describe the effect of work on lifestyle

C:C1.6 Understand the importance of equity and access in career choice

C:C1.7 Understand that work is an important and satisfying means of personal expression

C:C2 Apply Skills to Achieve Career Goals

C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational, and career goals

C:C2.2 Learn how to use conflict management skills with peers and adults

C:C2.3 Learn to work cooperatively with others as a team member

C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences

PERSONAL/SOCIAL DEVELOPMENT

STANDARD A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

PS:A1 Acquire Self-Knowledge

PS:A1.1 Develop positive attitudes toward self as a unique and worthy person

PS:A1.2 Identify values, attitudes and beliefs

PS:A1.3 Learn the goals setting process

PS:A1.4 Understand change is a part of growth

PS:A1.5 Identify and express feelings

PS:A1.6 Distinguish between appropriate and inappropriate behavior

PS:A1.7 Recognize personal boundaries, rights, and privacy needs

PS:A1.8 Understand the need for self-control and how to practice it

PS:A1.9 Demonstrate cooperative behavior in groups

PS:A1.10 Identify personal strengths and assets

PS:A1.11 Identify and discuss changing personal and social roles

PS:A1.12 Identify and recognize changing family roles

PS:A2 Acquire Interpersonal Skills

PS:A2.1 Recognize that everyone has rights and responsibilities

PS:A2.2 Respect alternative points of view

PS:A2.3 Recognize, accept, respect and appreciate individual differences

PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity

PS:A2.5 Recognize and respect differences in various family configurations

PS:A2.6 Use effective communications skills

PS:A2.7 Know that communication involves speaking, listening, and nonverbal behavior

PS:A2.8 Learn how to make and keep friends

STANDARD B: Students will make decisions set goals, and take necessary action to achieve goals.

PS:B1 Self-Knowledge Application

PS:B1.1 Use a decision-making and problem-solving model

PS:B1.2 Understand consequences of decisions and choices

PS:B1.3 Identify alternative solutions to a problem

PS:B1.4 Develop effective coping skills for dealing with problems

PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions

PS:B1.6 Know how to apply conflict resolution skills

PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences

PS:B1.8 Know when peer pressure is influencing a decision

PS:B1.9 Identify long-and short-term goals

PS:B1.10 Identify alternative ways of achieving goals

PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills
PS:B1.12 Develop an action plan to set and achieve realistic goals

STANDARD C: Students will understand safety and survival skills.

PS:C Acquire Personal Safety Skills

PS:C1.1 Demonstrate knowledge of personal information (i.e. telephone number, home address, emergency contact)

PS:C1.2 Learn about the relationship between rules, laws, safety, and the protection of rights of the individual

PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact

PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy

PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help

PS:C1.6 Identify resource people in the school and community, and know how to seek their help

PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices

PS:C1.8 Learn how to cope with peer pressure

PS:C1.9 Learn techniques for managing stress and conflict

PS:C1.10 Learn coping skills for managing life events

Legend:

A:A-1. 1 = Academic Domain, Standard A, Competency 1, and Indicator 1.

Adapted from the American School Counseling Association Standards

Delivery System

School Counseling Curriculum

Individual Student Planning

Responsive Services System

Support



Clarence Central School District Comprehensive 6-12 School Counseling Plan

The Delivery System

The Delivery System outlines the activities, interactions and areas in which school counselors work to deliver the program. The Delivery System and Management System are intertwined throughout the process. Within the Delivery System, there are four components: school counseling curriculum, individual student planning, responsive services and system support. All activities of the school counseling program are included into one of the four areas of the Delivery System.

School Counseling Curriculum

The school counseling curriculum consists of a written instructional program that is “comprehensive in scope, preventative and proactive, developmental in design, coordinated by school counselors and delivered by school counselors and other educators.” The designed lessons and activities are delivered to every student and promote knowledge, attitudes and skills through instruction in the three content areas: academic development, career development and personal/social development. The school counselor is responsible for planning, designing, implementing and evaluating the curriculum. The curriculum is aligned with the American School Counselor Association (ASCA) National Standards and the school district’s academic goals.

The curriculum is delivered through strategies such as:

- Classroom Instruction
- Interdisciplinary Curriculum Development
- Group Activities
- Parent Workshops and Instruction

Individual Student Planning

Individual student planning consists of school counselors “coordinating ongoing systemic activities designed to help individual students establish personal goals and develop future plans.” Activities may include helping students plan, monitor and manage their own learning as well as meeting competencies in the areas of academic, career and personal/social development.

Individual planning with students is implemented through strategies such as:

- Individual or Small Group Appraisal
- Individual or Small Group Advisement

Responsive Services

The Responsive Services component consists of “activities to meet students’ immediate needs and concerns. These needs or concerns may require counseling, consultation, referral, peer facilitation or information.” This component

is available to all students and is often initiated by student self-referral; however, teachers, parents/ guardians or others may also refer students for assistance. The support of other educational professionals is necessary for successful implementation. A range of services is available (from early intervention to crisis response).

Responsive services are delivered through strategies such as:

- Consultation
- Individual and Small Group Counseling
- Crisis Counseling
- Conflict Resolution
- Safety Team
- Student Support Team
- Referrals to Other Social and Community Services
- Peer Facilitation

System Support

System Support consists of activities that establish, maintain and enhance the school counseling program. School counselors, through their leadership and advocacy skills, promote systemic change by contributing in ongoing:

Professional Development

- in-service training/conferences
- professional association membership
- post-graduate education
- contributions to professional literature
- reflective practices

Consultation, Collaboration and Teaming

- consultation with teachers, staff members and parents
- partnering with staff, parents/guardians, community
- community outreach
- advisory councils
- district committees

Program Management and Operations

- management activities
- data analysis
- fair share responsibilities

Public Relations

- providing community, staff and parents updated information regarding the school counseling program and its goals.

Adapted from the ASCA National Model: A Framework for School Counseling Programs

Middle School Plan

Clarence Middle School



**Clarence Central School District
Comprehensive 6-12 School Counseling Plan
Clarence Middle School Curriculum Map**
A- Academic; C- Career; P-Personal/Social

Service/Activity	Domain	Grade Level	Timeline	Staff Involved
Student Welcome (Large Group Presentation)	P	6-7-8	September	School Counselors Administrators
6th Grade Transition Presentations (All 6th grade classes)	A,C,P	6	May/June	School Counselors
Attendance Review <ul style="list-style-type: none"> • Review need for attendance letters • Participate in Attendance meetings with Administrators, Parents and Students (as needed) 	A, P	6-7-8	Quarterly September – June	School Counselors School Psychologist Administrators
Crisis Counseling/Intervention <ul style="list-style-type: none"> • Behavioral • Loss • Safety 	P	6-7-8	September – June	School Counselors
New Student Luncheon	P	6-7-8	September	School Counselors Administrators
6th to 7th grade scheduling advisement	A, C	6	January –March	School Counselors
7th to 8th grade scheduling advisement	A, C	7	January –March	School Counselors
8th grade Course Selection and Advisement for High School	A, C	8	January –March	School Counselors

Clarence Central School District Comprehensive 6-12 School Counseling Plan Clarence Middle School Curriculum Map

A- Academic; C- Career; P-Personal/Social

Service/Activity	Domain	Grade Level	Timeline	Staff Involved
Individual & Group Counseling <ul style="list-style-type: none"> • Attendance • Academic Performance • At-risk • Bullying • Careers • Conflict Resolution • Grief • Separation/Divorce • Social Skills/Coping Skills • Study Skills/Organization • Transition Concerns 	A, P	6-7-8	September – June (Varies according to need/schedule)	School Counselors
504 Plan Processing (write, revise & disseminate)	A	6-7-8	All Year	School Counselors School Psychologists Teachers
Parent Conferences	A, C, P	6-7-8	All Year (as needed)	School Counselors Teachers Administrators (as needed)

Clarence Central School District Comprehensive 6-12 School Counseling Plan Clarence Middle School Curriculum Map

A- Academic; C- Career; P-Personal/Social

Service/Activity	Domain	Grade Level	Timeline	Staff Involved
6th Grade Orientation Assist with coordination and implementation of Parent & Student Orientation Programs	A,P	6	Spring	School Counselors Administrators Teachers
RTI Participate in Monthly RTI meetings	A, P	6-7-8	All Year	School Counselors School Psychologists Administrators Teachers
End of Year Academic Needs Process Promotion/Retention Meetings Student Identification Parent Notification	A	6-7-8	June	School Counselors Teachers Administrators

**Clarence School District
Comprehensive 6-12 School Counseling Plan
Clarence Middle School Additional Counselor Activities**

Service/Activity	Grade	Timeline	Staff Involved
Scheduling process and course requests	6-7-8	January - August	Administrators School Counselors
Schedule adjustments for students and final balancing of classes	6-7-8	June thru September	School Counselors
Review of transcripts & schedule new students	6-7-8	June thru August (Throughout the school year)	School Counselors
Coordinate and attend Bridging RTI meetings with Elementary Schools	6-7-8	May/June	School Counselors School Psychologists
Academic Intervention Services (AIS) Scheduling	6-7-8	Quarterly	School Counselors; AIS Teachers
Referrals to Child & Adolescent Treatment Services or other agencies	6-7-8	As Needed	School Counselors
Create and Update Counseling Newsletter (via school's website)	6-7-8	Quarterly	School Counselors
Create and Maintain Counseling Center Web Page	6-7-8	Monthly	School Counselors
Coordinating and processing make-ups of all New York State Testing	6-7-8	April and May	School Counselor
Proctoring and administer make-up state & local exams	6-7-8	Throughout the Year	School Counselors

**Clarence School District
Comprehensive 6-12 School Counseling Plan
School Counseling Curriculum
Middle School**

6th Grade Students

1. 6th Grade Orientation

- Incoming Grade 6 students and their parents/guardians are invited to attend an evening Spring Orientation at CMS. (Coordinated by Administrators and Counselors)
- Counselors coordinate a “Bridging meeting with elementary teachers to discuss concerns of incoming Grade 6 students.
- August orientation (Students pick up schedules and walk through the building)

2. Introduction/Transitions

- Counselors participate in a Welcome Back to School Assembly at CMS to introduce themselves to the new 6th grade class and explain the services that they provide.
- Counselors present to all 6th grade students in a large group, the overview of our services, discuss transition issues (academic, career and social/emotional).
- This also allows the new grade 6th students an opportunity to meet the individual counselor that he/she is assigned to.

3. DASA Reporting:

- Counselors present to all 6th grade students in classrooms the ways that CMS (as a building) and they (as individuals) can try to prevent bullying.
- The CMS Harassment/Bullying Incident Report Form is reviewed and discussed. In addition, students are alerted to the damage of bullying, harassment, taunting, threatening, etc. of other students.

Grade 7 Students

Welcome Back Presentation

- Counselors participate in a Welcome Back to School Assembly at CMS to introduce themselves to the 7th grade class and explain the services that they provide.
- Counselors present to all 7th grade students in a large group, the overview of our services, discuss transition issues (academic, career and social/emotional).
- This also allows the 7th students an opportunity to hear from their individual counselor that he/she is assigned to.

DASA Reporting:

- Counselors present to all 7th grade students in a large group the ways that CMS (as a building) and they (as individuals) can try to prevent bullying.
- The CMS Harassment/Bullying Incident Report Form is reviewed and discussed. In addition, students are alerted to the damage of bullying, harassment, taunting, threatening, etc. of other students.

Grade 8 Students

Welcome Back Presentation

- Counselors participate in a Welcome Back to School Assembly at CMS to introduce themselves to the 8th grade class and explain the services that they provide.
- Counselors present to all 8th grade students in a large group, the overview of our services, discuss transition issues (academic, career and social/emotional).
- This also allows the 8th students an opportunity to hear from their individual counselor that he/she is assigned to.

DASA Reporting:

- Counselors present to all 8th grade students in a large group the ways that CMS (as a building) and they (as individuals) can try to prevent bullying.
- The CMS Harassment/Bullying Incident Report Form is reviewed and discussed. In addition, students are alerted to the damage of bullying, harassment, taunting, threatening, etc. of other student.

High School Academic Planning/Course Selections

- Current 8th grade students are invited to attend an “8th Grade Open House Night” at CHS (in December) with high school counselors, administrators and teachers.
- Counselors conduct classroom presentations for the entire 8th grade class to provide a general overview of the High School/Graduation requirements, the Course Description Guide and the Course Selection process.
- Counselors meet individually with each Grade 8 student to help them select 9th grade courses.
- Counselors input each 8th grade student’s course selections. A hard copy of each student’s course request is forwarded to the high school counseling staff.

Career Plan Review

- An annual review of each child’s educational progress and career plans. This review is conducted individually with the student’s school counselor and completed during high school scheduling.

Clarence Central School District Comprehensive 6-12 School Counseling Plan

Responsive Services – Middle School

- Each School Counselor must be available to meet the needs of students and the school community during a time of crisis. School Counselors must make themselves available to all students presenting with a crisis. This responsibility takes priority over any other school counseling responsibility. (*Responsive services include, but are not limited to death, divorce, violence, classroom disruption, CPS investigation, homelessness, suicidal ideation and school anxiety.*)
- Each School Counselor is responsible for assisting teachers in the educational process and is required to attend regular meetings with teachers.
- Each School Counselor will be available to students requesting individual support and/or mediating situations among a group of students.

Individual Student Planning – Middle School

- Each School Counselor will hold meetings with students in danger of failing academic classes.
- Each School Counselor will participate in a variety of large and small group presentations.
- Each School Counselor is available for scheduling and facilitating parent/teacher conferences upon requests of teachers and/or parents.
- Each School Counselor will be available and provide assistance in transition of students described as “new entrants.”
- Each School Counselor is to support and collaborate with classroom teachers to meet the academic, social and emotional needs of students. At the Middle School, each counselor will attend team meetings with teachers via the RTI monthly meetings and individually team meetings (as necessary).
- Each School Counselor is to collaborate and consult with building administrators to provide academic, social and emotional interventions as needed.
- Each School Counselor is responsible for attending RTI meetings for his/her individual students. These meetings may result in, but are not limited to, further testing.
- 504 Accommodation Plans, referral to CSE, FBA, BIP or referral to an agency.
- Each School Counselor is required to provide counseling as indicated by the student’s IEP or 504 Accommodation Plan.
- Each School Counselor is involved in the scheduling and implementing of transition programs from 5th grade to 6th grade, and from 8th grade to 9th grade. This includes communicating and collaborating with 5th grade teachers and 9th grade teachers and counselors.

System Support – Middle School

- Each Middle School Counselor is responsible for implementing a strong communication program at their level.
- Middle School Counselors are expected to update their knowledge and skills by participating in training, professional meetings and conferences and/or relevant course work.
- Middle School Counselors will participate in ongoing evaluative measures to assess the efficacy of the Counseling Program.

High School Plan

Clarence High School



**Clarence Central School District
Comprehensive 6-12 School Counseling Plan
Clarence High School Curriculum Map**
A- Academic; C- Career; P-Personal/Social

Service/Activity	Domain	Grade Level	Timeline	Staff Involved
8th grade orientation	A, C	8	December	School Counselors Teachers Administrators
Individual/Small Group Meeting with Freshmen	A, P/S	9	Fall	School Counselors Teachers
Scheduling/Program Planning	A, C	9-12	January February March	School Counselors
Naviance Implementation	A, C	10-12	All School Year	School Counselors
College Admissions Panel	A, C	10,11	January	School Counselors College Admissions Representatives
PSAT Score Interpretation	A, C	10-11	December	School Counselors
Senior Class Presentation	A, C	12	September	School Counselors
College Application Workshops	A, C	12	October- November	School Counselors
Financial Aid Night	A, C	12	December	School Counselors Financial Aid Representative
Scheduling Overview	A, C	9-11	January	School Counselors
Class Meetings	A, C	9-12	September, January, April	School Counselors
Senior Survey	A, C	12	May/June	School Counselors

Clarence Central School District Comprehensive 6-12 School Counseling Plan High School Counseling Curriculum

Incoming 9th Grade

8th grade orientation (transition to high school program)

Open House held in December prior to students entering 9th grade. Summer program in late August run in conjunction with administration for both students and parents.

Consultation with Middle School Counselors and Administration

Cooperative problem solving and planning to meet the individual and aggregate needs of the incoming class.

Individual and Small Group Introductory Freshmen Meetings

Introduce counselors, policies and procedures to new students. Initial establishment of counseling relationship/rapport.

Scheduling (February)

Includes transcript introduction/review and discussion of long-term schedule planning. An overview of the process is done through English classes.

10th Grade

Scheduling (January/February)

Includes transcript introduction/review and discussion of long-term schedule planning. An overview of the process is done through English classes.

Naviance and Career Information Presentation (March/April)

A web based Career Planning, Research and College Readiness Program, Naviance can be used to help students research colleges and careers..

College Planning Night (February/March)

A panel discussion among school counselors and local college admissions counselors for students and parents to learn about the college admissions process and procedures. Geared toward juniors, but sophomores are encouraged to attend.

11th Grade

Preliminary Scholastic Aptitude Test--PSAT (October)

Students are encouraged to take the PSAT as the unofficial start to the college process. Brief presentations on the benefits of the test are given through Social Studies classes.

PSAT Results and Naviance Presentation (December/January)

Provide interpretation, meaning and context for students as it relates to their scores. Assisting students in developing a plan for standardized testing.

Helping students assess their career interests and aspirations and begin researching colleges to pursue those goals.

Scheduling (January)

Includes transcript introduction/review and discussion of long-term schedule

planning. An overview of the process is done through English classes.

College Planning Night for Juniors

Evening program featuring a guided panel discussion among Clarence counselors and local college admissions representatives. Topics include the college search process, research methods, resume building and application preparation.

Financial Aid Night (November/December)

Parents and students are provided with a presentation from a local college financial aid representative.

Initial Individual or Small Group College Planning Meeting (April/May/June)

Help students map out their college search/plan for summer and early fall. Compile initial parameters and lists, discuss visits and introduce actual applications for review.

12th Grade

Senior College Planning and Application Workshop (September)

Counselors present practical information regarding the application process to all seniors. Emphasis is on the procedures required by the colleges and by Clarence high school. Topics covered include admissions essays, letters of recommendation, standardized test submission and deadlines/timelines.

Individual College Application Meetings (September-December)

Students meet with counselors to discuss, plan and execute their college applications.

Common Application and Essay Writing Workshops (October/November)

Counselors and other staff provide guidance on navigating and completing the common application and advice and assistance in producing their admissions essays.

Financial Aid Night (November/December)

Parents and students are provided with a presentation from a local college financial aid representative.

Senior Survey Classroom Visits

Counselors collect data from students to send final transcripts to the school of their choice and to compile information for future analysis.

**Clarence Central School District
Comprehensive 6-12 School Counseling Plan
Clarence High School Additional Counselor Activities**

Service/Activity	Grade Level	Timeline	Staff Involved
Administer National Latin Exam	9-12	May	School Counselors
AP Examinations	10-12	May	School Counselors
College Visits/Consortium (WNY College Consortium & National College Fair)	10-12	Fall / Spring	School Counselors
Conflict Resolution	9-12	As Needed	School Counselors
Consultation with Parents	9-12	As Needed	School Counselors
Coordinate Applications for Testing Accommodations (SAT/ACT)	10-12	Spring/Fall	School Counselors; School Psychologist
Coordinate Homebound Instruction	9-12	As Needed	School Counselors; Support Staff
Coordinate Junior Class Field Trip to National College Fair	11	Spring	School Counselors
Create Master Schedule	9-12	Spring/Summer	School Counselors; Support Staff
Create New Student Schedules	9-12	As Needed	School Counselors
Create New Student Transcripts	9-12	As Needed	School Counselors
Crisis Intervention	9-12	As Needed	School Counselors; School Psychologist
DASA Coordination	9-12	As Needed	School Counselors; Administrators
Foreign Exchange Student Assistance	11	As Needed	School Counselors

GED/TASC Advisement	11-12	As Needed	School Counselors
Harkness Field Trip & Individual Tours	10-11	December /As Needed	School Counselors
IEP Counseling	9-12	As Needed per IEP	School Counselors; School Psychologist
IEP Monitor & Consult Counseling	9-12	As Needed/Monthly	School Counselors; School Psychologist
Lethality Assessments	9-12	As Needed	School Counselor; School Psychologist
Meet with Potential New Students to the District	9-12	As Needed	School Counselors
Military Visits	9-12	Monthly	School Counselors
Monitor Exam Schedule for CDOS Students	9-12	January/June	School Counselors
Monitor Students At-Risk of Not Graduating	12	As Needed	School Counselors; Administrators; Teachers
NCAA Eligibility	9-12	As Needed	School Counselors/Athletic Director
New Student Registration (transfer/withdrawal)	9-12	As Needed	School Counselors
Parochial Student Scheduling	9	Spring	School Counselors
Participation in 504 Meetings	9-12	As Needed	School Counselors; School Psychologist
Participation in CSE Meetings	9-12	As Needed	School Counselors; School Psychologist; Teachers
PINS/FST Referrals	9-12	As Needed	School Counselors
Process College Applications	12	As Needed	School Counselors
Process Scholarship Applications	11-12	As Needed	School Counselors

Provide Fee Waivers to Eligible Students	10-12	As Needed	School Counselors
Provide Social Security Documentation	9-12	As Needed	School Counselors
PSAT/SAT/ACT Administration	10-12	Fall/Spring	School Counselors
Referrals to Community Support Agencies	9-12	As Needed	School Counselors
Regents Exam Proctoring	9-12	January & May	School Counselors
Regents Exam Re-Takes and Challenges	9-12	January, June & August	School Counselors
Report Card Review	9-12	Every 10 Weeks	School Counselors
Review Transcripts for Accuracy	10-12	Fall/June	School Counselors
RTI Participation	9-12	As Needed	School Counselors; Teachers; School Psychologist; Administrators
RTI Scheduling	9-12	As Needed	School Counselors; RTI Teachers; School Psychologist
Schedule Adjustments	9-12	All Year	School Counselors
Schedule/Facilitate Parent-Teacher Conferences	9-12	As Needed	School Counselors
Scheduling Small Group & Individual	9-11	Winter/Spring	School Counselors
Scholarship Database Upkeep	12	All Year	School Counselors
Senior Awards Night Data	12	Spring	School Counselors
Senior Class Profile Creation	12	Spring	School Counselors
Summer School Plans/Advisement	9-12	Summer/As Needed	School Counselors

UB Math Point of Contact	9-12	All Year	School Counselors
Update Course Description Guide	9-12	December	School Counselors
Update Clarion	9-12	Monthly	School Counselors
Update Counseling Center Web Page	9-12	As Needed	School Counselors
Update NCAA 48H List	9-12	September	School Counselors
Write College Letters of Recommendation	12	As Needed	School Counselors

Clarence Central School District Comprehensive 6-12 School Counseling Plan

Responsive Services – High School

- Each School Counselor must be available to meet the need of students and the school community during a time of crisis. School counselors must make themselves available to all students presenting with a crisis. This responsibility takes priority over any other school counseling responsibility. (*Responsive services include, but are not limited to death, divorce, violence, classroom disruption, homelessness, suicidal ideation and school anxiety.*)
- Each School Counselor is responsible for attending and addressing the needs of “at-risk” students through the RTI on a weekly or monthly basis.
- Each School Counselor will be available to students requesting individual support and/or mediating situations among a group of students.
- Each School Counselor is available for scheduling and facilitating parent/guardian/teacher conferences upon request of teacher and/or parents/guardians.
- Each School Counselor will be available and provide assistance in transition of newly enrolled students.
- Each School Counselor is to support and collaborate with classroom teachers to meet the academic, social and emotional need of the students.
- Each School Counselor is to collaborate and consult with building administrators to provide academic, social and emotional interventions as needed.
- Each School Counselor is required to provide mandated “monitor” or “consult” basis counseling as indicated by a student’s Individualized Education Plan.
- The High School Counseling Department should utilize newsletters and websites to inform the whole school community of the school counseling programming.
- High School Counselors must update knowledge and skills by participating in training, professional meetings and conferences and relevant course work, in addition to maintaining professional association membership.
- High School Counselors are responsible for informing students of end of the year procedures, which include summer school sign up and grading policies.

Individual Student Planning – High School

- Each School Counselor will hold meetings with students in danger of failing academic classes.
- Each School Counselor is available for scheduling and facilitating parent/teacher conferences upon requests of teachers and/or parents.
- Each School Counselor will be available and provide assistance in transition of students described as “new entrants.”
- Each School Counselor is to support and collaborate with classroom teachers to meet the academic, social and emotional needs of students.
- Each School Counselor is to collaborate and consult with building administrators to provide academic, social and emotional interventions as needed.
- Each School Counselor is responsible for attending RTI meetings for his/her individual students. These meetings may result in, but are not limited to, further testing.
- 504 Accommodation Plans, referral to CSE, FBA, BIP or referral to an agency.

- Each School Counselor is required to provide counseling as indicated by the student's IEP or 504 Accommodation Plan.

System Support – High School

- Each High School Counselor is responsible for implementing a strong communication program at their level.
- High School Counselors are expected to update their knowledge and skills by participating in training, professional meetings and conferences and/or relevant course work.
- High School Counselors will participate in ongoing evaluative measures to assess the efficacy of the Counseling Program.

Management System

Advisory Council Use of Data Action
Plans

Schedules and Calendars



Clarence Central School District Comprehensive 6-12 School Counseling Plan The Management System

The Management System describes the various organizational processes and tools necessary to manage a school counseling program. School counselors will analyze their site data, develop plans of action to meet objectives, abide by a master calendar and provide organizational activities. "Management systems include efforts by administration to support school counselors in delivering the program.

Administrators work collaboratively with school counselors to analyze student data and develop action plans and implementation timelines." School counselors develop calendars with regard to program implementation, monitoring student progress and maximizing time spent carrying out the school counseling program.

Use of Data

A comprehensive School counseling program is data-driven. Therefore, the use of data to effect change is integral to ensuring that every student is benefiting from the school counseling program. Activities implemented as a part of the school counseling program should be the result of careful analysis of student needs, achievement and related data. The use of data demonstrates accountability and progress toward goals. Data monitors student progress and provides a guide on where to focus resources, programs, interventions and strategies to meet students' needs and ensure school success. School counselors monitor student progress through three types of data:

Student Achievement Data measures student academic progress including:

- standardized test data
- grade point average
- SAT and ACT scores
- graduation rate
- achievement levels
- promotion and retention rates
- drop out rates
- specific academic programs (academic honors, college prep., etc.)

Achievement-related Data is correlated with academic achievement including:

- course enrollment patterns
- discipline referrals
- suspension rates
- alcohol, tobacco and other drug violations
- attendance rates
- parent/guardian involvement
- participation in extracurricular activities
- homework completion rate

Standards and Competency-related Data measures student mastery of the competencies delineated in the ASCA National Standards. The data includes:

- percentage of students with a four year plan
- percentage of students who have participated in an internship
- percentage of students who have set and attained academic goals

Disaggregate Data is used to determine if there are any groups of students who may not be doing as well as others. The data may include:

- ethnicity
- gender
- language
- socio-economic status
- special education
- vocational

Program Evaluation Data is used to determine the school counseling program's impact. School counselors evaluate process, perception and results data.

Process Data provides evidence that events occurred and describes the way the program is conducted and if it follows the prescribed practice.

Perception Data measures what student and others observe or perceive, knowledge gained, attitudes and beliefs held and competencies achieved.

Results Data measures the impact of an activity or program and shows if the program has had a positive impact on students. Results data may include:

- attendance data
- discipline referral data
- graduation rate

Data Over Time is necessary to determine the true impact of the school counseling program. This may include the review of immediate and long range data. Data will drive program decision making.

Action Plans

To efficiently and effectively deliver the school counseling program, there must be a plan detailing how the school counselor intends to achieve the desired result. The action plan is utilized with the school counselor curriculum. The action plan should contain:

- domains and standards to be addressed
- student competencies to be addressed
- description of the actual school counseling activity to be provided
- title or name of the curriculum to be used
- timeline for completion of activity
- person(s) responsible for the delivery of the activity
- means of evaluating student success
- data driving the decision to address the competency
- expected results for students

Use of Time

School counselors recognize and value the time they spend providing direct services to students. They should keep track of their time and document activities performed throughout the day. This will allow counselors and the administrators the opportunity to determine the amount of time being spent delivering services to students and non-school counseling activities. Program delivery and direct counseling services for students can be increased by reassigning non-counseling activities when possible.

Calendars

School Counselors maintain calendars outlining school counseling events to ensure students, parents/guardians, teachers and administrators know when and where activities will be held.

Adapted from the ASCA National Model: Framework for School Counseling Programs

**Clarence Central School District
Comprehensive 6-12 School Counseling Plan
Use of School Counselor's Time**

The American School Counselor Association encourages school counselors to protect their time so that 80 percent of time is spent in direct service to students, staff and families. The remainder of the time is spent on program management. Counselors are encouraged to allocate time based on program priorities and needs. The reduction of non-counseling activities will provide more direct services to, and contact with, students including prevention and intervention programs. Since school counselor duties should be focused on the overall delivery of the school counseling program, a limited amount of time should be devoted to indirect services or system support.

Distribution of Total School Counselor Time

Delivery System Component	Middle School	High School
	% of Time	% of Time
School Counselor Curriculum	10% - 15%	15% - 20%
Individual Student Planning	15% - 25%	25% - 30%
Responsive Services	40% - 50%	40% - 45%
System Support	25% -35%	20% - 25%

Adapted from The ASCA National Model: A Framework for School Counseling Programs

Clarence School District
Comprehensive 6-12 School Counseling Plan
Non-Counseling Professional Responsibilities
(Indirect Services Being Performed By School Counselors)

Middle School

- Building and District Initiated Committees
- 504 Creation and Dissemination
- Filing/Clerical Work
- Assist With Master Scheduling
- Release of Information to Agencies (maintain and update)
- Report Card Accuracy Reviews
- Truancy Intervention Committee
- AIMS Web Testing Administration

High School

- Awards Committee (Academic Award/Scholarships)
- Building and District Initiated Committees
- Coordinate BOCES Programs
- Assist With Master Scheduling as needed
- Military Representatives Coordination
- Naviance Implementation
- Newsletter and Web Page Coordination
- Transcripts/GPA/Class Rank
- Proctoring Examinations (January, June & AP in May)
- Truancy Meetings
- Skills Expo Harkness Field Trip
- PSAT, SAT, ACT test center administration and proctoring
- Re-entry Meetings
- New Visions Application Process
- Participation on RTI team
- National College Fair
- College Consortium (WNY)
- Scholarship Notification
- Senior Class Profile
- Professional Development
- Participation in Local High School Counseling Networks
- CSE representation at annual review meetings
- NCAA Core Course submission and information
- Summer School and Credit Recovery Guidance

Accountability

Results Reports

Counselor Performance Standards

Program Audit



Clarence Central School District Comprehensive 6-12 School Counseling Plan

Accountability

The accountability system will enable school counselors to determine how well students have met the standards and achieve intended outcomes. To evaluate the program and demonstrate accountability, school counselors must collect and use data that supports and links the school counseling program to student academic success, school improvement and to show positive changes in student behavior.

Key Components of School Counselor Accountability

Using Data

Data collection provides the school counseling program with the information needed to evaluate the program as it relates to student progress. The data collection will occur before and after the school counseling activity and will reveal what worked and clarify what needs to be changed or improved to ensure student success.

M.E.A.S.U.R.E.

MEASURE is a “six-step accountability process that helps school counselors demonstrate how their program impacts critical data, those components of a school report card that are the backbone of the accountability movement.”

MEASURE stands for Mission, Elements, Analyze, Stakeholders-Unite, Results, Educate. It is a way of using information to identify data elements and to develop strategies to connect school counseling to an accountability agenda of a school.

Mission: connects the Comprehensive 6-12 School Counseling Plan to the mission of the school.

Elements: identifies and examines the critical data elements that are important to the school improvement plan. This procedure for looking at data should guarantee that no group of students is overlooked.

Analyze: analyze the critical data elements to determine problem areas. School counselors will work toward eliminating any barriers that may impede student achievement.

Stakeholders-Unite: identify internal and external stakeholders to become part of a team to develop and implement strategies to improve student outcomes.

Results: determine if everyone’s efforts show that the interventions and strategies were successful; and to guide the team in developing the next steps toward continuous school improvement, including the school counseling program.

Educate: educate internal and external stakeholders on the positive impact the school counseling program is having on student success.

Appendix



Clarence School District Comprehensive 6-12 School Counseling Plan Glossary

Academic Achievement: Attainment of educational goals, as determined by data such as standardized achievement test scores, grades on tests, report cards, grade point average, and state and local assessments of academic progress.

Academy Programs: Small learning communities focused on a specific skill or area. AOF requires an application process. Academy Of Finance (AOF), and Project Lead The Way (PLTW).

ACCESS/Vocational Resources: Formerly known as V.E.S.I.D., it is an office of the New York State Education Department which provides the opportunity for disabled individuals to become independent through employment and training.

Accountability: Responsibility for one's actions, particularly for objectives, procedures and results of one's work and program; involves an explanation of what has been done. This includes responsibility for counselor performance, program implementation and results.

Action Plan: How the school counselors, or others, intend to achieve the desired result or competency.

Advanced Placement Course (AP): A program which allows high school students to take college level courses and exams to earn high school and potentially college credit.

Advocacy: Actively supporting causes, ideas or policies that promote and assist student academic, career and personal/social needs. It may include the process of actively identifying underrepresented students and supporting them in their efforts to perform at their highest level of academic achievement.

AIS: Academic Intervention Services.

American College Testing (ACT): Assesses high school students' general educational development and their ability to complete college level work.

ASCA: American School Counselor Association

Assessment: a tool used to measure the criteria; including competencies indicators and descriptors.

Attendance Monitoring: Communication between school and home regarding attendance concerns.

Behavior Intervention Plan (BIP): A Behavior Intervention Plan takes the observations made in a Functional Behavior Assessment and turns them into a concrete plan of action for managing a student behavior.

BOCES: Board of Cooperative Educational Services

BOCES Presentations and Visits: These activities/events provide exposure to vocational and technical programs available to students.

Career Development: The necessary skill and attitudes for successful transition from school to work or post-secondary training or education.

Child Protective Services (CPS): An agency under the auspices of local, state and federal governments.

Class Rank: A measure of how a student's cumulative grade point average compares to the other students' in his or her class. It is commonly also asked for as a percentile. (i.e. A student may have a GPA which falls better than 250 of his or her classmates in a graduating class of 500. In this case, his or her class rank would be

250, and percentile would be 50th.)

College Admission Panel: An opportunity for junior students (sophomores may attend) and interested parents to learn about college expectations and the college admission process. (See high school curriculum for details on implementation)

College Applications and Recommendations: Complete required college application process with 12th grade students and write letters of recommendation for students to accompany college applications. This is typically completed prior to December 1st.

College Board: A nonprofit organization whose mission is to connect students to college success and opportunity. Provides PSAT, SAT and AP tests; includes the CSS profile and college planning tool.

College (WNY) Consortiums: A college fair of 15+ WNY colleges hosted in October at Clarence high school.

College Fair: Annual field trip with junior students to the Buffalo College Fair.

College Representative Visits: Opportunities for students and counselors to meet with college admissions staff in the High School Counseling Center.

Common Application: An undergraduate college admission application that applicants may use to apply to any of 400+ member colleges and universities in the United States. Its mission is to encourage college access by promoting holistic admission (the use of subject criteria like essays and recommendations alongside objective criteria). It promotes holistic admission by opening membership only to institutions that have committed to using holistic admission for their entire undergraduate full-time applicant pool, and then streamlining the college application process for students choosing to apply to those colleges.

Competencies: Defines the specific knowledge, attitudes and skills student should obtain.

Comprehensive School Counseling Program: An integral part of the total educational program that helps every student acquire the skills, knowledge and attitudes in the areas of academic, career and personal/social development that promote academic achievement and meet developmental needs.

Consultation: School Counselors consult with parents, teachers, other educators and community agencies with regard to strategies to assist students.

Counseling: Comprehensive services provided by professionally trained and certified persons. Services involve a variety of techniques and strategies used to help students explore academic, career and personal/social issues may impede healthy development and/or academic progress.

Credit Recovery Program (APEX): Credit Recovery is an online curriculum offered to students at Clarence High School. Credit Recovery provides a mastery based and in-depth, standards-based, interactive curriculum along with assessments and reporting. Credit Recovery is self-prescriptive and provides each student with a plan for completion of the modules. Students may be offered these online courses after first attempting the class at Clarence High School. Successful completion results in course credit.

CSE: Committee on Special Education

CSS PROFILE: CSS/Financial Aid PROFILE is the web based financial aid application service of the College Board. Some colleges and universities use the information collected on the PROFILE to determine eligibility for nonfederal student aid funds.

CTE: Career and Technical Education

Data-driven: Decisions concerning future action that are based on information, survey reports, assessments, statistics or other forms of data.

Delivery System: The means around which the school counseling program is organized and delivered; including the guidance curriculum, individual student planning, responsive services and systems support.

Domains: Broad areas of knowledge base (academic, career and personal/social) that promote and enhance the learning process.

Face 2 Face: A program offered in conjunction with Renaissance House where students can be referred for early intervention and substance abuse evaluation.

FAFSA: Free Application for Federal Student Aid

Financial Aid Night: Financial aid night is an evening presentation for students and parents at which time the college financial aid process is reviewed. This is typically held in November or December.

Foundation: Includes the beliefs, philosophies, mission, domains and ASCA National Standards and competencies.

Freshman Orientation: Freshman Orientation is a comprehensive program that provides a proactive and positive transition to high school for both students and parents. (See high school curriculum for details on implementation)

Functional Behavior Assessment (FBA): A Functional Behavior Assessment is an attempt to look beyond the obvious interpretation of a behavior and determine what function it may serve a child.

GPA: Grade Point Average

Group Planning/Counseling: Provided on a small group basis for students on specific issues.

Harkness Presentations and Visits: Opportunity for 10th and 11th graders to go to the Harkness Center (99 Aero Dr) to view the Career and Technical Program offerings which are available there.

Indicators: Measurable evidence that individuals have abilities, knowledge or skills for a specific competency.

Individualized Education Program (IEP): A written document developed, reviewed and revised by the Committee on Special Education (CSE). It outlines the provisions needed to meet the unique educational needs of a student with a disability.

Individual Advisement: School Counselors assist students in establishing educational, career, personal and social goals by involving parents, students, school, business and community.

Individual and Small Group Counseling: Counseling is provided to students on a small group or individual basis.

Individual Assessment: School Counselors assist students in analyzing and evaluating abilities, interests, skills and achievement.

Individual Student Planning: The individual planning component consists of school counselors coordinating ongoing systemic activities designed to assist the individual student in establishing personal goals and developing future plans. It helps students plan, monitor and manage their own learning as well as personal/social development.

Individualized Home Instruction Plan (IHIP): Parents who homeschool their children are required to provide this plan to their district liaison each year. The plan outlines details of the curriculum, plan of instruction, reporting dates and other pertinent details.

Individuals with Disabilities Education Act (IDEA): A federal law enacted in

1975 and most recently reauthorized in 2004. It is designed to protect the rights of students with disabilities by ensuring that they receive a free appropriate public education (FAPE) regardless of ability. IDEA grants equal access to education for students with disabilities along with special education services and procedural safeguards for parents.

Learning Assistance Center: An opportunity offered to students to complete their assignments under the supervision of a certified teacher. This is offered before school and throughout the school day.

Lethality/Risk Assessment: A process by which students are evaluated if needed to determine the degree of risk they are to themselves or to someone else.

Management System: The management system addresses the allocation of resources to best address the goals and needs of the program.

McKinney-Vento Homeless Assistance Act: The McKinney-Vento Homeless Assistance Act requires that every public school district designate a Homeless Liaison to ensure that homeless students are identified, immediately enrolled in school, have access to educational opportunities equal to those of their non-homeless peers, and receive assistance in evaluating and meeting other needs unique to their situation.

Mission Statement: This is a statement which outlines the purpose or vision of the school counseling program. It is the long range desired outcome for students.

NACAC: National Association of College Admission Counseling

Naviance: A web based program focusing on career and college planning. Naviance offers a resume builder, college search feature and information on local and national scholarships.

NCAA: National Collegiate Athletic Association

NCAA Eligibility Center: National Collegiate Athletic Association; determines eligibility for prospective Division I and II college student athletes.

Non Counseling Activities: Any activity or duty not related to the development, implementation, or evaluation of the counseling program.

NYS Career Zone: Career Zone is an innovative on-line career exploration and planning system designed for today's "high tech" youth in New York State. Career Zone presents current and relevant occupational and labor market information in a clear and interesting way, making career exploration and planning fun and easy for students.

NYSSCA: New York State School Counselor Association

Official Transcript: An official transcript is a copy of a student's permanent academic record which includes all courses taken, all grades received and degrees conferred to a student. A transcript also contains the number of people in a class, class rank and cumulative GPA. An official transcript is prepared and sent by the issuing school with an original signature of a school official. Transcripts usually contain information for grades 9-12 when applying to colleges.

Personal/Social Development: Maximizing each student's individual growth and social maturity in the areas of personal management and social interaction.

Philosophy: A set of principles guiding the development, implementation and evaluation of the program.

PLTW: Project Lead The Way is a collection of standardized pre-engineering courses taught at the high school.

Preliminary Scholastic Aptitude Test (PSAT): The PSAT is a preparatory test for the Scholastic Aptitude Test (SAT). Offered on a Saturday in October, typically for juniors.

PSAT National Merit Scholarship Qualifying Test: Based on the PSAT score it determines eligibility for a National Merit Scholarship (must be an 11th grader to qualify).

Professionalism: School counselors adhere to ethical, legal and professional standards developed by state and national school counseling organizations.

Program Management: School Counselors coordinate planning and management tasks that support the activities for a comprehensive, developmental, school counseling program.

Scheduling: Involves course selection, academic planning and review to be sure students meet NYS graduation requirements.

Program Support: Consists of management activities that establish, maintain and enhance the total program.

Referrals: School Counselors refer students and families to outside agencies and services when appropriate.

Responsive Services: Activities that meet students, parents/guardians and teachers immediate need for referral, consultation or information.

Response To Intervention (RTI): A building level committee consisting of administrators, counselors, teachers, psychologists and other related service providers, to review relevant information with regard to a student's academic and behavioral progress. Decisions regarding the student's program are often initiated this meeting. Referrals to the CSE may be generated based on the recommendations of this committee.

Results: Demonstration of learning, performance or behavioral change after guidance and counseling program participation.

Results Data: Outcome data; how students are measurably different as a result of the program.

SAT Subject Tests: The SAT Subject Tests is a set of more than 20 different tests focusing on specific disciplines such as English, history and social sciences, mathematics, physical sciences, and foreign languages. It is designed to measure what a person knows about specific disciplines.

Scholastic Achievement Test (SAT): The SAT Reasoning Test is a standardized test for college admissions. The SAT consists of three major sections: Reading, Mathematics and Writing and assesses how well the test takers analyze and solve problems; skills that are necessary for college. Colleges typically look at and combine the Reading and Math sections for admission criteria.

School Counseling Curriculum: The school counseling curriculum consists of structured developmental plans designed to assist students in achieving the competencies and is presented systematically through classroom and group activities 7-12.

Section 504: Section 504 is a civil rights law that prohibits discrimination against individuals with disabilities and ensures that the student has equal access to an education. The eligible student typically receives accommodations and modifications to address disabilities that adversely affect major life activities.

Senior Reviews: Senior reviews are individual meetings between students and school counselors to review graduation requirements and post-high school plans. These are typically scheduled in September, October and November.

Standards: The ASCA National Model addresses four types of standards. They are content standards, program standards, performance standards and ethical standards. Standards are statements of what should be done in each area.

Student Success: A broad term for student achievement.

Systemic Change: Change affecting the entire system; change affecting more than an individual or series of individuals; focus of the change is upon the dynamic of the environment, not the individual.

System Support: Consists of the professional development, collaboration and teaming, consultation, and program management and operation activities that establish, maintain and enhance the total school counseling program.

TASC: Test Assessing Secondary Completion

Transition/Placement and Follow-up: School counselors assist students in making the transition from home-to-school, school-to-home, school-to-school and school-to-career.

Use of data: The use of data to effect change within the school system will ensure that all students receive the benefits of a school counseling program.

Many of the definitions provided in this glossary were adapted from the ASCA National Model

Clarence Central School District Comprehensive 6-12 School Counseling Plan

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