

ORANGE COUNTY
BOARD OF EDUCATION

AGENDA ITEM ABSTRACT

Meeting Date: February 25, 2013

AGENDA ITEM No. 13-02-(2)-12

ACTION ITEM: (Y/N) N

SUBJECT: School Counseling Services Report

INFO. CONTACT: Dr. Denise Morton, Patricia Harris PHONE: (919) 732-8126

ATTACHMENTS: 1. School Counseling Services Report
2. The Role of the Professional School Counselor

PURPOSE: To provide the Board of Education an update on Orange County Schools' school counseling services.

BACKGROUND: National School Counseling Week 2013, "School Counseling: Liberty and Learning for All," will be celebrated from February 4-8, 2013, to focus public attention on the unique contribution of professional school counselors within U.S. school systems. National School Counseling Week, sponsored by American School Counselor Association (ASCA), highlights the tremendous impact school counselors can have in helping students achieve school success and plan for a career. National School Counseling Week is always celebrated the first full week in February.

The goal of the counseling program is to promote student achievement and ensure that every student has the opportunity to learn, achieve and graduate college and career ready. Orange County Schools provides one counselor for each of the seven elementary schools, two counselors for each middle school, four counselors for each high school, and one counselor for the alternative school for a total of twenty-two positions.

School counselors provide small group and classroom instruction plus individual counseling at each grade level. Counselor(s) may also be asked to assume school-wide responsibilities such as testing coordinators, Student Support Team and Section 504 chairpersons.

In 2011-2012, the school system implemented the College Board's National Office for School Counselor Advocacy (NOSCA) program entitled *Own the Turf*. This program emphasizes a focus on building a college and career culture within our schools. Discussions with K-12 counselors and administrators were guided by the *Own the Turf's* eight components. An *Own the Turf* leadership team was developed to guide these efforts.

As a group, the school counselors, in tandem with working with their newly published counseling standard course of study will explore the possibility of becoming ASCA certified to help in aligning with the new state standards. The ASCA guide book was purchased for each school and the school counselors will continue the process of investigating this certification this spring.

FINANCIAL IMPACT: Total Salary and Benefits for 22 counselors: \$941,450
The district uses a combination of state and local funds to provide these positions.

RECOMMENDATION: The Superintendent recommends that the Board of Education receive for information the School Counseling Services report.

**ORANGE COUNTY SCHOOLS
SCHOOL COUNSELING SERVICES**

School	Counselor
Cameron Park	Rebecca Atkins
Central Elementary	Jill Lowe
Efland-Cheeks	Aimee Myers
Grady Brown	Lisa Vetrano
Hillsborough Elementary	Melissa Deney
New Hope	Kim Kelleher
Pathways	Wynette Clark
A.L. Stanback	Sweet Flake
A.L. Stanback	Elizabeth Vallero
C.W. Stanford	Hope Gregory
C.W. Stanford	Sallie Wintz
Gravelly Hill	Sandy McGuire
Gravelly Hill	Heidi Snedden
Cedar Ridge High	Tammy Havekost
Cedar Ridge High	D.J. Pappas
Cedar Ridge High	Lucas Paulsen
Cedar Ridge High	Elizabeth Tricomi
Orange High	Kim Ward
Orange High	C.A. Cabiness
Orange High	Wyn Payton
Orange High	Phyllis Farlow
Partnership Academy	Susan Marshall

Licensure Certification Summary

**100% have Bachelor of Arts Degree
100% have Masters Degree
36% have Advanced Degrees
32% have obtained their National Board Certification**

Examples of Classroom Guidance Activities:

- 1) **Socio – Emotional classroom guidance and small groups:**
 - a. stress relief, social skills, coping skills, bullying prevention, communication, making better choices, grief, conflict resolution, divorce, new students, Safe Touch Program
- 2) **Cognitive classroom guidance and small groups:** lunch bunch, academic achievement, test preparation/anxiety, study skills, seven habits for highly effective teens, goal setting,
- 3) **Career Readiness:**
 - a. Elementary focuses on career awareness
 - b. Middle focuses on the determination to reach career goals. Use of Future for Kids Career and College inventories. Sixth graders begin with a learning style inventory, Seventh graders continue with a career interest inventory, Eighth graders continue with skills inventory and the match to careers and colleges.

Other Responsibilities:

- 1) **Outside of classroom guidance:** Advisory Council, Young Professionals, Jr. Socrates, NC Beautiful grant, Pet Pals, Game club, Student Council, Battle of the Books, Safety Patrol, Eagle Pride, 212 Degree Shoutout, Eagle Eggs, Junior Rangers, Nature Trail, Terrific Kids, Young Citizen, WEB Leadership, Student of the Month, Presidential Awards, Annual GRIT, Student of the Day, Senior of the Month, rising 6th and 9th grade transition, course registration.
- 2) Coordination of Student Support Team (SST), 504, and school-level testing.

From: American School Counselor Association

The Role of the Professional School Counselor

Professional school counselors are certified/licensed educators with a minimum of a master's degree in school counseling making them uniquely qualified to address all students' academic, personal/social and career development needs by designing, implementing, evaluating and enhancing a comprehensive school counseling program that promotes and enhances student success. Professional school counselors are employed in elementary, middle/junior high and high schools; in district supervisory positions; and counselor education positions.

Professional school counselors serve a vital role in maximizing student success (Lapan, Gysbers, & Kayson, 2007; Stone & Dahir, 2006). Through leadership, advocacy and collaboration, professional school counselors promote equity and access to rigorous educational experiences for all students. Professional school counselors support a safe learning environment and work to safeguard the human rights of all members of the school community (Sandhu, 2000) and address the needs of all students through culturally relevant prevention and intervention programs that are a part of a comprehensive school counseling program (Lee, 2001). The American School Counselor Association recommends a school-counselor-to-student ratio of 1:250.

The Professional School Counselor's Role

Professional school counselors have a minimum of a master's degree in school counseling, meet the state certification/licensure standards, and abide by the laws of the states in which they are employed. They uphold the ethical and professional standards of ASCA and other applicable professional counseling associations, and promote the development of the school counseling program based on the following areas of the ASCA National Model: Foundation, delivery, management and accountability.

Foundation

Professional school counselors identify a philosophy based on school counseling theory and research/evidence-based practice that recognizes the need for all students to benefit from the school counseling program. Professional school counselors act on these philosophies to guide the development, implementation and evaluation of a culturally relevant and comprehensive school counseling programs. Professional school counselors create a mission statement supporting the school's mission and collaborate with other individuals and organizations to promote all students' academic, career and personal/social development.

Delivery

Professional school counselors provide culturally competent services to students, parents/guardians, school staff and the community in the following areas:

- **School Guidance Curriculum** – This curriculum consists of structured lessons designed to help students achieve the desired competencies and to provide all students with the knowledge and

skills appropriate for their developmental level. The school guidance curriculum is delivered throughout the school's overall curriculum and is systematically presented by professional school counselors in collaboration with other professional educators in K-12 classroom and group activities.

- Individual Student Planning – Professional school counselors coordinate ongoing systemic activities designed to help students establish personal goals and develop future plans.
- Responsive Services – Responsive services consist of prevention and/or intervention activities to meet students' immediate and future needs. These needs can be necessitated by events and conditions in students' lives and the school climate and culture, and may require any of the following:
 - individual or group counseling
 - consultation with parents, teachers and other educators
 - referrals to other school support services or community resources
 - peer helping
 - psycho-education
 - intervention and advocacy at the systemic level

Professional school counselors develop confidential relationships with students to help them resolve and/or cope with problems and developmental concerns.

- System Support – System support consists of management activities establishing, maintaining, and enhancing the total school counseling program. These activities include professional development, consultation, collaboration, supervision, program management and operations. Professional school counselors are committed to continual personal and professional development and are proactively involved in professional organizations promoting school counseling at the local, state and national levels.

Management

Professional school counselors incorporate organizational processes and tools that are concrete, clearly delineated, and reflective of the school's needs. Processes and tools include:

- agreements developed with and approved by administrators for each school year addressing how the school counseling program is organized and what goals will be accomplished
- advisory councils include: students, parents/guardians, teachers, counselors, administrators and community members to review school counseling program goals and results and to make recommendations
- the use of student data to effect systemic change within the school system so every student receives the benefit of the school counseling program
- action plans for prevention and intervention services defining the desired student competencies and achievement results

- allotment of the professional school counselor's time in direct service with students as recommended in the ASCA National Model
- the use of annual and weekly calendars to keep students, parents/guardians, teachers, administrators, and community stakeholders informed and to encourage active participation in the school counseling program

Accountability

Professional school counselors develop and implement data/needs-driven, standards-based and research-supported programs, and engage in continuous program evaluation activities. They also create results reports that demonstrate immediate, intermediate, and long-range effectiveness of comprehensive school counseling programs. Professional school counselors analyze outcome data to guide future action and improve future results for all students. The performance of the professional school counselor is evaluated using an instrument based on the School Counselor Performance Standards found in the ASCA National Model and the ASCA School Counselor Competencies. These standards of practice are expected of professional school counselors when implementing a school counseling program.

Summary

Professional school counselors are certified/licensed educators with the minimum of a master's degree in school counseling and are uniquely qualified to address the developmental needs of all students through a comprehensive school counseling program addressing the academic, career and personal/social development of all students.

References

- Lapan, R. T., Gysbers, N. C., & Kayson, M. A. (2007). Missouri school counselors benefit all students. Jefferson City, MO: Missouri Department of Elementary and Secondary Education.
- Lee, C. (2001). Culturally responsive school counselors and programs: Addressing the needs of all students. *Professional School Counseling*, 4, 163-171.
- Sandhu, D. S. (2000). Alienated students: Counseling strategies to curb school violence. *Professional School Counseling*, 4, 81-85.
- Stone, C. B. & Dahir, C. A. (2006). *The transformed school counselor*. Boston, MA: Houghton Mifflin Company.

Revised, 2009