

# Elmira Heights School District



Comprehensive School Counseling Plan  
2023-2026

## **Comprehensive School Counseling Development team:**

Thomas A Edison High School Counselors: Amanda Perry, Sarah Baker

Cohen Middle School Counselor : Molly Maloney

Cohen Elementary Counselor: Alyssa Hoobler

### **Context**

Administration

Counselors

Teachers

Community

Students

### **Content**

Documents: Elmira Heights Program Objectives

American School Counselor Association and NYSSCA resources

**ELMIRA HEIGHTS SCHOOL DISTRICT: Serving 1,100 students in a small town in Chemung County in the Southern Tier region of Upstate New York. In 2022-2023, 58% of students were considered economically disadvantaged (NYS Report Card).**

### ***MISSION:***

The Elmira Heights Central School District encourages all:

- To enter with high expectations.
- To teach and learn through responsible, cooperative effort.
- To leave with confidence in our ability and pride in all we do.

## **OUR BELIEFS:**

- All students learn in their unique way.
- Parents play a key role in the development of their child.
- Each student must share the responsibility for his/her own education.
- All students develop attitudes and skills necessary to function as an integral part of an ever-changing society.
- All students must be provided with the curriculum, instructional methods, and adult expectations which challenge them to perform at their best.
- Clear expectations and measurable learning outcomes are necessary for learning.
- A positive, safe and nurturing environment is necessary for learning.
- The entire community is critical for the success of the educational program

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# **FOUNDATION**

## **ELMIRA HEIGHTS SCHOOL COUNSELING DEPARTMENT**

### *Vision/ Mission*

To provide every student the opportunity to become a lifelong learner by fostering and supporting a balanced approach to the development of academic, social, emotional and physical health.

- To nurture respect and understanding for self and all people
- To promote responsible citizenship in a society, community, culture and in the world

### **Elmira Heights District School Counselors Believe...**

- Every child should have an adult in their school life who they can trust
- Every child should have hope for their future
- In valuing the unique aspect of each child education should provide a balance (equal importance) of academic and affective development forces.
- All families and children are entitled to equal access to information and resources.
- The School Counseling program shares in the responsibility of carrying out the mission, beliefs and goals of the district

## **Guiding Assumptions**

- A comprehensive counseling program serves all students, is written and contains a statement of philosophy, and is a definition of the program.
- Teachers, counselors, parents, and community leaders' work together to meet student development needs.
- A Student Services committee provides support, offers advice, and reviews guidance activities.
- The National Standards for School Counseling Programs form the basis for the school counseling comprehensive plan.
- The School Counseling program is articulated throughout the grade levels.
- Individual and group counseling opportunities are provided.
- Appropriate counseling, consulting and referral activities are provided.
- School Counseling resources and facilities are appropriate and adequately maintained.
- Students have access to current information, including adequate technology resources.
- Data from systematic follow-up with students, parents, and employers results in continuous program improvement.
- Adequate provisions for staff development are provided.

## **School Counseling Mission**

As school counselors in this District we support the mission of the Elmira Heights School District by providing a comprehensive, developmentally age-appropriate and sequential school counseling program that is aligned with the Common Core Learning Standards and the American School Counselor Association's National Standards for School Counseling Programs. We focus on the needs, interests and issues related to the stages of student growth through academic, career and personal/social development. In partnership with students, staff, family, community members and employers, we will prepare students to become effective learners of character, achieve success in school, live successful and rewarding lives, and develop into contributing members of our global society.

## **Rationale**

Our comprehensive school counseling program is an integral component of the total educational experience of **all** students. The program is designed to foster student achievement and school improvement and is developmental and systematic in nature, sequential, clearly defined and accountable.

This comprehensive school program addresses students' needs in three domains: academic, career, and personal/social throughout their grades Pre – 12 schooling. This comprehensive school program serves every student, incorporates the *National Standards for School Counseling Programs* as its foundation, is data driven, proactive and prevention-based, developmentally appropriate and supports school improvement. Our comprehensive school counseling program promotes and enhances the learning process for all students.

## **Leadership, Advocacy, Collaboration and Systemic Change**

School counselors are influential in helping students eventually reach their postsecondary, career, and personal/social goals. In addition to our roles in counseling and coordination, school counselors are leaders, advocates, and collaborators. As leaders, we engage in school-wide change to ensure student success. School counselors promote academic achievement by developing a comprehensive developmental school counseling program that pays attention to issues of educational equity and access. As advocates, we advocate for all students to achieve at a high level. School counselors remove barriers to academic achievement by teaching skills to students, and helping students and parents negotiate the school environment and access support systems. School counselors collaborate with teachers, administrators, staff, students, parents, and community members to impact system-wide changes. Most importantly, school counselors demonstrate that we are willing to share responsibility and accountability for student achievement and school improvement. In all of these roles, school counselors use local, regional, and national data to support their programs.

Most school counselors agree that our skills, time, and energy should be focused on balancing direct and indirect services to students. School counseling programs and the primary methods of delivery are determined by the extent of the academic, career, and personal-social developmental needs of students. The counselor is in a key position to identify the issues that impact on student learning and achievement by becoming involved at the core of school planning, developing programs, and impacting the climate. We use a collaborative model as a springboard for success. Counselors do not work alone; all educators play a role in creating an environment, which promotes the achievement of identified student goals and outcomes. The counselor facilitates communication and establishes linkages for the benefit of students, with teaching staff, administration, families, other Student Services personnel, agencies, businesses, and other members of the community. Student success in school depends upon the cooperation and support of the entire faculty, staff, and Student Services personnel.

Knowledge and skills that students acquire in the areas of academic, career and personal-social development must surpass what are perceived to be predominantly “counseling related” services activities. Program delivery consists of the many ways that professional school counselors provide services to students including individual and group counseling, large and small group guidance, consultation, management of resources, and through the coordination of services. The school counselor utilizes a variety of strategies, activities, delivery methods, and resources to facilitate student growth and development. In order to accomplish this, the school counselor must possess a solid knowledge of what he/she needs to know and be able to do to serve as a student advocate, provide direct and indirect services, and ascribe to the belief that all students can learn and achieve.

## **What are the roles of faculty, school counselors, administrators and others?**

In a school with a comprehensive school counseling program, administration, faculty, and staff *understand* and *support the program*. In addition, all teachers, administrators and staff assist in program delivery to ensure every student receives the services he or she needs. These roles are defined according to the New York State Comprehensive School Counseling Program as follows:

### *Counselor's Role*

Provide proactive leadership to ensure every student is served. They manage the comprehensive program and coordinate strategies and activities with others (e.g., teachers, parents, community agencies, business representatives) to meet the program goals and standards/competencies.

### *Teacher's Role*

Are partners with school counselors. They develop and infuse school counseling activities into the instructional program that are integral to good learning. They may serve as advisors, mentors and in a number of other roles.

### *Administrator's Role*

Provide leadership in developing the program and in the ongoing program improvement. Administrators provide continuous support and emphasize the importance of the program to others. They promote cooperation between counselors, faculty and others. They also provide facilities, resources and allow time to facilitate the program process.

### *Parents' Role*

Work cooperatively with school personnel in delivering the program. They serve on committees and provide linkages to the community by communicating program goals to others.

### *Students' Role*

Actively participate and assume responsibility for meeting standards /developing competencies. They will be able to identify the skills, knowledge and attitudes they have gained in structured guidance sessions.

### *Business/Community Representatives' Roles*

Representatives from Business and Industry and others in the community serve on committees, talk with classes, act as mentors, provide financial support and generally serve as partners in the education of youth.



## **Benefits of Comprehensive School Counseling Programs**

Comprehensive developmental school counseling programs positively impact students, parents/guardians, teachers, the community, boards of education, administrators and school counselors. The benefits to each of these groups include the following:

### **Benefits for Students**

- Focuses on all students
- Enhances students' academic performance
- Centers on students' needs
- Seeks students' input
- Encourages more interaction among students
- Provides a developmental and preventative focus
- Promotes knowledge and assistance in career exploration and development
- Enhances life coping skills
- Helps students feel connected to school
- Enhances students' personal/social development
- Develops decision-making skills
- Increases knowledge of self and others
- Broadens knowledge of our changing work world
- Increases opportunities for school counselor-student interaction
- Develops a system of long-range planning for students

### **Benefits for Parents/Guardians**

- Enhances students' academic performance, and their career and personal/social development
- Encourages the input of parents/guardians
- Encourages outreach to all parents/guardians
- Provides support for parents/guardians regarding each child's educational development
- Increases opportunities for parent/guardian school counselor interaction
- Provides parents/guardians information about available resources
- Assures parents/guardians that all children will receive support from the guidance and counseling program

### **Benefits for Teachers**

- Contributes to a team effort to enhance students' academic performance as well as their career and personal/social development
- Provides relevant curriculum ideas through the use of guidance and counseling grade level expectations
- Encourages teachers' input into the delivery of the comprehensive guidance and counseling program
- Establishes the school counselor as a resource/consultant
- Encourages positive, collaborative working relationships
- Defines the role of school counselors as educators

### **Benefits for the Community**

- Encourages input from business, industry, labor, and other community partners including community mental health and social service agencies
- Provides increased opportunities for collaboration among school counselors and business, industry, labor, and other community partners including community mental health and social service agencies
- Enhances the role of the school counselor as a resource person
- Increases opportunities for business, industry, labor, and other community partners including community mental health and social service agencies to actively participate in the total school program
- Enhances students' academic performance as well as their career and personal/social development
- Supplies a future workforce that has decision-making skills, pre-employment skills, and increased worker maturity
- Facilitates the development of students as active responsible citizens

### **Benefits for the Board of Education**

- Enhances students' academic performance as well as their career and personal/social development
- Encourages greater school/community interaction
- Provides a rationale for including a comprehensive guidance and counseling program in a school system
- Provides program information to district patrons
- Provides a basis for determining funding allocations for the program
- Provides ongoing evaluation data concerning the full implementation of the program, the work of school counselors within the program, and the attainment of relevant guidance and counseling student outcomes

### **Benefits for Administrators**

- Enhances students' academic performance as well as their career and personal/social development
- Provides a clearly defined organizational structure for the comprehensive guidance and counseling program
- Establishes a clearly defined job description for school counselors
- Provides a way to supervise and evaluate school counselors
- Encourages administrative input and involvement in the implementation and evaluation of the comprehensive guidance and counseling program
- Provides a means of accountability through comprehensive guidance and counseling program, personnel and results evaluations
- Enhances the image of the comprehensive guidance and counseling program in the school community
- Promotes the work of school counselors as providers of direct services to students and parents as well as being a consultant and collaborator with teachers and administrators

### **Benefits for School Counselors**

- Enhances students' academic performance as well as their career and personal/social development
- Places guidance and counseling in the mainstream of the total educational system
- Provides clearly defined organizational structure in which to work
- Reduces and strives to eliminate non-guidance and counseling activities while retaining fair- share responsibilities
- Offers the opportunity to reach all students
- Provides a systemic way to plan, design, implement, evaluate and enhance the District's comprehensive guidance and counseling program
- Outlines clearly defined responsibilities for helping students master guidance and counseling content, develop personal plans of student and assisting students needing help with their individual concerns

## The School Counselor

The school counselor is a certified professional educator who assists students, teachers, parents and administrators. Three generally recognized helping processes used by the counselor are counseling, consulting and coordination. Additionally, the skills of advocacy, leadership, collaboration and teaming are utilized to ensure the success of all students.

- **Counseling** is a complex helping process in which the counselor establishes a trusting and confidential working relationship. The focus is on problem-solving, decision-making and discovering personal meaning related to learning and development.
- **Consultation** is a cooperative process in which the counselor-consultant assists others to think through problems and to develop skills that make them more effective in working with students.
- **Coordination** is a leadership process in which the counselor helps organize and manage a school's counseling program and related services.
- **Advocacy** is a process in which the counselor advocates for students' educational needs and works to ensure these needs are addressed at each level of a child's school experience.
- **Leadership** is practiced by counselors when they are engaged in system wide change as needed to ensure student success.
- **Collaboration and teaming** are used by counselors to work with all stakeholders, both inside and outside of the school system, to create programs that support the academic achievement of all students.
- **Data** is utilized by counselors to measure the results of the program as well as to promote systemic change within the school system so every student graduates college- and career-ready.

## The New Vision for School Counselors: Scope of the Work

LEADERSHIP	ADVOCACY	TEAM AND COLLABORATION	COUNSELING AND COORDINATION	ASSESSMENT AND USE OF DATA
Promote, plan, and implement prevention programs; career And college readiness activities; course selection and placement activities; social and personal management activities; and decision-making activities.	Make data available to help the whole school look at student outcomes.	Work with problem solving teams to ensure responsiveness to equity and cultural diversity issues as well as learning styles.	Hold brief counseling sessions with individual students, groups, and families.	Assess and interpret student needs, recognizing differences in culture, languages, values, and backgrounds.
Provide data on student outcomes, showing achievement gaps, and provide leadership for schools to view data through an equity lens.	Use data to affect change, calling on resources from school and community.	Collaborate with other helping agents (peer helpers, teachers, principals, community agencies, businesses).	Coordinate school and community resources for students, families, and staff to Improve student achievement.	Establish and assess measurable goals for student outcomes from counseling programs, activities, interventions, and experiences.
Arrange one-on-one school mentoring to provide students additional support for academic success.	Advocate for student experiences to broaden students' career awareness.	Collaborate with school and community teams to focus on rewards, incentives, and supports for student achievement.	Be liaison between students and staff, setting high aspirations for all students and Developing plans/supports For achieving these aspirations.	Assess barriers that impede learning, inclusion, and academic success for students.
Play a leadership role in defining and carrying out guidance and counseling functions.	Advocate for students' placement And school support For rigorous preparation for all students.	Collaborate with others to develop staff training on team responses to students' academic, social, emotional, and developmental needs.	Coordinate staff training initiatives to address student needs on a school wide basis.	Interpret student data for use in whole school planning for change.

The ASCA School Counselor Competencies outline the knowledge, abilities, skills and attitudes that ensure school counselors are equipped to meet the rigorous demands of the profession and the needs of pre-K–12 students. These competencies help ensure new and experienced school counselors are equipped to establish, maintain and enhance a comprehensive school counseling program addressing academic achievement, career planning and personal/social development. Organized around and consistent with “The ASCA National Model: A Framework for School Counseling Programs (Third Edition)”, the competencies can be used in a variety of ways including:

**School counselors**

- Self-assess their own competencies
- Formulate an appropriate professional development plan

**School administrators**

- Guide the recruitment and selection of competent school counselors
- Develop or inform meaningful school counselor performance evaluation

**School counselor education programs**

- Establish benchmarks for ensuring school education students graduate with the knowledge, skills and attitudes needed for developing comprehensive school counseling programs.

## **School Counseling Programs:**

### **I. PLANNING, ORGANIZING, IMPLEMENTATION AND EVALUATION**

School counselors should possess the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate a comprehensive, developmental, results-based school counseling program that aligns with the ASCA National Model.

#### **Knowledge**

*ASCA's position statement, The Professional School Counselor and School Counseling Preparation Programs, states that school counselors should articulate and demonstrate an understanding of:*

- The organizational structure and governance of the American educational system as well as cultural, political and social influences on current educational practices
- The organizational structure and components of an effective school counseling program that aligns with the ASCA National Model
- Barriers to student learning and use of advocacy and data-driven school counseling practices to close the achievement/opportunity gap
- Leadership principles and theories
- Individual counseling, group counseling and classroom instruction ensuring equitable access to resources promoting academic achievement, career development and personal/social development for every student
- Collaborations with stakeholders such as parents and guardians, teachers, administrators and community leaders to create learning environments that promote educational equity and success for every student
- Legal, ethical and professional issues in pre-K–12 schools
- Developmental theory, learning theories, social justice theory, multiculturalism, counseling theories and career counseling theories
- The continuum of mental health services, including prevention and intervention strategies to enhance student success

#### **Abilities and Skills**

*An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills.*

- Plans, organizes, implements and evaluates a school counseling program aligning with the ASCA National Model
- Creates a vision statement examining the professional and personal competencies and qualities a school counselor should possess
- Describes the rationale for a comprehensive school counseling program

- Applies the school counseling themes of leadership, advocacy, collaboration and systemic change, which are critical to a successful school counseling program
- Describes, defines and identifies the qualities of an effective school counseling program
- Describes the benefits of a comprehensive school counseling program for all stakeholders, including students, parents, teachers, administrators, school boards, department of education, school counselors, counselor educators, community stakeholders and business leaders
- Describes the history of school counseling to create a context for the current state of the profession and comprehensive school counseling programs
- Technology effectively and efficiently to plan, organize, implement and evaluate the comprehensive school counseling program
- Demonstrates multicultural, ethical and professional competencies in planning, organizing, implementing and evaluating the comprehensive school counseling program
- Serves as a leader in the school and community to promote and support student success
- Understands and defines leadership and its role in comprehensive school counseling programs
- Identifies and applies a model of leadership to a comprehensive school counseling program
- Identifies and demonstrates professional and personal qualities and skills of effective leaders
- Identifies and applies components of the ASCA National Model requiring leadership, such as an advisory council, management tools and accountability
- Creates a plan to challenge the non-counseling tasks that are assigned to school counselors
- Advocates for student success
- Understands and defines advocacy and its role in comprehensive school counseling programs
- Identifies and demonstrates benefits of advocacy with school and community stakeholders
- Describes school counselor advocacy competencies, which include dispositions, knowledge and skills
- Reviews advocacy models and develops a personal advocacy plan
- Understands the process for development of policy and procedures at the building, district, state and national levels
- Collaborates with parents, teachers, administrators, community leaders and other stakeholders to promote and support student success
- Defines collaboration and its role in comprehensive school counseling programs
- Identifies and applies models of collaboration for effective use in a school counseling program and understands the similarities and differences between consultation, collaboration and counseling and coordination strategies
- Creates statements or other documents delineating the various roles of student service providers, such as school social worker, school psychologist or school nurse, and identifies best practices for collaborating to affect student success
- Understands and knows how to apply a consensus-building process to foster agreement in a group
- Understands how to facilitate group meetings to effectively and efficiently meet group goals



- Acts as a system change agent to create an environment promoting and supporting student success
- Defines and understands system change and its role in comprehensive school counseling programs
- Develops a plan to deal with personal (emotional and cognitive) and institutional resistance impeding the change process
- Understands the impact of school, district and state educational policies, procedures and practices supporting and/or impeding student success

## Attitudes

*School counselors believe:*

- Every student can learn, and every student can succeed
- Every student should have access to and opportunity for a high-quality education
- Every student should graduate from high school and be prepared for employment or college and other post-secondary education
- Every student should have access to a school counseling program
- Effective school counseling is a collaborative process involving school counselors, students, parents, teachers, administrators, community leaders and other stakeholders
- School counselors can and should be leaders in the school and district
- The effectiveness of school counseling programs should be measurable using process, perception and outcome data

## II. FOUNDATIONS:

School counselors should possess the knowledge, abilities, skills and attitudes necessary to establish the foundations of a school counseling program aligning with the ASCA National Model.

## Knowledge

*School counselors should articulate and demonstrate an understanding of:*

- Beliefs and vision of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level
- Educational systems, philosophies and theories and current trends in education, including federal and state legislation
- Learning theories

History and purpose of school counseling, including traditional and transformed roles of school counselors

- Human development theories and developmental issues affecting student success
- District, state and national student standards and competencies, including ASCA Student Standards and other student standards that may complement and inform the comprehensive school counseling program
- Legal and ethical standards and principles of the school counseling profession and educational systems, including district and building policies
- The three domains of academic achievement, career planning and personal/social development

### **Abilities and Skills**

*An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills:*

- Develops the beliefs and vision of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level
- Examines personal, district and state beliefs, assumptions and philosophies about student success, specifically what they should know and be able to do
- Demonstrates knowledge of a school's particular educational vision and mission
- Conceptualizes and writes a personal philosophy about students, families, teachers, school counseling programs and the educational process consistent with the school's educational philosophy and mission
- Writes a school counseling vision statement that describes a future world in which the school counseling goals and strategies are being successfully achieved
- Develops a school counseling mission statement aligning with the school, district and state mission
- Critiques a school district mission statement and identifies or writes a mission statement aligning with beliefs
- Writes a school counseling mission statement that is specific, concise, clear and comprehensive, describing a school counseling program's purpose and a vision of the program's benefits for every student
- Communicates the vision and mission of the school counseling program to all appropriate stakeholders
- Uses student standards, such as ASCA Student Standards and other appropriate student standards such as district or state standards, to drive the implementation of a comprehensive school counseling program
- Crosswalks the ASCA Student Standards with other appropriate student standards
- Prioritizes student standards that align with the school's goals
- Applies the ethical standards and principles of the school counseling profession and adheres to the legal aspects of the role of the school counselor
- Practices ethical principles of the school counseling profession in accordance with the ASCA Ethical Standards for School Counselors
- Understands the legal and ethical nature of working in a pluralistic, multicultural and technological society
- Understands and practices in accordance with school district policy and local, state and federal statutory requirements

- Understands the unique legal and ethical nature of working with minor students in a school setting
- Advocates responsibly for school board policy and local, state and federal statutory requirements in students' best interests
- Resolves ethical dilemmas by employing an ethical decision-making model appropriate to work in schools
- Models ethical behavior
- Continuously engages in professional development and uses resources to inform and guide ethical and legal work
- Practices within the ethical and statutory limits of confidentiality
- Continually seeks consultation and supervision to guide legal and ethical decision-making and to recognize and resolve ethical dilemmas
- Understands and applies an ethical and legal obligation not only to students but to parents, administration and teachers as well

### Attitudes

*School counselors demonstrate their attitudes and beliefs that all students deserve access to a comprehensive program that:*

- Has an impact on every student rather than a series of services provided only to students in need
- Is an integral component of student success and the overall mission of the school and school district
- Promotes and supports academic achievement, career planning and personal/social development for every student
- Adheres to school and district policies, state laws and regulations and professional ethics standards
- Is intentional in addressing the information, opportunity and achievement gap

### III. MANAGEMENT

School counselors should possess the knowledge, abilities, skills and attitudes necessary to manage a school counseling program aligning with the ASCA National Model.

### Knowledge

*School counselors should articulate and demonstrate an understanding of:*

- Leadership principles, including sources of power and authority and formal and informal leadership
- Organization theory to facilitate advocacy, collaboration and systemic change
- Presentation skills for programs such as teacher in-services, parent workshops and presentation of results reports to school boards
- Time management, including long- and short-term management using tools such as schedules and calendars
- Data-driven decision-making
- Current and emerging technologies such as use of the Internet, Web-based resources and information management systems

### Abilities and Skills

*An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills:*

- Self-evaluates his/her own competencies leading to and resulting in the formulation of an appropriate professional development plan
- Conducts a school counseling program assessment
- Negotiates a management plan for the comprehensive school counseling program with the administrator
- Discusses and develops the management component of the school counseling program with the other members of the school counseling staff
- Presents school counseling management tools to the principal, and finalizes an annual school counseling agreement
- Discusses the anticipated program results when implementing the action plans for the school year
- Participates in school counseling and education-related professional organizations
- Develops a yearly professional development plan demonstrating how the school counselor advances relevant knowledge, skills and dispositions
- Communicates effective goals and benchmarks for meeting and exceeding expectations consistent with the administrator/school counselor annual agreement and district performance appraisals
- Uses personal reflection, consultation and supervision to promote professional growth and development
- Establishes and convenes an advisory council for the comprehensive school counseling program
- Uses leadership skills to facilitate vision and positive change for the comprehensive school counseling program
- Determines appropriate education stakeholders who should be represented on the advisory council
- Develops effective and efficient meeting agendas
- Reviews school data, school counseling program assessment and school counseling program goals with the advisory council
- Records meeting notes and distributes as appropriate
- Analyzes and incorporates feedback from the advisory council related to school counseling program goals as appropriate
- Accesses or collects relevant data, including process, perception and outcome data, to monitor and improve student behavior and achievement
- Reviews and disaggregates student achievement, attendance and behavior data to identify and implement interventions as needed
- Uses data to identify policies, practices and procedures leading to successes, systemic barriers and areas of weakness
- Uses student data to demonstrate a need for systemic change in areas such as course enrollment patterns; equity and access; and achievement, opportunity and/or information gaps
- Understands and uses data to establish goals and activities to close the achievement, opportunity and/or information gap
- Knows how to use data to identify gaps between and among different groups of students
- Uses school data to identify and assist individual students who do not perform at grade level and do not have opportunities and resources to be successful in school
- Knows and understands theoretical and historical basis for assessment techniques
- Assesses use of time in direct and indirect student services and program management and school support

- Organizes and manages time to effectively implement a comprehensive school counseling program
  - Identifies appropriate distribution of school counselor's time based on the school data and program goals
  - Creates a rationale for school counselor's use of time in the delivery component to focus on the goals of the comprehensive school counseling program
  - Identifies and evaluates fair-share responsibilities, which articulate appropriate and inappropriate counseling and non-counseling activities
  - Develops calendars to ensure the effective implementation of the school counseling program
  - Creates annual and weekly calendars to plan activities to reflect school counseling program goals
  - Demonstrates time-management skills including scheduling, publicizing and prioritizing time and tasks
  - Designs and implements action plans aligning with school and school counseling program goals
  - Uses appropriate academic and behavioral data to develop school counseling core curriculum, small-group and closing-the-gap action plans and determines appropriate students for the target group or interventions
  - Identifies ASCA domains, standards and competencies being addressed by each plan
  - Creates lesson plans related to the school counseling core curriculum identifying what will be delivered, to whom it will be delivered, how it will be delivered and how student attainment of competencies will be evaluated
  - Determines the intended impact on academics, attendance and behavior
  - Identifies appropriate activities to accomplish objectives
  - Identifies appropriate resources needed
  - Identifies data-collection strategies to gather process, perception and outcome data
  - Shares results of action plans with staff, parents and community.
- 
- Implements program management and school support activities for the comprehensive school counseling program
  - Creates a program management and school support planning document addressing school counselor's responsibilities for program management and professional development
  - Coordinates activities that establish, maintain and enhance the school counseling program as well as other educational programs
  - Conducts self-appraisal related to school counseling skills and performance

### Attitudes

*School counselors believe:*

- A school counseling program/department must be managed like other programs and departments in a school

- Planning, organizing, implementing and evaluating a school counseling program are critical responsibilities for a school counselor
- Management of a school counseling program must be done in collaboration with administrators

#### **IV. DELIVERY**

School counselors should possess the knowledge, abilities, skills and attitudes necessary to deliver a school counseling program aligning with the ASCA National Model.

##### **Knowledge**

*School counselors should articulate and demonstrate an understanding of:*

- The distinction between direct and indirect student services
- The concept of a school counseling core curriculum
- Counseling theories and techniques that work in school, such as rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Adlerian, solution- focused brief counseling, person-centered counseling and family systems
- Counseling theories and techniques in different settings, such as individual planning, group counseling and classroom lessons
- Classroom management
- Principles of career planning and college admissions, including financial aid and athletic eligibility
- Principles of working with various student populations based on characteristics such as ethnic and racial background, English language proficiency, special needs, religion, gender and income
- Principles of multi-tiered approaches within the context of a comprehensive school counseling program
- Responsive services (counseling and crisis response) including grief and bereavement
- The differences between counseling, collaboration and consultation, especially the potential for dual roles with parents, guardians and other caretaker

##### **Abilities and Skills**

*An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills.*

###### ***Direct Student Services***

###### **School Counseling Core Curriculum**

- Implements the school counseling core curriculum
- Identifies appropriate curriculum aligned to ASCA Student Standards
- Develops and presents a developmental school counseling core curriculum addressing all students' needs based on student data

- Demonstrates classroom management and instructional skills
- Develops materials and instructional strategies to meet student needs and school goals
- Encourages staff involvement to ensure the effective implementation of the school counseling core curriculum
- Knows, understands and uses a variety of technology in the delivery of school counseling core curriculum activities
- Understands multicultural and pluralistic trends when developing and choosing school counseling core curriculum
- Understands and is able to build effective, high-quality peer helper programs

#### Individual Student Planning

- Facilitates individual student planning
- Understands individual student planning as a component of a comprehensive program
- Develops strategies to implement individual student planning, such as strategies for appraisal, advisement, goal-setting, decision-making, social skills, transition or post-secondary planning
- Helps students establish goals and develops and uses planning skills in collaboration with parents or guardians and school personnel
- Understands career opportunities, labor market trends and global economics and uses various career assessment techniques to help students understand their abilities and career interests
- Helps students learn the importance of college and other post-secondary education and helps students navigate the college admissions process
- Understands the relationship of academic performance to the world of work, family life and community service
- Understands methods for helping students monitor and direct their own learning and personal/social and career development

#### Responsive Services

- Provides responsive services
- Lists and describes interventions used in responsive services, such as individual/ small-group counseling and crisis response
- Understands appropriate individual and small-group counseling theories and techniques such as rational emotive behavior therapy, reality therapy, cognitive- behavioral therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems
- Demonstrates an ability to provide counseling for students during times of transition, separation, heightened stress and critical change
- Understands what defines a crisis, the appropriate response and a variety of intervention strategies to meet the needs of the individual, group or school community before, during and after crisis response

- Provides team leadership to the school and community in a crisis
- Involves appropriate school and community professionals as well as the family in a crisis situation
- Understands the nature of academic, career and personal/social counseling in schools and the similarities and differences among school counseling and other types of counseling, such as mental health, marriage and family and substance abuse counseling, within a continuum of care
- Understands the role of the school counselor and the school counseling program in the school crisis plan

### ***Indirect Student Services***

#### Referrals

- Understands how to make referrals to appropriate professionals when necessary
- Compiles referral resources to utilize with students, staff and families to effectively address issues
- Develops a list of community agencies and service providers for student referrals

#### Consultation

- Shares strategies that support student achievement with parents, teachers, other educators and community organizations
- Applies appropriate counseling approaches to promoting change among consultees within a consultation approach
- Works with education stakeholders to better understand student needs and to identify strategies that promote student achievement

#### Collaboration

- Partners with parents, teachers, administrators and education stakeholders for student achievement and success
- Conducts in-service training or workshops for other stakeholders to share school counseling expertise
- Understands and knows how to provide supervision for school counseling interns consistent with the principles of the ASCA National Model

### **Attitudes**

#### ***School counselors believe:***

- School counseling is one component in the continuum of care that should be available to all students
- School counselors coordinate and facilitate counseling and other services to ensure all students receive the care they need, even though school counselors may not personally provide the care themselves
- School counselors engage in developmental counseling and short-term responsive counseling



- School counselors should refer students to district or community resources to meet more extensive needs such as long-term therapy or diagnoses of disorders

## **V. ACCOUNTABILITY**

School counselors should possess the knowledge, abilities, skills and attitudes necessary to monitor and evaluate the processes and results of a school counseling program aligning with the ASCA National Model.

### **Knowledge**

*School counselors should articulate and demonstrate an understanding of:*

- Basic concepts of results-based school counseling and accountability issues
- Basic research sampling, methodology and analysis concepts to understand research outcomes and conduct action research
- Use of data to evaluate program effectiveness and to determine program needs
- School counseling program assessments and results reports

### **Abilities and Skills**

*An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills.*

- Analyzes data from school data profile and results reports to evaluate student outcomes and program effectiveness and to determine program needs
- Analyzes use of time to determine how much time is spent in school counseling program components and considers best use of time compared to student needs as identified through student data
- Analyzes results from school counseling program assessment
- Uses formal and informal methods of program evaluation to design and enhance comprehensive school counseling programs
- Uses student data to support decision-making in designing effective school counseling programs and interventions
- Measures and analyzes results attained from school counseling core curriculum, small group and closing-the-gap activities
- Works with members of the school counseling team and with the administration to decide how school counseling programs are evaluated and how results are shared
- Analyzes and interprets process, perception and outcome data
- Reviews progress toward program goals
  - Uses technology in conducting research and program evaluation
  - Reports program results to the school counseling community
- Uses data to demonstrate the value the school counseling program adds to student achievement
- Uses results obtained for program improvement

- Understands and advocates for appropriate school counselor performance appraisal process based on school counselor competencies and implementation of the comprehensive school counseling program
- Analyzes self-assessment related to school counseling skills and performance
- Identifies how school counseling activities fit within categories of a performance appraisal instrument
- Encourages administrators to use a performance appraisal instrument reflecting appropriate responsibilities for school counselors-B-3a. Compares current school counseling program implementation with the ASCA National Model
- Shares the results of the program assessment with administrators, the advisory council and other appropriate stakeholders
- Identifies areas for improvement for the school counseling program

## Attitudes

*School counselors believe:*

- School counseling programs should achieve demonstrable results
- School counselors should be accountable for the results of the school counseling program
- School counselors should use quantitative and qualitative data to evaluate their school counseling program and to demonstrate program results
- The outcomes of the school counseling program should be analyzed and presented in the context of the overall school and district performance

School counselors design and deliver comprehensive school counseling programs that promote student achievement. These programs are comprehensive in scope, preventive in design and developmental in nature. “The ASCA National Model: A Framework for School Counseling Programs” outlines the components of a comprehensive school counseling program. The ASCA National Model brings school counselors together with one vision and one voice, which creates unity and focus toward improving student achievement.

A comprehensive school counseling program is an integral component of the school’s academic mission.

Comprehensive school counseling programs, driven by student data and based on standards in academic, career and personal/social development, promote and enhance the learning process for all students. The ASCA National Model:

- ensures equitable access to a rigorous education for all students
- identifies the knowledge and skills all students will acquire as a result of the K-12 comprehensive school counseling program

- is delivered to all students in a systematic fashion is based on data-driven decision making
- is provided by a state-credentialed school counselor

Effective school counseling programs are a collaborative effort between the school counselor, parents and other educators to create an environment that promotes student achievement. Staff and school counselors value and respond to the diversity and individual differences in our societies and communities. Comprehensive school counseling programs ensure equitable access to opportunities and rigorous curriculum for all students to participate fully in the educational process.

**School counselors focus their skills, time and energy on direct and indirect services to students. To achieve maximum program effectiveness, the American School Counselor Association recommends a school counselor to student ratio of 1:250 and that school counselors spend 80 percent or more of their time in direct and indirect services to students. School counselors participate as members of the educational team and use the skills of leadership, advocacy and collaboration to promote systemic change as appropriate. The framework of a comprehensive school counseling program consists of four components: foundation, management, delivery and accountability.**

School counselors create comprehensive school counseling programs that focus on student outcomes, teach student competencies and are delivered with identified professional competencies.

**Program Focus:** To establish program focus, school counselors identify personal beliefs that address how all students benefit from the school counseling program. Building on these beliefs, school counselors create a vision statement defining what the future will look like in terms of student outcomes. In addition, school counselors create a mission statement aligned with their school's mission and develop program goals defining how the vision and mission will be measured.

**Student Competencies:** Enhancing the learning process for all students, the ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career- Readiness for Every Student guide the development of effective school counseling programs around three domains: academic, career and social/emotional development. School counselors also consider how other student standards important to state and district initiatives complement and inform their school counseling program.

**Professional Competencies:** The ASCA School Counselor Competencies outline the knowledge, attitudes and skills that ensure school counselors are equipped to meet the rigorous demands of the profession. The ASCA Ethical Standards for School Counselors

specify the principles of ethical behavior necessary to maintain the highest standard of integrity, leadership and professionalism. They guide school counselors' decision-making and help to standardize professional practice to protect both students and school counselors.

**School counselors incorporate organizational assessments and tools that are concrete, clearly delineated and reflective**

of the school's needs. Assessments and tools include:

- **School counselor competency and school counseling program assessments** to self-evaluate areas of strength and improvement for individual skills and program activities
- **Use-of-time assessment** to determine the amount of time spent toward the recommended 80 percent or more of the school counselor's time to direct and indirect services with students
- **Annual agreements** developed with and approved by administrators at the beginning of the school year addressing how the school counseling program is organized and what goals will be accomplished
- **Advisory council** made up of parents, teachers, school counselors, administrators and community members to review and make recommendations about school counseling program activities and results
- **Use of data** to measure the results of the program as well as to promote systemic change within the school system so every student graduates college- and career-ready
- **Curriculum, small-group and closing-the-gap action plans** including developmental, prevention and intervention activities and services that measure the desired student competencies and the impact on achievement, behavior and attendance

## **APPROPRIATE ACTIVITIES FOR SCHOOL COUNSELORS**

- individual student academic program planning
- interpreting cognitive, aptitude and achievement tests
- providing counseling to students who are tardy or absent
- providing counseling to students who have disciplinary problems
- providing counseling to students as to appropriate school dress
- collaborating with teachers to present school counseling core curriculum lessons
- analyzing grade-point averages in relationship to achievement
- interpreting student records
- providing teachers with suggestions for effective classroom management
- ensuring student records are maintained as per state and federal regulations
- helping the school principal identify and resolve student issues, needs and problems
- providing individual and small-group counseling services to students
- advocating for students at individual education plan meetings, student study teams and school attendance review boards
- analyzing disaggregated data

## **INAPPROPRIATE ACTIVITIES FOR SCHOOL COUNSELORS**

- coordinating paperwork and data entry of all new students
- coordinating cognitive, aptitude and achievement testing programs
- signing excuses for students who are tardy or absent
- performing disciplinary actions or assigning discipline consequences
- sending students home who are not appropriately dressed
- teaching classes when teachers are absent
- computing grade-point averages
- maintaining student records
- supervising classrooms or common areas keeping clerical records
- assisting with duties in the principal's office
- providing therapy or long-term counseling in schools to address psychological disorders
- coordinating schoolwide individual education plans, student study teams and school attendance review boards
- serving as a data entry clerk

## Direct Student Services

Direct services are in-person interactions between school counselors and students and include the following:

- **School counseling core curriculum:** This curriculum consists of structured lessons designed to help students attain the desired competencies and to provide all students with the knowledge, attitudes and skills appropriate for their developmental level. The school counseling core curriculum is delivered throughout the school's overall curriculum and is systematically presented by school counselors in collaboration with other professional educators in K-12 classroom and group activities.
- **Individual student planning:** School counselors coordinate ongoing systemic activities designed to assist students in establishing personal goals and developing future plans.
- **Responsive services:** Responsive services are activities designed to meet students' immediate needs and concerns. Responsive services may include counseling in individual or small-group settings or crisis response.
- **Indirect Student Services:** Indirect services are provided on behalf of students as a result of the school counselors' interactions with others including referrals for additional assistance, consultation and collaboration with parents, teachers, other educators and community organizations.

To demonstrate the effectiveness of the school counseling program in measurable terms, school counselors analyze school and school counseling program data to determine how students are different as a result of the school counseling program. School counselors use data to show the impact of the school counseling program on student achievement, attendance and behavior and analyze school counseling program assessments to guide future action and improve future results for all students. The performance of the school counselor is evaluated on basic standards of practice expected of school counselors implementing a comprehensive school counseling program.

# Elements of the ASCA National Model

## Foundation

The foundation provides the “*what*” of the program, discussing what every student will know and be able to do.

*Beliefs and philosophy:* The philosophy is a set of principles (usually a set of “we agree” statements) that guides the program development, implementation and evaluation. It is important that all personnel involved in managing and implementing the program achieve consensus on each belief or guiding principal contained in the philosophy.

*Mission:* A mission statement describes the program’s purpose and provides the vision of what is desired for every student. A school counseling program mission statement aligns with and is a subset of the school and district missions.

*Domains:* The school counseling program facilitates student development in three broad domains, academic, career and personal / social, to promote and enhance the learning process.

*ASCA National Standards and Competencies:* The ASCA National Standards serve as the foundation for the ASCA National Model. Student competencies define the knowledge, attitudes or skills students should obtain or demonstrate as a result of participating in a school counseling program. They are developed and organized into content areas (Campbell & Dahir, 1997).

## Delivery System

The delivery system addresses *how* the program will be implemented.

*Guidance Curriculum:* The guidance curriculum component consists of structured developmental lessons designed to assist students in achieving the competencies and is presented systematically through classroom and group activities Pre-K - 12. The purpose of the guidance curriculum is to provide all students the knowledge and skills appropriate for their developmental level.

*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.

*Responsive Services:* The responsive services component consists of activities to meet students’ immediate needs. These needs may require counseling, consultation, referral, peer mediation or information.

*System Supports:* The systems support components consists of the professional development; consultation, collaboration and teaming; and program management and operation activities that establish, maintain and enhance the total school counseling program (Gysbers & Henderson, 2000).

## Management System

The management system addresses the *when* (calendar and action plan), *why* (use of data) and *on what authority* (management agreement and advisory council) the program will be implemented.

*Management Agreements:* School counselors and administrator agreements include statements of responsibilities by each counselor specifying the program results the counselor is accountable for achieving during the year. It also includes how counselors divide the program responsibilities. These agreements are negotiated with and approved by designated administrators at the beginning of each school year.

*Advisory council:* An advisory council is a group of people appointed to review guidance program results and to make recommendations. The group representatives are students, parents or guardians, teachers, counselors, administration and community members.

*Use of Data:* A school counseling program is data-driven. The use of data to effect change within the school system is integral to ensuring that every student receives the benefits of the school counseling program. School counselors must show that each activity implemented as part of the program was developed from a careful analysis of students' needs, achievement and related data.

- *Student Monitoring:* Monitoring students' progress ensures all students receive what they need to achieve success in school. It entails monitoring student achievement data, achievement-related data, and standards -and competency-related data. Collection, analysis and interpretation of student achievement data may be systemic by district or specific to school site, grade, class or individual.
- *Closing the Gap:* The use of data will drive the program. The needs surface when disaggregated data are analyzed for every student. Data are necessary to determine where the school counseling program is now, where it should be and where it is going to go. Needs are identified discrepancies between the desired results and the results currently being achieved (also referred to as the gap.)

*Action Plans:* Two types of action plans, "guidance curriculum" action plans and "closing the gap" action plans are described in the ASCA National Model. Their use ensures a plan is in place for how the program intends to reach every student. Guidance curriculum action plans include: the domain, standard and competency addressed; description of guidance lesson activity; curriculum or material to be used; time activity is to be completed; the person(s) responsible for the delivery; and the means of evaluating student success. Closing the gap action plans also describe the data driving the decision addressing this competency.

*Use of Time:* New counselors are often unsure how much time should be spent delivering services in each component area. ASCA's national Model for School Counseling Programs provides a guide to school counselors and administrators for determining the time their program needs to spend in each of the four components of the delivery system.

- *Appropriate and inappropriate school counseling program activities:* A comprehensive school counseling program requires counselors to spend the majority of their time in direct service (contact) with students. Therefore, school counselors' duties are limited to program delivery and direct counseling services. Non-school-counseling program tasks are eliminated or reassigned, so school counselors can focus on the prevention and intervention needs of students in their program.



*Calendars:* Once school counselors determine the amount of time to spend in each area of the delivery system, a master calendar and weekly calendars are developed and published to ensure that students, parents or guardians, teachers and administrators know what is scheduled. This will assist in planning and will ensure active participation in the program. Annual, monthly and weekly calendars ensure planned activities are accomplished.

### **Accountability**

The accountability system answers the question: “How are students different as a result of the program?”

*Results Reports:* Results reports, which include process, perception and results data, ensure programs are carried out, analyzed for effectiveness and changed and improved as needed. Sharing these reports with stakeholders serves as an advocacy for the students and the program. Immediate, intermediate and long-range results (impact over time) are collected and analyzed for program improvement.

*School Counselor Performance Standards:* The school counselor’s performance evaluation contains basic standards of practice expected of school counselors implementing a school counseling program. These performance standards serve as both a basis for counselor evaluation and as a means for counselor self-evaluation.

*Program Audit:* The program audit provides evidence of the programs alignment with ASCA’s National Model for School Counseling Programs. The primary purpose for collecting information is to guide future action within the program and to improve future results for students.

## **Themes**

ASCA incorporates the four themes of leadership, advocacy, collaboration and systemic change as part of the framework of the ASCA National Model (The Education Trust, 1997). In the model graphic, the four themes are repeated around the frame to indicate the importance of the school counselors’ work within these areas. School counselors play a significant part in improving student achievement and are uniquely positioned to be student and systems advocates. School counselors ensure equity and access to rigorous education for every student (Martin & House, 2002).

**Leadership:** School counselors serve as leaders who are engaged in system wide change to ensure student success. They help every student gain access to rigorous academic preparation that will lead to greater opportunity and increased academic achievement. Working as leaders, advocates and collaborators, school counselors promote student success by closing the existing achievement gap whenever found among students of color, poor students or underachieving students and their more advantaged peers. School counselors become effective leaders by collaborating with other professionals in the school to influence system wide changes and implement school reforms. In this way, school counselors can have an impact on students, the school, the district and the state.

**Advocacy:** School counselors advocate for students' educational needs and work to ensure these needs are addressed at every level of the school experience. School counselors believe, support and promote every student's goal to achieve success in school. School counselors work proactively with students to remove barriers to learning. As educational leaders, school counselors are ideally situated to serve as advocates for every student in meeting high standards. Advocating for the academic success of every student is a key role of school counselors and places them as leaders in promoting school reform.

School counselors work as advocates to remove systemic barriers that impede the academic success of any student. Through their leadership, advocacy, collaboration, counseling and the effective use of data, school counselors minimize barriers so students have increased opportunities to achieve success in school. These methods promote equity by providing access to rigorous courses and a quality curriculum for every student. Measurable success resulting from these efforts will be the increased numbers of students completing school academically prepared to choose from a wide range of substantial post- secondary options, including college.

**Collaboration and Teaming:** School counselors work with all stakeholders, both inside and outside the school system, to develop and implement responsive educational programs that support the achievement of the identified goals for every student. School counselors build effective teams by encouraging genuine collaboration among all school staff to work toward the common goals of equity, access and academic success for every student. This may include collecting and analyzing data to identify needed changes in the educational program.

School counselors create effective working relationships among students, professional and support staff, parents or guardians and community members. By understanding and appreciating the contributions others make in educating all children, school counselors build a sense of community within the school, which serves as a platform from which to advocate for every student. In addition, school counselors are a vital resource to parents or guardians, educators and the community agencies. Offering parent or guardian education, information and training in the community, school counselors are essential partners who enhance the educational opportunities of students and their families.

**Systemic Change:** With a school wide expectation to serve the needs of every student, school counselors are uniquely positioned to assess the school for systemic barriers to academic success. School counselors have access to critical data about student placement, students' academic success or failure and student course-taking patterns. Collaborating as leaders within the school, counselors have access to quantitative and qualitative data from the school and relevant community sources. They use these data to advocate for every student, ensuring equity and access to a rigorous curriculum, which maximized post-secondary options.

Systemic change occurs when policies and procedures are examined and changed in light of new data. Such change happens with the sustained involvement of all critical players in the school setting, including and often led by school counselors.

## **Philosophy and Goals**

**The Philosophy:** The philosophy of all school counselors in the Elmira Heights School District is:

- To relate to all students in all arenas as nurturing quality professionals.
- To facilitate and support all students in academic, personal/social and career growth.
- To promote and enhance students' educational learning experiences through the development of skills in the domains of academic, personal/social and career.
- To continue professional growth and development through opportunities including but not limited to continuing education, district staff development opportunities, relevant experiences, study groups, department meeting.

**Program's Goals:** The goals of the Elmira City School District comprehensive school counseling program reinforce the District Mission Statement and Core Beliefs. They include:

### **Academic Development Goal**

- Students will acquire the academic preparation essential to choose from a variety of educational, training, and employment options upon completion of secondary school.

### **Career Development Goal**

- Students will investigate the world of work in order to make informed career decisions.

### **Personal/Social Development Goal**

- Students will acquire an understanding of, and respect for, self and others, and the skills to be responsible citizens.

These goals are reinforced throughout the School Counseling Program as are previously acquired knowledge and skills throughout the course of each student's subsequent educational experience.

## **Components of the School Counseling Program**

The Elmira Heights School District comprehensive school counseling program integrates academic, career and personal/social development. The components of this comprehensive school counseling program are: individual planning, responsive services, counseling, school counseling curriculum, and program support.

### **Individual Student Planning**

Counselors provide the necessary monitoring of individual student's progress towards achieving success in academic, career, and personal/social areas. Individual planning can be monitored through:

- Case Management: school counselors monitor individual student progress.
- Individual Appraisal: school counselors use test information and other data to assist students in analyzing and evaluating their interests, skills and abilities.
- Individual Advisement: school counselors work directly with students on developing an appropriate educational plan.
- Placement: school counselors assist students in determining the proper educational setting as they meet their academic and career goals.

### **Responsive Services/Counseling**

School counselors coordinate activities to meet the needs of students through:

- Consultation: school counselors work with parents, teachers, students and other involved parties to develop strategies to assist students.
- Personal Counseling: provides student maximum privacy in which to freely explore ideas, feelings, and behaviors.
- Crisis Counseling: provides prevention and intervention; such counseling is short term in nature addressing a particular student's concern.
- Referral: counselors refer students and their families to appropriate community agencies when needed.

### **School Counseling Curriculum**

The Guidance Curriculum presents structured developmental experiences designed to address academic, career and personal/social needs of student's grades Pre-K - 12. The guidance curriculum is delivered through:

- Classroom activities: school counselors present lessons in the classroom setting.
- Group activities: school counselors may also conduct large group activities to address student's particular needs.
- Interdisciplinary activities: school counselors may participate in teams to develop curriculum across content areas.

## System Support

System support consists of the management activities essential to the success of the school counseling program.

- Professional Development: counselors must update knowledge and skills by participating in training, professional meetings and conferences and relevant course work.
- Program Promotion: school counselors provide orientation and information regarding the program to the greater community through websites, newsletters and community presentations.
- Consultation with Teachers and Staff: counselors work with teachers and other staff members to provide information regarding the needs of students. School counselors should participate in district committees and in service programs.
- Parent and Community Outreach: school counselors provide ongoing support and information to the greater community regarding students' needs.
- Research: school counselors need to utilize research in the development of their programs and participate in research designed to improve their programs.
- Program Evaluation: counselors collect and analyze data to evaluate the program and continue updating of program activities.

## Division of Duties

To carry out a comprehensive school counseling program, school counselors should follow the suggested allocated time distribution for each component, based on ASCA's counselor to student ratio 1:250 (max).

<b>Component</b>	<b>Elementary</b>	<b>Middle School</b>	<b>High School</b>
Counseling Curriculum	25% - 35%	15%-25%	15% - 25%
Individual Planning w/students	5% - 10%	25%-35%	25% - 35%
Responsive Services	30% - 40%	30% - 40%	25% - 35%
System Support	15% - 20%	10% - 15%	15% - 20%
Total	100%	100%	100%

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## **DELIVERY SYSTEM**

### **COMPONENTS OF THE ELMIRA HEIGHTS SCHOOL COUNSELING PROGRAM**

The components of a comprehensive school counseling program are; school counseling curriculum, counseling and responsive services, individual planning and program support. These are articulated in the School Counselor Program Objectives 2023-2026. The objectives address the following:

#### **School Counseling Curriculum**

The ELMIRA HEIGHTS School Counseling Curriculum presents structured developmental experiences, based on the American School Counseling Association (ASCA) National Standards for School Counselors, designed to address academic, career and personal/social needs of students 7 through 12. The Curriculum is delivered through:

- Classroom activities: school counselors present lessons in the classrooms
- Group activities: school counselors also conduct group activities to address students' particular needs
- Interdisciplinary activities: school counselors may participate in developing curriculum across content areas.

#### **Counseling and Responsive Services**

School counselors coordinate activities to meet the needs of students through:

##### **Consultation**

School counselors work with parents/caregivers, teachers, students, community based services and other involved parties to develop strategies to assist students.

##### **Personal counseling:**

provides a student maximum privacy in which to freely explore ideas, feelings and behaviors.

##### **Crisis counseling:**

Provides prevention and intervention; such counseling is short term in nature addressing a student's particular concern.

##### **Referral:**

Counselors refer students and their families to appropriate community-based agencies and supports when needed.

## Individual Student Planning

Counselors provide the necessary monitoring of individual student progress towards achieving success in academic, career, and personal/social areas.

- **Case Management:** school counselors monitor individual student progress.
- **Individual Appraisal:** school counselors use test information and other data to assist students in analyzing and evaluating their interests, skills, and abilities.
- **Individual Advisement:** school counselors work directly with students to develop an appropriate educational plan.

## System Support

System support consists of the management activities essential to the success of the school counseling program.

- **Professional development:** counselors update their knowledge and skills by participating in training, professional meetings, conferences and relevant course work, as well as peer sharing.
- **Consultation with administration, teachers and staff:** counselors work with teachers and other staff members both to provide information regarding the needs of students and professional development regarding school counseling.
- **Parent and community outreach:** school counselors provide ongoing support and information to the greater community regarding student's needs.

## **ELMIRA HEIGHTS K-12 COUNSELING GOALS**

The ELMIRA HEIGHTS Counseling Goals were developed according to the New York State Model which is based on the American School

Counselor Association (ASCA) National Standards for School Counseling Programs. *The Standards address three domains, Academic,*

*Personal/ Social and Career which encompass the following competencies for all students:*

### **ACADEMIC DOMAIN**

#### ***Standard A***

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

#### ***Standard B***

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

#### ***Standard C***

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

### **PERSONAL SOCIAL DOMAIN**

#### ***Standard A***

Students will acquire the knowledge attitudes and interpersonal skills to help them understand and respect self and others

#### ***Standard B***

Students will make decisions, set goals and take necessary action to achieve goals

#### ***Standard C***

Students will understand safety and survival skills.

### **CAREER DOMAIN**

#### ***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

#### ***Standard B***

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

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



## **ELMIRA HEIGHTS K-12 Counseling GOALS**

- Support all students in developing an awareness of personal abilities, skills, interests and motivations.
- Educate and communicate to staff, families and the community about the changing role of the school counselor in enabling student success
- Enable all students to acquire skills such as cooperatively and respectfully working on a team, problem-solving, organizational skills, goal setting, planning and decision making.
- Support all students in developing a positive attitude toward learning and work and understand the importance of decision making, responsibility, dependability, punctuality, integrity and effort in the academic setting and workplace.

### **National Counseling Standards Alignment with:**

NYS Learning Standards

ELMIRA HEIGHTS Delivery System:

ELMIRA HEIGHTS Program Objectives

Elmira Heights Management System: Elmira Heights district calendars

Elmira Heights Counselor Accountability

**Delivery System**

**ELMIRA HEIGHTS SCHOOL DISTRICT  
SCHOOL COUNSELOR PROGRAM OBJECTIVES**

**2023-2026**

## COHEN ELEMENTARY COUNSELING EXPECTATIONS PRE K-5

Expectations for Grade Level:	In the Academic Domain, the student will:	In the Career Domain, the student will:	In the Personal/Social Domain, the student will:
<b>Kindergarten and Pre-K</b>	<ul style="list-style-type: none"> <li>● Understand importance of following school and classroom rules.</li> <li>● Develop effective listening skills.</li> <li>● Demonstrate an understanding of the importance of practice to learning.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify jobs within the classroom.</li> <li>● Identify personal likes and dislikes.</li> <li>● Know the jobs and locations of school staff.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify and express feelings.</li> <li>● Develop the ability to play cooperatively with others.</li> <li>● Identify choices he/she makes at school and home.</li> </ul>
<b>Grade 1</b>	<ul style="list-style-type: none"> <li>● Identify attitudes and behaviors leading to successful learning.</li> <li>● Practice effective speaking, listening and inquiry skills.</li> <li>● Learn that reading, writing and mathematics are fundamental to life.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify and describe responsibilities/jobs at home.</li> <li>● Recognize all careers are acceptable to any gender.</li> <li>● Learn to work cooperatively with others on a team</li> <li>● Goal Setting</li> <li>● Difference between job, career, occupation and</li> <li>● Profession</li> </ul>	<ul style="list-style-type: none"> <li>● Recognize, accept, respect and appreciate individual differences.</li> <li>● Develop ways to make and keep friends.</li> <li>● Describe how behavior influences the feelings and actions of others.</li> </ul>
<b>Grade 2</b>	<ul style="list-style-type: none"> <li>● Develop the ability to work with and without</li> </ul>	<ul style="list-style-type: none"> <li>● Describe the various roles an individual may</li> </ul>	<ul style="list-style-type: none"> <li>● Recognize a variety of emotions, their causes and possible consequences.</li> </ul>

	<p>direct supervision, independently and with others.</p> <ul style="list-style-type: none"> <li>• Demonstrate ability to follow instructions and to complete assignments.</li> <li>• Develop an awareness of the decision-making process.</li> </ul>	<p>have (i.e. friend, student, worker, and family member.)</p> <ul style="list-style-type: none"> <li>• Develop understanding of how beliefs and attitudes affect decision-making.</li> <li>• Develop an awareness of personal interests, strengths, likes, talents</li> <li>• Develop an awareness of the dignity in all careers.</li> <li>• Difference between job, career, profession and occupation,</li> </ul>	<ul style="list-style-type: none"> <li>• Develop skills in resolving conflicts with peers and adults.</li> <li>• Recognize that decisions have alternatives.</li> </ul>
<b>Grade 3</b>	<ul style="list-style-type: none"> <li>• Develop basic goal-setting techniques.</li> <li>• Identify good study habits.</li> <li>• Learn how to prepare for testing situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how current learning relates to work.</li> <li>• Demonstrate effective study and information-seeking habits.</li> <li>• Describe the importance of personal qualities (e.g., dependability, promptness, getting along with others) to getting and keeping jobs.</li> <li>• Difference between job, career, profession and occupation</li> </ul>	<ul style="list-style-type: none"> <li>• Describe positive characteristics about self as seen by self and others.</li> <li>• Continue developing skills to resolve conflicts with peers and adults.</li> <li>• Identify and select appropriate behaviors to deal with specific emotional situations.</li> </ul>
<b>Grade 4</b>	<ul style="list-style-type: none"> <li>• Develop use study skills</li> <li>• Relate the decision-making process to consequences.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe school tasks that are similar to skills essential for job success.</li> </ul>	<ul style="list-style-type: none"> <li>• Use effective ways to deal with a variety of feelings.</li> <li>• Identify sources and effects of peer pressure.</li> <li>• Demonstrate healthy ways of dealing with conflicts, stress and emotions in self and others.</li> </ul>

	<ul style="list-style-type: none"> <li>• Develop and implement a plan of action for improving academic skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop understanding work helps to achieve personal success.</li> <li>• Describe skills needed in a variety of occupational groups.</li> <li>• Difference between job, career, profession and occupation</li> </ul>	
<b>Grade 5</b>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to set short-term educational goals.</li> <li>• Recognize the importance of time management. Identify middle school challenges and transition needs</li> </ul>	<ul style="list-style-type: none"> <li>• Relate personal hobbies, leisure activities, talents, strengths and academic abilities to career choices.</li> <li>• Understand learning in school is related to future career success.</li> <li>• Develop an individual career plan for the elementary school level.</li> <li>• Understand the differences and similarities between job, career, profession and occupation Way to reach goals and chosen career e.g. trade school, college</li> </ul>	<ul style="list-style-type: none"> <li>• Relate feelings in a socially acceptable manner.</li> <li>• Demonstrate skills in resolving conflicts with peers and adults. Learn about the emotional and physical dangers of substance use and abuse.</li> </ul>
<b>Grade</b>	<b>In the Career Domain, the student will:</b>		<b>Career Lesson Topics</b>
<b>Kindergarten and Pre -K</b>	<ul style="list-style-type: none"> <li>• Identify jobs within the classroom.</li> <li>• Identify personal likes and dislikes.</li> <li>• Relate school personnel to their jobs and locations.</li> </ul>		<ul style="list-style-type: none"> <li>• Be Helpful</li> <li>• All About Me</li> <li>• Career Plan</li> </ul>
<b>Grade 1</b>	<ul style="list-style-type: none"> <li>• Identify and describe responsibilities/jobs at home.</li> </ul>		<ul style="list-style-type: none"> <li>• Being Responsible</li> <li>• Career Plan</li> </ul>

	<ul style="list-style-type: none"> <li>● Learn to work cooperatively with a team.</li> <li>● Recognize all careers are acceptable to any gender.</li> </ul>	<ul style="list-style-type: none"> <li>● Team Work</li> <li>● All About Me</li> </ul>
<b>Grade 2</b>	<ul style="list-style-type: none"> <li>● Describe the various roles an individual may have (i.e. friend, student, worker)</li> <li>● Describe how personal beliefs and attitudes affect decision-making.</li> <li>● Display an awareness of the dignity in all careers.</li> </ul>	<ul style="list-style-type: none"> <li>● All About Me</li> <li>● Career Plan</li> </ul>
<b>Grade 3</b>	<ul style="list-style-type: none"> <li>● Describe how current learning relates to work.</li> <li>● Demonstrate effective study and information-seeking habits.</li> <li>● Describe the importance of personal qualities (e.g., dependability, promptness) to getting and keeping jobs.</li> </ul>	<ul style="list-style-type: none"> <li>● Goal Setting</li> <li>● All About Me</li> <li>● Career Plan</li> <li>● Being Responsible</li> </ul>
<b>Grade 4</b>	<ul style="list-style-type: none"> <li>● Describe school tasks that are similar to skills essential for job success.</li> <li>● Understand work helps to achieve personal success.</li> <li>● Describe skills needed in a variety of occupational groups.</li> </ul>	<ul style="list-style-type: none"> <li>● Career Plan</li> <li>● All About Me</li> <li>● Being Responsible</li> <li>● Goal Setting</li> </ul>
<b>Grade 5</b>	<ul style="list-style-type: none"> <li>● Relate personal hobbies, leisure activities and academic abilities to career choices.</li> <li>● Understand learning in school is related to future career success.</li> <li>● Develop an individual career plan for the elementary school level.</li> </ul>	<ul style="list-style-type: none"> <li>● Career Plan</li> <li>● All About Me</li> <li>● Goal Setting</li> <li>● What the Future Holds</li> </ul>

Grade	In the Personal/Social Domain, the student will:	Personal/Social Lesson Topics
<b>Kindergarten and Pre-K</b>	<ul style="list-style-type: none"> <li>● Identify and express feelings.</li> <li>● Demonstrate the ability to play cooperatively with others.</li> <li>● Identify choices he/she makes at school and home.</li> </ul>	<ul style="list-style-type: none"> <li>● Kindness</li> <li>● Empathy</li> <li>● Respect</li> <li>● Self-Confidence</li> <li>● Teamwork</li> <li>● Emotional Management</li> </ul>
<b>Grade 1</b>	<ul style="list-style-type: none"> <li>● Recognize, accept, respect and appreciate individual differences.</li> <li>● Demonstrate ways to make and keep friends.</li> <li>● Describe how behavior influences the feelings and actions of others.</li> </ul>	<ul style="list-style-type: none"> <li>● Kindness</li> <li>● Empathy</li> <li>● Respect</li> <li>● Self-Confidence</li> <li>● Teamwork</li> <li>● Emotional Management</li> </ul>
<b>Grade 2</b>	<ul style="list-style-type: none"> <li>● Recognize a variety of emotions, their causes and possible consequences.</li> <li>● Demonstrate skills in resolving conflicts with peers and adults.</li> <li>● Recognize decisions have alternatives.</li> </ul>	<ul style="list-style-type: none"> <li>● Kindness</li> <li>● Empathy</li> <li>● Respect</li> <li>● Self-Confidence</li> <li>● Teamwork</li> <li>● Emotional Management</li> </ul>
<b>Grade 3</b>	<ul style="list-style-type: none"> <li>● Describe positive characteristics about self as seen by self and others.</li> </ul>	<ul style="list-style-type: none"> <li>● Kindness</li> <li>● Empathy</li> <li>● Respect</li> <li>● Self-Confidence</li> </ul>

	<ul style="list-style-type: none"> <li>● Demonstrate skills in resolving conflicts with peers and adults.</li> <li>● Identify and select appropriate behaviors to deal with specific emotional situations.</li> </ul>	<ul style="list-style-type: none"> <li>● Teamwork</li> <li>● Emotional Management</li> </ul>
<b>Grade 4</b>	<ul style="list-style-type: none"> <li>● Use effective ways to deal with a wide variety of feelings.</li> <li>● Identify sources and effects of peer pressure.</li> <li>● Demonstrate healthy ways of dealing with conflicts, stress and emotions in self and others.</li> </ul>	<ul style="list-style-type: none"> <li>● Kindness</li> <li>● Empathy</li> <li>● Respect</li> <li>● Self-Confidence</li> <li>● Teamwork</li> <li>● Emotional Management</li> </ul>
<b>Grade 5</b>	<ul style="list-style-type: none"> <li>● Relate feelings in a socially acceptable manner.</li> <li>● Demonstrate skills in resolving conflicts with peers and adults.</li> <li>● Learn about the emotional and physical dangers of substance use and abuse.</li> </ul>	<ul style="list-style-type: none"> <li>● Kindness</li> <li>● Empathy</li> <li>● Respect</li> <li>● Self-Confidence</li> <li>● Teamwork</li> <li>● Emotional Management</li> </ul>

<b>Grade</b>	<b>In the Academic Domain, the student will:</b>	<b>Academic Lesson Topics</b>
<b>Kindergarten and Pre-K</b>	<ul style="list-style-type: none"> <li>● Understand importance of following school and classroom rules.</li> <li>● Acquire effective listening skills.</li> <li>● Demonstrate an understanding of the importance of practice, effort and learning.</li> </ul>	<ul style="list-style-type: none"> <li>● Listening Skills</li> <li>● Problem Solving</li> <li>● Team Work</li> <li>● College Day</li> <li>● Study Skills</li> </ul>
<b>Grade 1</b>	<ul style="list-style-type: none"> <li>● Understand the importance of learning.</li> <li>● Practice effective speaking, listening and inquiry skills.</li> </ul>	<ul style="list-style-type: none"> <li>● Listening Skills</li> <li>● Problem Solving</li> <li>● Team Work</li> <li>● College Day</li> </ul>



	<ul style="list-style-type: none"> <li>● Learn that reading, writing and mathematics are fundamental to life.</li> </ul>	<ul style="list-style-type: none"> <li>● Study Skills</li> </ul>
<b>Grade 2</b>	<ul style="list-style-type: none"> <li>● Work with and without direct supervision, both independently and with others.</li> <li>● Show the ability to follow instructions and to complete assignments.</li> <li>● Develop an awareness of the decision-making process.</li> </ul>	<ul style="list-style-type: none"> <li>● Listening Skills</li> <li>● Problem Solving</li> <li>● Team Work</li> <li>● College Day</li> <li>● Study Skills</li> </ul>
<b>Grade 3</b>	<ul style="list-style-type: none"> <li>● Learn basic goal-setting techniques.</li> <li>● Identify good study habits.</li> <li>● Learn how to prepare for testing situations.</li> </ul>	<ul style="list-style-type: none"> <li>● Listening Skills</li> <li>● Problem Solving</li> <li>● Team Work</li> <li>● College Day</li> <li>● Study Skills</li> <li>● Test Taking</li> </ul>
<b>Grade 4</b>  <b>Grade 4 cont.</b>	<ul style="list-style-type: none"> <li>● Use study skills effectively.</li> <li>● Relate the decision-making process to consequences.</li> <li>● Develop and implement a plan of action for improving academic skills.</li> </ul>	<ul style="list-style-type: none"> <li>● Listening Skills</li> <li>● Problem Solving</li> <li>● Team Work</li> <li>● College Day</li> <li>● Study Skills</li> <li>● Test Taking</li> </ul>
<b>Grade 5</b>	<ul style="list-style-type: none"> <li>● Demonstrate the ability to set short-term educational goals.</li> <li>● Recognize the importance of time management.</li> <li>● Identify middle school transition steps</li> </ul>	<ul style="list-style-type: none"> <li>● Listening Skills</li> <li>● Problem Solving</li> <li>● Team Work</li> <li>● College Day</li> <li>● Study Skills</li> <li>● Test Taking</li> </ul>

A. PROGRAM OBJECTIVE

**Enable students to learn effectively in their current educational program.**

A. TARGET POPULATION **ELMIRA HEIGHTS COHEN ELEMENTARY SCHOOL**

Students, Grades Pre-K through 5

B. EXPECTED OUTCOMES

Students will become familiar with the facilities, programs, and procedures of the school.

Students will recognize and assess their abilities and achievements to determine their individual needs as a learner.

Students will learn the procedures by which and circumstances under which they might utilize the services of a counselor and/or other school personnel.

Students will learn effective home and classroom study habits and understand the relationship between becoming an effective student and utilizing good study skills and habits.

Students will recognize the benefits and the actual relationship between regular school attendance and academic success.

Students will discover and develop their strength as a student and as a person.

D. ANNUAL ASSESSMENT OF PROGRAM RESULTS

Family feedback and observation

Teacher observations and support staff observations

Improved student achievement and participation

**Program Objective:** Enable students to learn effectively in their current educational program.

Activities	Targeted Group or Sub Group	Staff Assigned	Other Resources Assigned	Dates of Activities
Organize and conduct classroom/small group presentations for students regarding: a. The role of the School Counselor b. The procedure for using the School Counselor c. Student responsibility to Self and others d. The importance of getting involved in the Learning process e. Enhancing self-concept f. Recommendations for removing obstacles to learning	Grades Pre PK-5  Pre K through 5  Pre K through 5  Pre K through 5  Pre K through 5  Pre K through 5	Teachers/School Counselor  Teachers/School Counselor  Teachers/School Counselor  Teachers/School Counselor  Teachers/School Counselor  Teachers, Counselor, Psychologist	Handouts as applicable to each area of the specified activity	September - June
Plan and conduct a parent orientation meeting to discuss transition to	Parents/Caregivers of 5 <sup>th</sup> grade students	5 <sup>th</sup> and 6 <sup>th</sup> grade teachers, School Counselor	Information packets	May - June

<b>Activities</b>	<b>Targeted Group or Sub Group</b>	<b>Staff Assigned</b>	<b>Other Resources Assigned</b>	<b>Dates of Activities</b>
middle school				
Orientation Services for new students including individual counseling and guided tours of the building	New students Pre K - 5	School Counselor		September - June
New entrant screening procedures : assessment of ability, achievement, gross and fine motor skills, responsive and expressive language development, speech and hearing development and physical health	New students Pre K 5	Teachers, Administrators	Screening profile Test materials	August - July
School Counselor conferences with teachers to assess and improve student progress	Identified students	School Counselor, Teacher,	Interim reports Report cards student work samples SBIT	September - June
School Counselor and student interviews to assess and improve student performance	Pre K-5	School Counselor/Teacher/ Student/Family/Admin	Report Card Student work Samples Study Skills Material	September - June
Conferences with families to assess and improve student performance	Identified students	School Counselor Teachers Pre K - 5 Principal	Student progress reports, teachers comments, Student work samples	September - June

Activities	Targeted Group or Sub Group	Staff Assigned	Other Resources Assigned	Dates of Activities
<p>Curriculum Night and Open House meetings toward improvement of study skills including</p> <ul style="list-style-type: none"> <li>a. preparation of a study schedule</li> <li>b. test taking skills</li> <li>c. memorization skills</li> <li>d. setting goals and priorities</li> </ul>	Pre K-5	Teachers Counselor	Study skills materials Study skills curriculum Student Folders	September - June Main emphasis in the Fall

A. PROGRAM OBJECTIVE

**Enable students to actively engage in their future educational program.**

B. TARGET POPULATION      **ELMIRA HEIGHTS COHEN ELEMENTARY SCHOOL**

Students, Grades Pre K through 5.

C. EXPECTED OUTCOMES

Students will begin to develop career awareness and career planning skills

Students will learn how to formulate and follow through on their goals.

Students will increase their understanding of their responsibility toward their future educational program.

D. ANNUAL ASSESSMENT OF PROGRAM RESULTS

Student knowledge of career possibilities

Teacher observation of improved student performance

Student observation and self-report

Parent/caregiver feedback

Document student participation through data collection

**Program Objective:** Enable students to actively engage in their future educational program.

<b>Activities</b>	<b>Targeted Group or Sub Group</b>	<b>Staff Assigned</b>	<b>Other Resources Assigned</b>	<b>Dates of Activities</b>
Counselor and student interviews to set goals and explore careers discuss student performance	All students, PK-5	Counselor	Report cards, Teacher comments Student Work Samples	September to June
Counselor/teacher conferences with parents to assess and improve student performance	All students PK-5	Counselor	Student progress reports, teacher comments, student work samples, student cumulative folder	September - June
Consultation with teachers and support teachers about student placement	All students PK-5	Counselor, Teacher, Support Teacher	Student folder, report cards	September - June

A. PROGRAM OBJECTIVE

**Provide support for students who exhibit attendance problems.**

B. TARGET POPULATION      **ELMIRA HEIGHTS COHEN ELEMENTARY SCHOOL**

Students, Grades Pre-K through 5

C. EXPECTED OUTCOMES

Students will recognize the relationship between regular school attendance and improved educational performance  
Students' regular attendance will improve there will be a reduction in days absent.

D. ANNUAL ASSESSMENT OF PROGRAM RESULTS

Longitudinal data demonstrating reduced incidence of non-attendance.  
Improved performance of students identified as having attendance problems.  
Teacher feedback  
Family feedback



**Program Objective:** Provide support for students who exhibit attendance problems.

<b>Activities</b>	<b>Targeted Group or Sub Group</b>	<b>Staff Assigned</b>	<b>Other Resources Assigned</b>	<b>Dates of Activities</b>
Letters to families of students with excessive absences	Students having excessive absences PK-5	Administrators	Clerical Assistance Absent and Tardy letters Excuse letters	September - June
Building Team meetings to discuss students with attendance problems	Identified students PK-5	Administrator School Nurse/School Counselor Dean of Students School Psychologist	Attendance via computer Student folder Children's Integrated Services	September - June
Home visits	Identified students PK-5	School Counselor, School Psychologist, Administration	Children's Integrated Services	September - June
Family conferences arranged with students identified as having attendance problems	Identified students PK - 5	School Counselor, Administration, Children's Integrated Services	Attendance record, Teachers comments Student folder	September - June
Daily attendance lists reviewed by teachers and counselors. Identify students as chronic absentees. Counselor explores causes, and consequences of chronic absenteeism and provides suggestions and recommendations to students for improvement as well as support and follow up services	Identified students PK-5	Counselor Administration School Psychologist	Student attendance card Support team	September - June

A. PROGRAM PROJECTIVE

**Provide help for students who exhibit social/emotional problems.**

B. TARGET POPULATION      **ELMIRA HEIGHTS COHEN ELEMENTARY SCHOOL**

Students, Grades Pre-K through 5

C. EXPECTED OUTCOMES

Students will demonstrate improved social behavior and school adjustment by

- displaying an ability to recognize and solve problems
- displaying self-confidence
- recognizing individual differences and showing compassion towards others
- accepting responsibility for their own behavior
- recognizing and accepting the need for rules and limitations
- respecting the person and property of others
- attending school on a regular basis
- behaving in a cooperative manner
- improving school performance

D. ANNUAL ASSESSMENT OF PROGRAM RESULTS

Analysis of pupil records.

Longitudinal data demonstrating reduced incidence of truancy, social/emotional adjustment problems, disciplinary action and disruptive behavior.

Longitudinal data demonstrating increased incidence of positive school performance and social skill development.

Counselor, family and teacher observations.

Student self-evaluation

**Program Objective:** Provide help for students who exhibit behavioral/adjustment problems.

Activities	Targeted Group or Sub Group	Staff Assigned	Other Resources	Dates of Activities
Administrator/ Counselor consultation with teachers at Grade Level Team	Identified students PK- 5	Teachers, Administrator , Counselor	Student referrals, Teacher comments, disciplinary reports	September - June
Administrator/teacher Counselor conferences with students exhibiting social emotional/ adjustment problems to ascertain the cause for behavior and provide counseling assistance to reduce incidence of negative behavior	Identified students PK-5	Counselor, teachers, Administrators, Support teacher School Psychologist	Student referrals, teacher comments, disciplinary reports, family comments	September - June
Teacher/family conferences with counselor to assist with children with social/ emotional adjustment	Identified students PK-5	Counselor Administrators Support teacher School Psychologist	Teacher comments student folder, student referrals report cards	September - June
Counseling groups for students who are children of divorce, body image/ anger management/making and keeping friends	Identified students in grades PK-5 who voluntarily agree to participate in this program	School Counselor	Family Permission Form	September - June
Resolution of teacher student differences	Identified students PK-5	Administrator, Counselor, Teacher, Psychologist	Social worker, disciplinary report Student referrals Teacher referrals	September - June
Orientation and screening of new students to help prevent	New students PK-5	Principal, Reading Teacher	Screening	September - June

<b>Activities</b>	<b>Targeted Group or Sub Group</b>	<b>Staff Assigned</b>	<b>Other Resources</b>	<b>Dates of Activities</b>
and/or reduce the incidence of behavior adjustment problems.				
Guided discussion in the classroom or in group counseling sessions to help students acquire understanding and empathy for the difficulties new students encounter	Students PK-5	Teachers, School Counselor		September - June
Student buddies assigned to new entrants	New students	Teachers	Students	September - June

A. PROGRAM OBJECTIVE

**Provide support for students who exhibit academic problems.**

B. **TARGET POPULATION**                    **ELMIRA HEIGHTS COHEN ELEMENTARY SCHOOL**

Students, Grades Pre-K through 5

B. EXPECTED OUTCOMES

Students will recognize the causes and consequences of academic issues.

Students will learn several ways of dealing with an academic problem.

Students will learn how to obtain tutorial assistance if needed.

Students will improve school performance as indicated by

- class work and homework completed
- improved report card grades
- reduced need for tutorial assistance
- increased participation in class

Students will learn to

- identify and verbalize the issues they are experiencing
- discuss the feelings that are associated with their issue
- identify and appraise possible alternative solutions
- decide what action to take
- implement their plan with support from teachers and counselors
- develop a process for evaluating the success of their plan

C. ANNUAL ASSESSMENT OF PROGRAM RESULTS

Improved academic performance of identified students

Improved application of study skill information

Student self-report

Successful student completion of assigned tasks

**Program Objective:** Provide support for students who exhibit academic problems.

<b>Activities</b>	<b>Targeted Group or Sub Group</b>	<b>Staff Assigned</b>	<b>Other Resources Assigned</b>	<b>Dates of Activities</b>
Conferences with identified and self-referred students to examine the causes of poor academic performance and to recommend remedial assistance	Identified and self-referred Students, PK-5	Counselor AIS Teacher Administrators Teachers School Psychologist	Student report card Student folder Teacher comments Parent comments	September - June
Review of Report Cards every ten weeks	All students, PK-5	Teachers, Counselor	Report cards/Data Assessment Administrator	September - June
Review of achievement tests scores and state assessments	Students, PK-5	Counselor/Principal	Assessment scores	April - October
SBIT Meeting to identify and assess students with academic difficulties and refer to RTI if necessary	Identified students PK-5	Counselor/Teachers Principal Psychologist AIS Teachers Curriculum Coordinator	Student folder Student progress reports Teacher comments Individual assessments	September - June
Family conferences to discuss ways of improving academic performance and ways to increase family involvement in children's academic efforts	Identified students PK-5	Counselor/Teacher/ Administrator	Student folder Report letter	September - August
Tutorial assistance	Identified students	Teachers		November- May

## **Encourage and support family/caregiver involvement**

### **B. TARGET POPULATION                    ELMIRA HEIGHTS COHEN ELEMENTARY SCHOOL**

Students, Grades Pre-K through 5.

#### **A. EXPECTED OUTCOMES**

Families will gain insight into their child's academic and social progress as well as information regarding their abilities, aptitudes and interests. Families will recognize their actual role in participating in steps to remediate any academic, behavior or attendance issues their child might be experiencing.

Families will be encouraged to make frequent contact with counselors, administrators, teachers, and other school personnel involved with the social and educational growth of their child.

Families will discover & utilize all the resources that the school provides them and their child.

Families will be assisted in obtaining assistance from outside agencies and mental health facilities (if needed) for students exhibiting adjustment, behavior, academic or attendance issues.

Families will feel supported in their efforts to provide for the social or educational development of their child.

#### **B. ANNUAL ASSESSMENT OF PROGRAM RESULTS**

Family feedback

Increased attendance of Families at parent/guardian/ teacher conferences and meetings

Improved student performance

**Program Objective:** Encourage and support family/caregiver involvement

Activities	Targeted Group or Sub Group	Staff Assigned	Other Resources Assigned	Dates of Activities
Open House Curriculum Night	All parents/ caregivers K-5	Teachers Principal Counselor Dean Of Students		September October
Conferences with parents of students who need to improve academics, behavior, or attendance	Identified students & Families PK-5	Teachers, Administrator, Psychologist, School Counselor	Attendance Report letter Progress reports Student folder	September - June
Potential - Retention meetings with Families	Identified students PK-5	Principal Teacher	Student folder Teacher comments Other staff/Advocates	April - June
Kindergarten Orientation	Families of new Kindergarten students	Principal/Counselor Kindergarten Teachers	Other staff	August
Individual family/student conferences to review educational progress and transitional issues in moving to Middle School	Families of 5 <sup>th</sup> grade students, upon request	Counselor Teachers	Student folder	June
Encourage and support attendance of families at PTA Meetings, concerts, athletic activities and other school sponsored activities	All parents/ caregivers PK-5	Teachers Counselor Principal Dean of Students	Newsletters Notices Posters District Bulletin Facebook	September - June



PROGRAM OBJECTIVE

**Encourage parental/caregiver involvement**

A. TARGET POPULATION **ELMIRA HEIGHTS COHEN MIDDLE SCHOOL** Students, Grades 6, 7, and 8

B. EXPECTED OUTCOMES

Parents/caregivers will be informed of child's

1. Placement in classes
2. Progress and academic achievement
3. Standardized test results

Parents/caregivers will be notified of dates:

1. Standardized testing
4. School activities
5. School programs

Parents /caregivers will be encouraged to:

1. Conference with teachers and specialists
6. Utilize appropriate resources and services
7. Participate in steps to remediate any academic and/or behavioral problems their child might have

C. ANNUAL ASSESSMENT OF PROGRAM RESULTS

Feedback from parents/caregivers, teachers, specialists, and administration.

Increased attendance of parents/caregivers at parent/teacher conferences and parent/teacher meetings.

**Program Objective:** Encourage parental/caregiver involvement

Activities	Targeted Group or Sub Group	Staff Assigned	Other Resources Assigned	Dates of Activities
Parent/caregiver conferences for students exhibiting academic, behavioral, or attendance problems	Students, Grades 6-8	Counselor Administration Dean of students	Daily attendance reports, discipline referrals, report cards, progress reports	Ongoing
Student/Counselor conferences for annual review. Career Planners with parents/guardians (when possible)	All 8 <sup>th</sup> graders	Counselor	Student folder, career planning sheet, report cards, progress reports, standardized tests, and career data	Spring
Parent/caregiver orientation meeting concerning transition to 9 <sup>th</sup> grade	Parents/caregivers of 8 <sup>th</sup> graders	Counselor Administration High School Counselor	Information Packet	February
Letters to parents/caregivers concerning academic placement for the following year	Parents/caregivers of incoming 6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> graders	Counselor	Clerical assistance	June-July

**Program Objective:** Encourage parental/caregivers involvement

Activities	Targeted Group or Sub Group	Staff Assigned	Other Resources Assigned	Dates of Activities
Parents/caregivers are notified of dates for: Standardized testing School activities School programs	Parents/caregivers of 6 <sup>th</sup> , 7 <sup>th</sup> & 8 <sup>th</sup> Graders	Administration Counselor	School newsletter Clerical Assistance	Ongoing by building
Distribution of various publications to students and informational mailings to parents/caregivers including: Student handbook District calendar Progress reports Report cards School newsletters Standardized test results	6 <sup>th</sup> , 7 <sup>th</sup> & 8 <sup>th</sup> grade students and their parents/caregivers	Administration School Counselor Teachers	Clerical Assistance	August-July and ongoing
Review of students experiencing difficulty at SBIT meetings	Identified 6 <sup>th</sup> , 7 <sup>th</sup> & 8 <sup>th</sup> graders	Counselor, Social Worker, Administrators, Support Teacher, Nurse, and Psychologist	Counselors, Support Teacher, Nurse, and administrative referral	September - June
Orientation for new students including introduction to school program and guided tour of building	New entrants in 6 <sup>th</sup> 7 <sup>th</sup> & 8 <sup>th</sup> grade	Counselor	Student Handbook Students	Ongoing

A. PROGRAM OBJECTIVE

**Advisory assistance to enable students to benefit from the curriculum**

B. TARGET POPULATION

**ELMIRA HEIGHTS COHEN MIDDLE SCHOOL**

Students, Grades 6, 7 and 8

C. EXPECTED OUTCOMES

Students will become aware of course offerings and their relationship to post- secondary and career plans

Students will become aware of the benefits of regular school attendance, completion of class work, and daily preparation of homework assignments as contributory factors to successful academic performance.

Students will be informed how to seek tutorial assistance.

Students will become aware of how to improve study skills at home and in school in order to maximize their learning capabilities.

Students will become aware of to see themselves as successful.

Students will become familiar with the facilities, programs, and management of the school.

D. ANNUAL ASSESSMENT OF PROGRAM RESULTS

Improved student attendance, behavior, and/or achievement

**Program Objective:**  
(Academic Advisement)

Advisory assistance to enable students to benefit from the curriculum

<b>Activities</b>	<b>Targeted Group or Sub Group</b>	<b>Staff Assigned</b>	<b>Other Resources Assigned</b>	<b>Dates of Activities</b>
Individual conferences with students to provide needed assistance	Counselor identified and self-referred students in grades 6, 7 & 8	Counselor		Ongoing
Provide information about tutorial assistance	Students in grades 6, 7 & 8	Counselor Teachers	Homework Club After School Tutoring with Teachers	Ongoing
Team meetings to assess and improve student progress	Students in grades 6, 7 & 8	Counselor, Teachers, Support Staff, Administration	Report Cards Progress Reports Standardized test results	Ongoing
Counselor and student conferences to assess and improve student performance	Students in grades 6, 7 & 8	Counselor	Report Cards Progress Reports	Ongoing

A. PROGRAM OBJECTIVE

**Individual or group counseling assistance to enable students to benefit from the curriculum**

B. TARGET POPULATION

**ELMIRA HEIGHTS COHEN MIDDLE SCHOOL**

Students, Grades 6, 7 and 8

C. EXPECTED OUTCOMES

Students will work toward developing a positive and productive relationship with their counselor.

Students will work toward recognizing the relationship between becoming an effective student and raising their self-esteem.

Students will feel encouraged and supported in their effort to become successful.

Students will become aware of their relative strengths and weaknesses in both academic and non-academic areas.

Students will recognize that appropriate positive attitudes toward learning, themselves, and the instructional staff will result in improved academic achievement.

D. ANNUAL ASSESSMENT OF PROGRAM RESULTS

Counselor appraisal of student

Student academic achievement (report letter)

Student standardized test scores

Teacher comments/observations

**Program Objective:** Individual or group counseling assistance to enable students to benefit from the curriculum

<b>Activities</b>	<b>Targeted Group or Sub Group</b>	<b>Staff Assigned</b>	<b>Other Resources Assigned</b>	<b>Dates of Activities</b>
Small Counseling Groups	6 <sup>th</sup> , 7 <sup>th</sup> & 8 <sup>th</sup> graders	Counselor Psychologist		Ongoing
Individual counseling appointments with students identified in need of assistance by counselor or self-referral	Identified 6 <sup>th</sup> , 7 <sup>th</sup> & 8 <sup>th</sup> graders	Counselor	Teacher reports Student Progress Report Report Card Standardized Test Results	Ongoing

A. PROGRAM OBJECTIVE

**Advisory assistance for students who exhibit attendance problems.**

B. TARGET POPULATION                    **ELMIRA HEIGHTS COHEN MIDDLE SCHOOL**

Students, Grades 6, 7 and 8

C. EXPECTED OUTCOMES

Students will be informed of the critical relationship between regular school attendance and academic success.

Students will be informed of the relationship between attending school and becoming a successful person.

Students will be informed of attendance and absence procedures through the student handbook distributed at the beginning of the school year.

D. ANNUAL ASSESSMENT OF PROGRAM RESULTS

Improvement in student attendance.



**Program Objective:** Advisory assistance for students who exhibit attendance problems.

<b>Activities</b>	<b>Targeted Group or Sub Group</b>	<b>Staff Assigned</b>	<b>Other Resources Assigned</b>	<b>Dates of Activities</b>
Counselors recommend home contact of chronic absentees (phone call or home visit).	Identified students in grades 6, 7 & 8	Counselor Administrators Psychologist	Absentee list Kid Talk Team	September - June
Individual conferences with students experiencing attendance problems	Identified students in grades 6, 7 & 8	Counselor Administrators	Absentee lists	Ongoing
Letters mailed to parents of students experiencing attendance problems	Identified students in grades 6, 7 & 8	Attendance clerk Administrators	Attendance records	Ongoing
Building meetings to discuss students with attendance problems	Identified students in grades 6, 7 & 8	Counselors Administrators School Psychologist Support Teacher School Nurse Children’s Integrated Services	Attendance records	Ongoing
Articulation between middle school and high school counselors concerning attendance patterns of students	Identified students in grades 8	Middle and High School Counselors Administrators	Student attendance information and Teacher input on high school transition/planner forms	Spring
Parental conferences arranged with students identified as having attendance problems	Identified students in grades 6, 7 & 8	Counselor Administrators	Attendance records	Ongoing

A. PROGRAM OBJECTIVE

**Individual or group counseling assistance to help students who exhibit attendance problems.**

B. TARGET POPULATION

**ELMIRA HEIGHTS COHEN MIDDLE SCHOOL**

Students, Grades 6, 7 and 8

C. EXPECTED OUTCOMES

Students will recognize absenteeism in school as academically and personally self-defeating.  
Students will understand the causes and consequences of their absenteeism in school.

D. ANNUAL ASSESSMENT OF PROGRAM RESULTS

Overall improvement in student attendance.

**Program Objective:** Individual or group counseling assistance to help students who exhibit attendance problems.

<b>Activities</b>	<b>Targeted Group or Sub Group</b>	<b>Staff Assigned</b>	<b>Other Resources Assigned</b>	<b>Dates of Activities</b>
Parental conferences with chronic absentees	Identified students in grades 6, 7 & 8	Counselor Principal	Parents Attendance records	Ongoing
Identification and counseling of students who may not successfully complete their current year due to excessive absences	Identified students in grades 6, 7 & 8	Counselor Teachers Psychologist	Attendance records Report Letters	Ongoing
Counselors will explore with students the causes and consequences of students' absenteeism	Identified students in grades 6, 7 & 8	Counselor Administration Psychologist Children's Integrated Services	Attendance records	Ongoing

A. PROGRAM OBJECTIVE

**Advisory assistance for students who exhibit behavioral and/or adjustment problems.**

B. TARGET POPULATION

**ELMIRA HEIGHTS COHEN MIDDLE SCHOOL**

Students, Grades 6, 7 and 8

C. EXPECTED OUTCOMES

Students will recognize the relationship between behavioral problems and academic proficiency.  
Students will recognize and learn to utilize support systems appropriate to their individual problems.  
Students will become aware of the relationship between behavioral problems and social interactions.  
Students will learn to accept responsibility for their behavior.

D. ANNUAL ASSESSMENT OF PROGRAM RESULTS

Students' self-evaluation  
Longitudinal data demonstrating reduction in disciplinary referrals  
Parent satisfaction  
Improved school climate

**Program Objective:** Advisory assistance for students who exhibit behavioral and/or adjustment problems.

<b>Activities</b>	<b>Targeted Group or Sub Group</b>	<b>Staff Assigned</b>	<b>Other Resources Assigned</b>	<b>Dates of Activities</b>
Individual and small group conferences with students identified as having behavior or adjustment problems	Identified students in grades 6, 7 & 8	Counselor Social Worker Psychologist	Disciplinary referrals Outside agency supports	Ongoing
Referrals to outside agencies when necessary	Identified students in grades 6, 7 & 8	Counselor Administrator	Disciplinary referrals Attendance Records Report Cards	Ongoing
Resolution of student conflicts	Self-referred student in grades 6, 7 & 8	Counselor Dean of Students	Peer Mediations	Ongoing
Orientation and screening of new students to help prevent and/or reduce the incidence of behavior / adjustment problems	New 6 <sup>th</sup> , 7 <sup>th</sup> & 8 <sup>th</sup> grade entrants	Counselor		Ongoing as needed

A. PROGRAM OBJECTIVE

**Individual or group counseling to help students who exhibit behavioral and/or adjustment problems.**

B. TARGET POPULATION

**ELMIRA HEIGHTS COHEN MIDDLE SCHOOL**

Students, Grades 6, 7 and 8

C. EXPECTED OUTCOMES

Students will understand the causes of their behavioral or adjustment problems and be encouraged to seek and discuss alternative ways of behaving.

Students will recognize the relationship between behavioral problems and academic proficiency.

Students will become aware of the relationship between behavioral problems and social interactions.

Students will work toward an improved and positive self-image.

D. ANNUAL ASSESSMENT OF PROGRAM RESULTS

Students' self-evaluation

Reduction in disciplinary referrals

Parent satisfaction

Improved school climate

**Program Objective:** Individual or group counseling to help students who exhibit behavioral and/or adjustment problems.

Activities	Targeted Group or Sub Group	Staff Assigned	Other Resources Assigned	Dates of Activities
Individual conferences with students identified as having behavioral or adjustment problems to encourage students to: <ul style="list-style-type: none"> <li>recognize that a problem exists</li> <li>share their feelings concerning the problem behaviors</li> <li>decide if they want to change</li> <li>discuss alternative ways of behaving</li> </ul>	Identified students in grades 6, 7 & 8	Counselor Social Worker Psychologist Administrator	Discipline referral Teacher referral Outside agencies Family	September - June
Referrals to outside agencies, where necessary	Identified students in grades 7 & 8	Counselor Administrators		September - June
Group counseling with students who exhibit behavior/adjustment problems	Identified students in grades 6, 7 & 8	Counselor	Student, Administrative. Teacher, and/or Family input	Ongoing
Orientation and screening of new students to help prevent and/or reduce the incidence of behavior/adjustment problems	New students in grades 6, 7 & 8	Counselor Administration School Nurse Psychologist		Ongoing

A. PROGRAM OBJECTIVE

**Advisory assistance to help students develop and implement secondary, post-secondary education and career plans.**

B. TARGET POPULATION

**ELMIRA HEIGHTS COHEN MIDDLE SCHOOL**

Students, Grades 7 and 8

C. EXPECTED OUTCOMES

- List and discuss sources of occupational information
- Discover resources designed to assist them in their career search
- Develop a plan of action for career development
- Develop the ability to gather and process information
- Demonstrate how gaining more information increases alternatives
- Implement the decision making process as needed

D. ANNUAL ASSESSMENT OF PROGRAM RESULTS

Student self-evaluation



**Program Objective:** Advisory assistance to help students develop and implement post-secondary education and career plans.

<b>Activities</b>	<b>Targeted Group or Sub Group</b>	<b>Staff Assigned</b>	<b>Other Resources Assigned</b>	<b>Dates of Activities</b>
Maintenance and updating of career materials in the Guidance Office and Library	Students in grades 6, 7 & 8	Counselors Librarian		Ongoing
Counselors acting as a resource to teachers who are incorporating career information into their courses	Various classes Students in grades 6, 7 & 8	Counselor, as requested Family & Consumer Science Class	Resources for career and college information	Ongoing
College Visits	Students in grades 6,7 & 8	Counselor Principal		Ongoing

A. PROGRAM OBJECTIVE

**Individual or group counseling to help students develop and implement secondary, post-secondary education and career plans.**

B. TARGET POPULATION

**ELMIRA HEIGHTS COHEN MIDDLE SCHOOL**

Students, Grade 6, 7 and 8

C. EXPECTED OUTCOMES

Students will be able to understand the relationship between their standardized test scores, grades, and future alternatives.

Students will begin to develop a process for exploring career alternatives.

Students will recognize and learn to utilize support systems appropriate to their individual needs.

D. ANNUAL ASSESSMENT OF PROGRAM RESULTS

Student self-evaluation

Counselor evaluation

**Program Objective:** Individual or group counseling to help students develop and implement post-secondary education and career plans.

Activities	Targeted Group or Sub Group	Staff Assigned	Other Resources Assigned	Dates of Activities
Individual conference with students requesting assistance with career development	Self-referred students in grades 6, 7 & 8	Counselor	Career planning materials Interest inventory Student records	Ongoing
Conference with parents/caregivers to discuss their child's career plans	Open to all students; usually requested in grade 8	Counselor	Student records Interest inventory Career planning materials	Spring
Relating courses and sequences selected for 9 <sup>th</sup> grade to career interests, ability, and achievement level	Grade 8	Counselor	Student records Interest inventory Standardized tests	Ongoing

A. PROGRAM OBJECTIVE

**Instruction to help students learn about various careers and about career planning skills.**

B. TARGET POPULATION

**ELMIRA HEIGHTS COHEN MIDDLE SCHOOL**

Students, Grade 6, 7 and 8

C. EXPECTED OUTCOMES

Students will be able to locate and use available career information.

Students will learn how to research a career they are interested in exploring.

Students will be able to understand their career development by reviewing their standardized test scores with their counselor.

Students will learn how to relate their own self-awareness to career development.

D. ANNUAL ASSESSMENT OF PROGRAM RESULTS

Student self-evaluation

Successful completion of activities associated with career instruction.

**Program Objective:** Instruction to help students learn about various careers and about career planning skills.

<b>Activities</b>	<b>Targeted Group or Sub Group</b>	<b>Staff Assigned</b>	<b>Other Resources Assigned</b>	<b>Dates of Activities</b>
Classroom instruction including: consumerism introduction to work exploration of the world of work money management tentative career planning	Students in grades 6, 7 & 8	Family and Consumer Science Teacher	Librarian Counselor Other staff as designated by building administrator	Ongoing
Presentation of available vocational programs Local Business Tours Health Care Panel Naviance surveys and tasks	Students in grade 7 and 8	Counselor	Vocational presentation/guided tours by various local employees	February-March
Career Day	Students in grades 6, 7, & 8	Counselor	Community assistance	Ongoing
Students complete a tentative 9 <sup>th</sup> grade high school plan, appropriate for tentative career plans	Students in grade 8	Counselors	Parents	January-March

A. PROGRAM OBJECTIVE

**Advisory assistance to help students who exhibit academically related issues.**

B. TARGET POPULATION

**ELMIRA HEIGHTS COHEN MIDDLE SCHOOL**

Students, Grades 6, 7 and 8

C. EXPECTED OUTCOMES

Students will learn how to obtain tutorial assistance.

Students will learn several positive ways of dealing with academic problems.

Students will improve school performance as indicated by:

Class work and homework

Report card grades

Participation in class

D. ANNUAL ASSESSMENT OF PROGRAM RESULTS

Improved academic performance of identified students

Improved application of student skill information

Student, teacher, and parent satisfaction

Successful student completion of assigned task

**Program Objective:** Advisory Assistance to help students who exhibit academic problems

<b>Activities</b>	<b>Targeted Group or Sub Group</b>	<b>Staff Assigned</b>	<b>Other Resources Assigned</b>	<b>Dates of Activities</b>
Team meetings to identify and assess students with academic difficulties and make appropriate referrals	Identified students in grades 6, 7 & 8	Counselors Teachers Support Teacher Psychologist	Student records Teacher comments	Ongoing
Building level meetings to assess students with academic difficulties and make appropriate referrals	Identified students in grades 6, 7 & 8	Counselors Administrators Psychologist School Nurse	Student records	Ongoing
Conference with parents of students experiencing academic difficulty	Identified students in grades 6, 7 & 8	Counselor Dean of Students Principal Outside Agencies	Teachers Student records	Ongoing
Individual conferences with students to discuss causes of performance and ways to improve	Identified students in grades 6, 7 & 8	Counselor	Student records	Ongoing
Adjustment of courses and placement level in consultation with students, parents, and teachers	Identified and self-referred students in grades 6,7 & 8	Counselor Teachers	Student records	September - June

A. PROGRAM OBJECTIVE

**Individual or group counseling to help students who exhibit academic issues.**

B. TARGET POPULATION

**ELMIRA HEIGHTS COHEN MIDDLE SCHOOL**

Students, Grades 6, 7 & 8

### C. EXPECTED OUTCOMES

Students will recognize the causes and consequences of academic problems.

Students will learn how to:

- Identify the problem they are experiencing

- Discuss their feelings related to their problem

- Decide what action or plan to take and develop a process for evaluating the outcomes of those actions

Students will improve school performance as indicated by:

- Quality of class work and homework

- Report card grades

- Participation in class

#### ANNUAL ASSESSMENT OF PROGRAM RESULTS

Improved academic performance

Student, teacher, and parent satisfaction

Successful student completion of assigned tasks



## Counseling: Academic issues

**Program Objective:** Individual or group counseling to help students who exhibit academic problems.

Activities	Targeted Group or Sub Group	Staff Assigned	Other Resources Assigned	Dates of Activities
Individual conferences with students in need of academic counseling, including: attitudes towards school goal setting test taking skills note taking skills time management test anxiety	Identified and self-referred students in grades 6- 8	Counselor	Study skills materials Report cards Progress reports	Ongoing
Review of report cards and progress reports	Students in grades 6- 8	Counselor every 5 weeks	Report cards Progress reports	At the end of each marking period

A. PROGRAM OBJECTIVE

**Annual review of each student's educational progress and career plans.**

B. TARGET POPULATION

Students, Grades 9 through 12 **THOMAS A. EDISON HIGH SCHOOL**

C. EXPECTED OUTCOMES

- Students will demonstrate an awareness and understanding of their present academic status, achievement, interests, abilities, educational requirements for graduation, and post-secondary options and possible career goals.
- Students will develop an academic plan for the following year.
- Students will develop an appreciation for the process of periodic self-review
- Students will begin to see the relationship among successful achievements, interests and goals.
- Students will be encouraged to become involved through community service and/or extracurricular activities.

D. ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Update transcript evaluation document with student
- Work to support student efforts in exploring careers and college connections
- Discuss course selections, individual course offerings that may apply (college level classes/CTE options)
- Identify supportive services available to student
- Community resources, internships, explanatories, summer opportunities

**Program Objective:** Annual review of each student's educational progress and career plans.

<b>Activities</b>	<b>Targeted Group or Sub Group</b>	<b>Staff Assigned</b>	<b>Other Resources Assigned</b>	<b>Dates of Activities</b>
Conference with individual students to review educational programs and progress, interests, and abilities, post-secondary alternatives, and possible career goals.	Students in grades 9-11	Counselor Annual basis and periodic during the year	Teacher recommendations Course book Student transcript and current grades	January-April
Senior Reviews: meet to certify students with all classes and test requirements for June graduation plans	Students identified as qualifying to graduate in school year	Counselor		September
Meet with students on regular basis if changes occur in schedule to modify plans to meet graduation requirements	All students	Counselor	Dean of students, support of Kidtalk meetings	ongoing

A. PROGRAM OBJECTIVE **Encourage parental/caregiver involvement**

B. TARGET POPULATION **THOMAS A. EDISON HIGH SCHOOL**

C. Parents/caregivers of students in Grades 9 through 12

D. EXPECTED OUTCOMES

Parents/caregivers will gain insight into their child's academic and social progress and planning, as well as their goals, abilities, aptitudes and interests. They will be introduced to career planning and exploration opportunities.

Parents/caregivers will understand and participate in steps to remediate any academic and/or behavioral problems their child might have.

Parents/caregivers will be informed of the necessary details, procedures, and opportunities concerning their child's post-secondary options, including:

- applying to college

- obtaining part or full-time employment

- military careers

- applying for financial aid

Parents/caregivers will collaborate with school counselor to ensure student's success.

Parents/caregivers will be assisted in obtaining help from sources within and outside the school if their child exhibits adjustment, behavioral, academic, or attendance problems.

Parents/caregivers will be encouraged to make contact with counselors, teachers, and other school personnel involved with the social, personal, and educational development of their child.

A. ANNUAL ASSESSMENT OF PROGRAM RESULTS

Students will become better adjusted and more disposed towards learning as a result of increased parental involvement.

Parental/caregiver collaboration

Increased attendance of parents/caregivers at parent/teacher conferences and informational meetings

Improved student performance

**Program Objective:** Encourage parental involvement

<b>Activities</b>	<b>Targeted Group or Sub Group</b>	<b>Staff Assigned</b>	<b>Other Resources Assigned</b>	<b>Dates of Activities</b>
Parent/caregiver conferences for students exhibiting academic, behavioral, or attendance problems	Students 9-12	Counselor Dean of students Administration	Attendance records, detention reports, report cards, progress reports, teacher comment forms, teacher referral, administrative input	Ongoing
College Information Day /College Fair	Juniors and parents (evening program)	Counselor and approx. 100 College Admissions Representatives 3 hours (day program)	Handouts and references	Fall
Financial Aid Night	Students & Parents/Caregivers Grades 11-12	College Financial Aid Officer representative Counselor After school sessions	Handouts Financial aid & scholarship references	November or December
Mailings to parents/caregivers	Parents/caregivers of Students in Grades 9-12	School Counselors Administrators	Clerical assistance	Ongoing

A. PROGRAM OBJECTIVE

**Advisement to enable students to benefit from the curriculum.**

B. TARGET POPULATION **THOMAS A. EDISON HIGH SCHOOL**

Students, Grades 9-12

C. EXPECTED OUTCOMES

Students will learn about course offerings and their relationship to post-secondary and career plans.

Students will understand the benefits of regular school attendance, consistent completion of class work, and daily preparation of homework assignments as integral contributory factors to overall and optimal academic performance.

Students will recognize when and how to seek tutorial assistance.

Students will learn how to improve study skills at home and in school in order to maximize their learning capabilities.

Students will recognize that appropriate, positive attitudes (a sense of responsibility, seriousness of purpose, working to fullest capacities) towards learning, towards themselves and the instructional staff will result in improved academic achievement.

Students will learn about the value of extracurricular activities to enhance the contribution they can make to the life of the school.

Students will recognize the importance of putting their knowledge to use in their daily lives.

Students will appreciate the importance of effective oral and written communication.

Students will be able to test ways in which each subject or course they are taking will help them in their future careers, in their future educational plans, and with their own personality and character development.

Students will learn how to see themselves as successful.

Students will become familiar with the facilities, programs, and administration of the school.

D. ANNUAL ASSESSMENT OF PROGRAM RESULTS

Increased student participation in class activities.

Increased student participation in extracurricular activities

**Program Objective:** Advisory assistance to enable students to benefit from the curriculum.

<b>Activities</b>	<b>Targeted Group or Sub Group</b>	<b>Staff Assigned</b>	<b>Other Resources Assigned</b>	<b>Dates of Activities</b>
Individual conference with students to provide requested assistance as well as assistance not requested but perceived by counselor as needed by the student	Identified and self-referred students Grades 9-12	School Counselor Administration Dean of students Instructional staff as needed	Varies	Ongoing
Study Skills Inter-disciplinary approach through various subject classes	Grades 9-12	Classroom teachers School Counselor	Study skills resources	Ongoing
Tutoring	All students	Teachers available during support periods and after school		Ongoing
Counselor conferences with teachers to assess and improve student progress	Identified students Grades 9-12	Counselor Teacher Dean	Report cards Progress reports School Counselor Referrals	Ongoing

A. PROGRAM OBJECTIVE

**Individual or group counseling to enable students to benefit from the curriculum.**

B. TARGET POPULATION **THOMAS A. EDISON HIGH SCHOOL**

Students, Grade 9 through 12

C. EXPECTED OUTCOMES

Students will develop a positive and productive relationship with their counselor.

Students will recognize the relationship between raising their self-esteem and becoming a productive student.

Students will learn techniques for improving their academic achievement.

Students will feel encouraged and supported in their efforts to become successful students.

Students will identify and learn to utilize support systems appropriate to their individual needs.

Students will articulate their motivation for study in terms of the present and in terms of future career and educational endeavors.

Students will become aware of their relative strengths and weaknesses in both academic and non-academic areas.

Students will become familiar with all aspects of program and sequence requirements and course offering opportunities.

D. ANNUAL ASSESSMENT OF PROGRAM RESULTS

Counselor appraisal

Student self-evaluation

Student academic achievement



**Program Objective:** Individual or group counseling to enable students to benefit from the curriculum.

Activities	Targeted Group or Sub Group	Staff Assigned	Other Resources Assigned	Dates of Activities
Go into English classes to discuss and reinforce requirements for graduation, career planning, success	All students in grades 9-12	Counselor	Transcript Teacher recommendations Course descriptions	Fall and Spring
Individual counseling for seniors to discuss college and career plans and link these plans to success in the senior year.	All students in grade 12	Counselor	Transcript Senior Inventory / Self Evaluation Form Career & college information Testing/ASVAB results Internet resources SAT/ACT information College applications	September-November
Classroom Curriculum for Seniors Topics include: Utilizing guidance services College & career planning SAT & ACT information Application Process Internet,  Employment opportunities	Students in grade 12       All interested students	Counselor Class period through English or Social Studies classes      School Counselors	College & Career Center Materials      Field Trips	September and October      Ongoing all year
Individual counseling appointments with	Identified or s students in	Counselor	Transcript Student folder	Ongoing

<b>Activities</b>	<b>Targeted Group or Sub Group</b>	<b>Staff Assigned</b>	<b>Other Resources Assigned</b>	<b>Dates of Activities</b>
students identified in need of assistance by counselor or self-referral	grades 9-12	Time varies	Student report cards	
Services for new students including individual counseling, screening, scheduling guided tours of the building	New students Grades 9-12	Counselor Time varies	Support teacher  Student guides Special Education	Ongoing

A. PROGRAM OBJECTIVE

**Advisement/ counseling for students who are chronically absent.**

B. TARGET POPULATION : **THOMAS A EDISON HIGH SCHOOL**

Students, Grades 9 through 12

C. EXPECTED OUTCOMES

Students will understand the critical relationship between regular school attendance and academic achievement.

Students will understand the relationship between attending school and becoming a successful person.

Students will be informed of attendance and absence procedures through the Student Handbook distributed at the beginning of the school year

Students identified will improve attendance

D. ANNUAL ASSESSMENT OF PROGRAM RESULTS

Reduced incidence of non-attendance by students with chronic absences.

Overall improvement in student attendance rate.

Decrease in student dropout rate.

**Program Objective:** Advisement/counseling for students who are chronically absent.

Activities	Targeted Group or Sub Group	Staff Assigned	Other Resources Assigned	Dates of Activities
Individual conferences with students who are chronically absent to explore the causes and consequences of student non attendance and assist students to create a plan to improve attendance	Identified students Grades 9-12	Principal School Counselor Dean Of Students School Psychologist School Social Worker Teachers	Attendance personnel	Ongoing
Follow-up on student absences through parent contact such as - phone calls - home visits	Identified students Grades 9-12	Principal Dean of Students School Counselor Social worker School Psychologist	Attendance personnel	All year
Articulation between middle school and high school counselors concerning attendance patterns of students	Identified students	Middle School Counselor High School Counselor Administration	Student attendance records Transition form	summer
Letters sent and phone calls made to parents/caregivers of	Students identified as having excessive absences	Counselors Teachers Administrators	Clerical assistance Absentee letters	Ongoing

<b>Activities</b>	<b>Targeted Group or Sub Group</b>	<b>Staff Assigned</b>	<b>Other Resources Assigned</b>	<b>Dates of Activities</b>
students with excessive absences.	Grades 9-12			
Parent/caregiver conferences arranged concerning students identified as being chronically absent	Identified students Grades 9-12	Counselors	Clerical assistance	<b>Counseling: Social-Emotional</b>  All year
Home visits	Identified students Grades 9-12	Social workers School Counselor Family Liaison	Attendance card	All year

**PROGRAM OBJECTIVE**

**Counseling to help students who exhibit behavioral/adjustment problems.**

B. TARGET POPULATION : **THOMAS A EDISON HIGH SCHOOL**  
Students, Grades 9 through 12

C. EXPECTED OUTCOMES

1. Students will recognize the causes of their behavioral or adjustment problems and be encouraged to see and discuss alternative ways of behaving.
2. Students will recognize the relationship between behavioral problems and academic proficiency.
3. Students will exhibit one or more of the following desired results:
  - Improvement of school performance
  - Reduced incidents, elimination of unacceptable/inappropriate behavior
  - Improved and positive self-image
  - Improved and positive peer relationships
  - Acceptance of responsibility for behavior
  - More appropriate expressions of negative emotions
  - A productive, interested and cooperative attitude in school

A compassionate and patient level of tolerance for others

Increased involvement in school activities

4. Students will recognize and learn to utilize support systems appropriate to their individual problems.

D. ANNUAL ASSESSMENTS OF PROGRAM RESULTS

Student self-evaluations

Data demonstrating reduced incidence of absenteeism, disciplinary referrals and disciplinary actions.

Positive Parent/caregiver feedback

Administrative observations and feedback

Improved school climate

**Program Objective:** Individual or Group counseling to help students who exhibit behavioral/adjustment problems.

Activities	Targeted Group or Sub group	Working Together	Other Resources Assigned
<p>Individual meetings with students identified as having behavior or adjustment problems such as:</p> <ul style="list-style-type: none"> <li>poor peer relationships</li> <li>disruptive or uncooperative behavior</li> <li>depression</li> <li>loneliness</li> <li>lack of communication</li> <li>immaturity</li> <li>self-defeating behavior</li> <li>nervousness or inappropriate anxiety</li> <li>violent behavior</li> <li>alcohol or drug abuse</li> </ul> <p>Referrals by parents, teachers, or administrators</p>	<p>Identified students Grades 9-12</p>	<p>Counselor Time varies Social Worker Psychologist</p>	<p>Guidance referral</p> <p>Student Assistance</p> <p>School nurse</p>
<p>In these conferences, students are encouraged to:</p> <ul style="list-style-type: none"> <li>recognize that a problem exists</li> <li>identify the problem</li> <li>share their feelings concerning the problem</li> <li>behaviors decide if they want to change</li> <li>discuss alternative ways of behavior</li> <li>resolve to take action on</li> </ul>			

Activities	Targeted Group or Sub group	Working Together	Other Resources Assigned
a different way of behaving evaluate the new behavior Referrals to outside agencies where necessary			
Identification and counseling of students who may be potential dropouts due to behavior/adjustment problems	Identified students Grades 9-12	Counselor Social Worker Psychologist Administration	Teacher comments Student referrals )



A. PROGRAM OBJECTIVE

Advise and counsel students to develop and implement post-secondary education and career plan.

B. TARGET POPULATION : **THOMAS A EDISON HIGH SCHOOL**

Students, Grades 9 through 12

C. EXPECTED OUTCOMES

1. List and discuss sources of occupational information.
2. Discover resources designed to assist them in their career search.
3. Develop a plan of action for career development.
4. Develop skills in clarifying values, expanding interests and capabilities and evaluating progress towards goals.
5. Develop the ability to gather information, generate alternatives and assess the advantages and disadvantages of each alternative.
6. Provide examples of how past decisions they have made influence their present and future actions.
7. Provide some examples of some consequences of a decision.
8. Demonstrate how gaining more information increases their alternatives.
9. Implement a decision-making process when making a decision.

D. ANNUAL ASSESSMENT OF PROGRAM RESULTS

Student self-evaluation

Reduced number of students who leave high school undecided and without direction and goals

Reduced number of students who leave high school before graduating.

**Program Objective:** Advise and counsel students to develop and implement post-secondary education and career plans.

Activities	Targeted Group or Sub Group	Staff Assigned and Time	Other Resources Assigned	Dates of Activities
Career search materials, ASVAB, etc.	Students Grades 9-12	Counselors	Librarian	on-going
Student orientation sessions 9, 10, 11, 12 Topics include: <ul style="list-style-type: none"> <li>● post-secondary options</li> <li>● college and career materials available in the guidance office</li> <li>● utilization of counselor services</li> <li>● planning career goals orientation and follow-up meetings</li> </ul>		Counselors Other staff as designated by building administration		
Career Day/Career Evening to expose students to various career opportunities	9 <sup>th</sup> through 12 <sup>th</sup> grades	School Counselor BOCES Career personnel	Career Day committee Teachers Administration	School year

A. PROGRAM OBJECTIVE

**Counseling assistance to help students develop and implement post-secondary and career plans**

B. TARGET POPULATION : **THOMAS A EDISON HIGH SCHOOL**

All students in grades 9 through 12.

C. EXPECTED OUTCOMES

1. All students will be able to describe their own yearly educational plan and how it fits with their life and/or post secondary education plans.
2. Every graduating senior will complete his or her own personal resume, and have a transcript prepared for a future employer or college application.

D. ANNUAL ASSESSMENT OF PROGRAM RESULTS

1. Annually completed goals sheet for each student will be placed in their folder.
2. A resume, and high school transcript (reviewed by the Counselor) will be in each senior's folder.
3. Students decide upon and follow through on post-secondary alternatives.
4. Students will recognize and learn to utilize support systems appropriate to their individual needs.

**Program Objective:** Counseling assistance to help students develop and implement post-secondary and career plans.

<b>Activities</b>	<b>Targeted Group or Sub Group</b>	<b>Staff Assigned and Time</b>	<b>Other Resources Assigned</b>	<b>Dates of Activities</b>
Counselor meets with all students to review goal sheets and credits from previous year.	All students 9-12	Counselor -	Student transcript/report card	September-ongoing
Class sessions in college information career counseling and information on other post-secondary choices	All students 9-12	English class presentations College prep classes	Counselor – Common App Application, College and Career information	September - November
Counselor will arrange appointments with parents to discuss post-secondary plans	Open to all students - usually requested in 11 <sup>th</sup> and 12 <sup>th</sup> grade	Counselor time various	Student transcript - College materials	September - June
A high school transcript will be prepared for/with each graduating senior and placed in their folder	All seniors	Counselor		First semester
Senior Meetings	All seniors	Senior Class Advisors/ Administration	To keep on touch with all Seniors as to plans	ongoing

A. PROGRAM OBJECTIVE

**Individual or Group counseling to help students develop and implement post-secondary education and career plans.**

B. TARGET POPULATION

Students grade 9 through 12 : **THOMAS A EDISON HIGH SCHOOL**

C. EXPECTED OUTCOMES

1. Students will be able to:
  - understand the relationship between their standardized test scores, grades and future career alternatives
  - learn about educational requirements for their career options
2. Students will develop a process for selecting a career options.
3. Students will develop and follow through on a plan for selecting career options.
4. Students decide upon and follow through on a post-secondary
5. Students will recognize and learn to utilize support systems appropriate to their individual needs.
6. Students will learn how to utilize the services and recommendations of their counselor in developing and implementing post-secondary plans.

D. ANNUAL ASSESSMENT OF PROGRAM RESULTS

Student self-evaluation

Reduced number of students who leave high school undecided and without direction and goals

Reduced number of students who leave high school before graduating.

**Program Objective:** Individual or group counseling to help students develop and implement post-secondary education and career plans.

<b>Activities</b>	<b>Targeted Group or Sub Group</b>	<b>Staff Assigned and Time</b>	<b>Other Resources Assigned</b>	<b>Dates of Activities</b>
Students schedule individual appointments with counselors regarding career development	Self-referred students, grades 9 - 12	Counselor School Social Worker	Career materials Librarian	on-going
Counselors will schedule all students in grades 9-12 for an annual review which will include counseling for career planning and post-secondary education	Students, grades 9 - 12	Counselor	Student records	on-going
Counselors will arrange appointments with parents to discuss their child's post-secondary plans upon request.	Open to all students	Counselor	Student records	on-going

A. PROGRAM OBJECTIVE

**Advisory assistance to help students who exhibit academic problems.**

B. TARGET POPULATION **THOMAS A EDISON HIGH SCHOOL**

Students, Grades 9 through 12

C. EXPECTED OUTCOMES

1. Students will learn several positive ways of dealing with an academic problem.
2. Students will learn how to obtain tutorial assistance if needed.
3. Students will recognize the causes and consequences of academic problems
4. Students will improve school performance as indicated by
  - class work and homework completed
  - improved report card grades
  - reduce need for tutorial assistance
  - increased participation in class

D. ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Improved academic performance of identified students
- Improved application of study skill information
- Student satisfaction and self-evaluation
- Teacher satisfaction
- Data analysis of statistical information

**Program Objective:** Instruction at grade 12 to help students learn about various careers and about career planning skills.

Activities	Targeted Group or Sub Group	Staff Assigned and Time	Other Resources Assigned	Dates of Activities
Individual Senior Review to discuss and explain the following items: Program requirements to be completed for graduation Available post-secondary options Timeline to finalize post-secondary plans with	All 12 <sup>th</sup> graders	Counselor	Senior Planning Booklet Forms for post secondary	Early Fall

**Program Objective:** Instruction at grade 12 to help students learn about various careers and about career planning skills.

<b>Activities</b>	<b>Targeted Group or Sub Group</b>	<b>Staff Assigned and Time</b>	<b>Other Resources Assigned</b>	<b>Dates of Activities</b>
their counselor college Fair career Fair scholarship information visits from college representatives guidance office resources college Testing information vocational and Technical training				

(Adopted 1984; revised 1992, 1998, 2004 and 2010, 2016)





# ASCA

## Ethical Standards for School Counselors

The American School Counselor Association (ASCA) is a professional organization supporting school counselors, school counseling students/interns, school counseling program directors/supervisors and school counselor educators. School counselors have unique qualifications and skills to address pre K–12 students' academic, career and social/emotional development needs. These standards are the ethical responsibility of all school counseling professionals.

School counselors are advocates, leaders, collaborators and consultants who create systemic change by providing equitable educational access and success by connecting their school counseling programs to the district's mission and improvement plans. School counselors demonstrate their belief that all students have the ability to learn by advocating for an education system that provides optimal learning environments for all students.

All students have the right to:

- Be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations including but not limited to: ethnic/racial identity, nationality, age, social class, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity, emancipated minors, wards of the state, homeless youth and incarcerated youth. School counselors as social-justice advocates support students from all backgrounds and circumstances and consult when their competence level requires additional support.
- Receive the information and support needed to move toward self-determination, self-development and affirmation within one's group identities. Special care is given to improve overall educational outcomes for students who have been historically underserved in educational services.
- Receive critical, timely information on college, career and postsecondary options and understand the full magnitude and meaning of how college and career readiness can have an impact on their educational choices and future opportunities.
- Privacy that should be honored to the greatest extent possible, while balancing other competing interests (e.g., best interests of students, safety of others, parental rights) and adhering to laws, policies and ethical standards pertaining to confidentiality and disclosure in the school setting.
- A safe school environment promoting autonomy and justice and free from abuse, bullying, harassment and other forms of violence.

## **PURPOSE**

In this document, ASCA specifies the obligation to the principles of ethical behavior necessary to maintain the high standards of integrity, leadership and professionalism. The ASCA Ethical Standards for School Counselors were developed in consultation with state school counseling associations, school counselor educators, school counseling state and district leaders and school counselors across the nation to clarify the norms, values and beliefs of the profession.

The purpose of this document is to:

- Serve as a guide for the ethical practices of all school counselors, supervisors/directors of school counseling programs and school counselor educators regardless of level, area, population served or membership in this professional association.
- Provide support and direction for self-assessment, peer consultation and evaluations regarding school counselors' responsibilities to students, parents/guardians, colleagues and professional associates, schools district employees, communities and the school counseling profession.
- Inform all stakeholders, including students, parents/guardians, teachers, administrators, community members and courts of justice of best ethical practices, values and expected behaviors of the school counseling professional.

## **RESPONSIBILITY TO STUDENTS**

### **Supporting Student Development**

#### **School counselors:**

- Have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals.
- Aim to provide counseling to students in a brief context and support students and families/guardians in obtaining outside services if the student needs long-term clinical counseling.
- Do not diagnose but remain acutely aware of how a student's diagnosis can potentially affect the student's academic success.
- Acknowledge the vital role of parents/guardians and families.
- Are concerned with students' academic, career and social/ emotional needs and encourage each student's maximum development.
- Respect students' and families' values, beliefs, sexual orientation, gender identification/expression and cultural background and exercise great care to avoid imposing personal beliefs or values rooted in one's religion, culture or ethnicity.
- Are knowledgeable of laws, regulations and policies affecting students and families and strive to protect and inform students and families regarding their rights.
- Provide effective, responsive interventions to address student needs.
- Consider the involvement of support networks, wraparound services and educational teams needed to best serve students.
- Maintain appropriate boundaries and are aware that any sexual or romantic relationship with students whether legal or illegal in the state of practice is considered a grievous breach of ethics and is prohibited regardless of a student's age. This prohibition applies to both in-person and electronic interactions and relationships.

# Confidentiality

## School counselors:

- Promote awareness of school counselors' ethical standards and legal mandates regarding confidentiality and the appropriate rationale and procedures for disclosure of student data and information staff.
- Inform students of the purposes, goals, techniques and rules of procedure under which they may receive counseling. Disclosure includes informed consent and clarification of the limits of confidentiality. Informed consent requires competence, voluntariness and knowledge on the part of students to understand the limits of confidentiality and, therefore, can be difficult to obtain from students of certain developmental levels, English-language learners and special-needs populations. If the student
- is able to give assent/consent before school counselors share confidential information, school counselors attempt to gain the student's assent/consent.
- Are aware that even though attempts are made to obtain informed consent, it is not always possible. When needed, school counselors make counseling decisions on students' behalf that promote students' welfare.
- Explain the limits of confidentiality in developmentally appropriate terms through multiple methods such as student hand- books, school counselor department websites, school counseling brochures, classroom curriculum and/or verbal notification to individual students.
- Keep information confidential unless legal requirements demand that confidential information be revealed or a breach is required to prevent serious and foreseeable harm to the student. Serious and foreseeable harm is different for each minor in schools and is determined by students' developmental and chronological age, the setting, parental rights and the nature of the harm. School counselors consult with appropriate professionals when in doubt as to the validity of an exception.
- Recognize their primary ethical obligation for confidentiality is to the students but balance that obligation with an understanding of parents'/guardians' legal and inherent rights to be the guiding voice in their children's lives. School counselors understand the to balance students' ethical rights to make choices, their capacity to give consent or assent, and parental or familial legal rights and responsibilities to make decisions on their child's behalf.
  
- Promote the autonomy of students to the extent possible and use the most appropriate and least intrusive method to breach confidentiality, if such action is warranted. The child's develop- mental age and the circumstances requiring the breach are considered, and as appropriate, students are engaged in a discussion about the method and timing of the breach. Consultation with peers and/or supervision is recommended.
  - In absence of state legislation expressly forbidding disclosure, consider the ethical responsibility to provide information to an identified third party who, by his/her relationship with the student, is at a high risk of contracting a disease that is commonly known to be communicable and fatal. Disclosure requires satisfaction of all of the following conditions:
    - 1) Student identifies partner, or the partner is highly identifiable
    - 2) School counselor recommends the student notify partner and refrain from further high-risk behavior
    - 3) Student refuses
    - 4) School counselor informs the student of the intent to notify the partner
    - 5) School counselor seeks legal consultation from the school district's legal representative in writing as to the legalities of informing the partner
  - Request of the court that disclosure not be required when the school counselor's testimony or case notes are subpoenaed if the release of confidential information may potentially harm a student or the counseling relationship

- Protect the confidentiality of students' records and release personal data in accordance with prescribed federal and state laws and school board policies.
- Recognize the vulnerability of confidentiality in electronic communications and only transmit student information electronically in a way that follows currently accepted security standards and meets federal, state and local laws and board policy.
- Convey a student's highly sensitive information (e.g., a student's suicidal ideation) through personal contact such as a phone call or visit and not less-secure means such as a notation in the educational record or an e-mail. Adhere to state, federal and school board policy when conveying sensitive information.
- Advocate for appropriate safeguards and protocols so highly sensitive student information is not disclosed accidentally to individuals who do not have a need to know such information. Best practice suggests a very limited number of educators would have access to highly sensitive information on a need-to-know basis.
- Advocate with appropriate school officials for acceptable encryption standards to be utilized for stored data and currently acceptable algorithms to be utilized for data in transit.
- Avoid using software programs without the technological capabilities to protect student information based upon currently acceptable security standards and the law.

## **Comprehensive Data-Informed Program**

### **School counselors:**

- a. Collaborate with administration, teachers, staff and decision makers around school-improvement goals.
- b. Provide students with a comprehensive school counseling program that ensures equitable academic, career and social/ emotional development opportunities for all students.
- c. Review school and student data to assess needs including, but not limited to, data on disparities that may exist related to gender, race, ethnicity, socioeconomic status and/or other relevant classifications.
- d. Use data to determine needed interventions, which are then delivered to help close the information, attainment, achievement and opportunity gaps.
- e. Collect process, perception and outcome data and analyze the data to determine the progress and effectiveness of the school counseling program. School counselors ensure the school counseling program's goals and action plans are aligned with district's school improvement goals.
- f. Use data-collection tools adhering to confidentiality standards as expressed in A.2.
- g. Share data outcomes with stakeholders.

## **Academic, Career and Social/Emotional Plans**

### **School counselors:**

- a. Collaborate with administration, teachers, staff and decision makers to create a culture of postsecondary readiness
- b. Provide and advocate for individual students' preK– postsecondary college and career awareness, exploration and postsecondary planning and decision making, which supports the students' right to choose from the wide array of options when students complete secondary education.
- c. Identify gaps in college and career access and the implications of such data for addressing both intentional and unintentional biases related to college and career counseling.
- d. Provide opportunities for all students to develop the mindsets and behaviors necessary to learn work-related skills, resilience, perseverance, an understanding of lifelong learning as a part of long-term career success, a positive attitude toward learning and a strong work ethic.

## **Dual Relationships and Managing Boundaries**

### **School counselors:**

- Avoid dual relationships that might impair their objectivity and increase the risk of harm to students (e.g., counseling one's family members or the children of close friends or associates). If a dual relationship is unavoidable, the school counselor is responsible for taking action to eliminate or reduce the potential for harm to the student through use of safeguards, which might include informed consent, consultation, supervision and documentation. Establish and maintain appropriate professional relationships with students at all times. School counselors consider the risks and benefits of extending current school counseling relationships beyond conventional parameters, such as attending a student's distant athletic competition. In extending these boundaries, school counselors take appropriate professional precautions such as informed consent, consultation and supervision. School counselors document the nature of interactions that extend beyond conventional parameters, including the rationale for the interaction, the potential benefit and the possible positive and negative consequences for the student and school counselor.
- Avoid dual relationships beyond the professional level with school personnel, parents/guardians and students' other family members when these relationships might infringe on the integrity of the school counselor/student relationship. Inappropriate dual relationships include, but are not limited to, providing direct discipline, teaching courses that involve grading students and/
- or accepting administrative duties in the absence of an administrator.
- Do not use personal social media, personal e-mail accounts or personal texts to interact with students unless specifically encouraged and sanctioned by the school district. School counselors adhere to professional boundaries and legal, ethical and school district guidelines when using technology with students, parents/guardians or school staff. The technology utilized, including, but not limited to, social networking sites or apps, should be endorsed by the school district and used for professional communication and the distribution of vital information.

## **Appropriate Referrals and Advocacy**

### **School counselors:**

- Collaborate with all relevant stakeholders, including students, educators and parents/guardians when student assistance is needed, including the identification of early warning signs of student distress.
- Provide a list of resources for outside agencies and resources in their community to student(s) and parents/guardians when students need or request additional support. School counselors provide multiple referral options or the district's vetted list and are careful not to indicate an endorsement or preference for one counselor or practice. School counselors encourage parents to interview outside professionals to make a personal decision regarding the best source of assistance for their student.
- Connect students with services provided through the local school district and community agencies and remain aware of state laws and local district policies related to students with special needs, including limits to confidentiality and notification to authorities as appropriate.
- Develop a plan for the transitioning of primary counseling services with minimal interruption of services. Students retain the right for the referred services to be done in coordination with the school counselor or to discontinue counseling services with the school counselor while maintaining an appropriate relationship that may include providing other school support services.
- Refrain from referring students based solely on the school counselor's personal beliefs or values rooted in one's religion, culture, ethnicity or personal worldview. School counselors maintain the highest respect for student diversity. School counselors should pursue additional training and supervision in areas where they are at risk of imposing their values on students, especially when the school counselor's values are discriminatory in nature. School counselors do not impose their values on students and/or families when making referrals to outside resources for student and/or family support.
- Attempt to establish a collaborative relationship with outside service providers to best serve students. Request a release of information signed by the student and/or parents/guardians before attempting to collaborate with the student's external provider.
- Provide internal and external service providers with accurate, objective, meaningful data necessary to adequately evaluate, counsel and assist the student. Ensure there is not a conflict of interest in providing referral resources. School counselors do not refer or accept a referral to counsel a student from their school if they also work in a private counseling practice.

### **Group Work**

#### **School counselors:**

- Facilitate short-term groups to address students' academic, career and/or social/emotional issues.
- Inform parent/guardian(s) of student participation in a small group.
- Screen students for group membership.
- Use data to measure member needs to establish well-defined expectations of group members.
- Communicate the aspiration of confidentiality as a group norm, while recognizing and working from the protective posture that confidentiality for minors in schools cannot be guaranteed.

- Select topics for groups with the clear understanding that some topics are not suitable for groups in schools and accordingly take precautions to protect members from harm as a result of interactions with the group.
- Facilitate groups from the framework of evidence-based or research-based practices.
- Practice within their competence level and develop professional competence through training and supervision.
- Measure the outcomes of group participation (process, perception and outcome data).
- Provide necessary follow up with group members.

## **Student Peer-Support Program**

### **School counselors:**

- Safeguard the welfare of students participating in peer-to-peer programs under their direction.
- Supervise students engaged in peer helping, mediation and other similar peer-support groups. School counselors are responsible for appropriate skill development for students serving as peer support in school counseling programs. School counselors continuously monitor students who are giving peer support and reinforce the confidential nature of their work. School counselors inform peer-support students about the parameters of when students need to report information to responsible adults.

## **Serious and Foreseeable Harm to Self and Others**

### **School counselors:**

- Inform parents/guardians and/or appropriate authorities when a student poses a serious and foreseeable risk of harm to self or others. When feasible, this is to be done after careful deliberation and consultation with other appropriate professionals. School counselors inform students of the school counselor's legal and ethical obligations to report the concern to the appropriate authorities unless it is appropriate to withhold this information to protect the student (e.g. student might run away if he/she knows parents are being called). The consequence of the risk of not giving parents/guardians a chance to intervene on behalf of their child is too great. Even if the danger appears relatively remote, parents should be notified.
- Use risk assessments with caution. If risk assessments are used by the school counselor, an intervention plan should be developed and in place prior to this practice. When reporting risk-assessment results to parents, school counselors do not negate the risk of harm even if the assessment reveals a low risk as students may minimize risk to avoid further scrutiny and/or parental notification. School counselors report risk assessment results to parents to underscore the need to act on behalf of a child at risk; this is not intended to assure parents their child isn't at risk, which is something a school counselor cannot know with certainty.
- Do not release a student who is a danger to self or others until the student has proper and necessary support. If parents will not provide proper support, the school counselor takes necessary steps to underscore to parents/guardians the necessity to seek help and at times may include a report to child protective services.
- Report to parents/guardians and/or appropriate authorities when students disclose a perpetrated or a perceived threat to their physical or mental well-being. This threat may include, but is not limited to, physical abuse, sexual abuse, neglect, dating violence, bullying or sexual harassment. The school counselor follows applicable federal, state and local laws and school district policy.



## **Underserved and At-Risk Populations**

### **School counselors:**

- Strive to contribute to a safe, respectful, nondiscriminatory school environment in which all members of the school community demonstrate respect and civility.
- Advocate for and collaborate with students to ensure students remain safe at home and at school. A high standard of care includes determining what information is shared with parents/ guardians and when information creates an unsafe environment for students.
- Identify resources needed to optimize education.
- Collaborate with parents/guardians, when appropriate, to establish communication and to ensure students' needs are met.
- Understand students have the right to be treated in a manner consistent with their gender identity and to be free from any form of discipline, harassment or discrimination based on their gender identity or gender expression.
- Advocate for the equal right and access to free, appropriate public education for all youth, in which students are not stigmatized or isolated based on their housing status, disability, foster care, special education status, mental health or any other exceptionality or special need.
- Recognize the strengths of students with disabilities as well as their challenges and provide best practices and current research in supporting their academic, career and social/emotional needs.

## **Bullying, Harassment and Child Abuse**

### **School counselors:**

- Report to the administration all incidents of bullying, dating violence and sexual harassment as most fall under Title IX of the Education Amendments of 1972 or other federal and state laws as being illegal and require administrator interventions. School counselors provide services to victims and perpetrator as appropriate, which may include a safety plan and reasonable accommodations such as schedule change, but school counselors defer to administration for all discipline issues for this or any other federal, state or school board violation.
- Report suspected cases of child abuse and neglect to the proper authorities and take reasonable precautions to protect the privacy of the student for whom abuse or neglect is suspected when alerting the proper authorities.
- Are knowledgeable about current state laws and their school system's procedures for reporting child abuse and neglect and methods to advocate for students' physical and emotional safety following abuse/neglect reports.
- Develop and maintain the expertise to recognize the signs and indicators of abuse and neglect. Encourage training to enable students and staff to have the knowledge and skills needed to recognize the signs of abuse and neglect and to whom they should report suspected abuse or neglect.
- Guide and assist students who have experienced abuse and neglect by providing appropriate services.



# Student Records

## School counselors:

- Abide by the Family Educational Rights and Privacy Act (FERPA), which defines who has access to students' educational records and allows parents the right to review and challenge perceived inaccuracies in their child's records.
- Advocate for the ethical use of student data and records and inform administration of inappropriate or harmful practices.
- Recognize the difficulty in meeting the criteria of sole-possession records.
- Recognize that sole-possession records and case notes can be subpoenaed unless there is a specific state statute for privileged communication expressly protecting student/school counselor communication.
- Recognize that electronic communications with school officials regarding individual students, even without using student names, are likely to create student records that must be addressed in accordance with FERPA and state laws.
- Establish a reasonable timeline for purging sole-possession records or case notes. Suggested guidelines include shredding paper sole-possession records or deleting electronic sole-possession records when a student transitions to the next level, transfers to another school or graduates. School counselors do not destroy sole-possession records that may be needed by a court of law, such as notes on child abuse, suicide, sexual harassment or violence, without prior review and approval by school district legal counsel. School counselors follow district policies and procedures when contacting legal counsel.

## A.1. Evaluation, Assessment and Interpretation

### School counselors:

- a. Use only valid and reliable tests and assessments with concern for bias and cultural sensitivity.
- b. Adhere to all professional standards when selecting, administering and interpreting assessment measures and only utilize assessment measures that are within the scope of practice for school counselors and for which they are licensed, certified and competent.
- c. Are mindful of confidentiality guidelines when utilizing paper or electronic evaluative or assessment instruments and programs.
- d. Consider the student's developmental age, language skills and level of competence when determining the appropriateness of an assessment.
- e. Use multiple data points when possible to provide students and families with accurate, objective and concise information to promote students' well-being.
- f. Provide interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the students and parents/guardians can understand.
- g. Monitor the use of assessment results and interpretations and take reasonable steps to prevent others from misusing the information.
- h. Use caution when utilizing assessment techniques, making evaluations and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.
- i. Conduct school counseling program evaluations to determine the effectiveness of activities supporting students' academic, career and social/emotional development through accountability measures, especially examining efforts to close information, opportunity and attainment gaps.

## **A.2. Technical and Digital Citizenship**

### **School counselors:**

- a. Demonstrate appropriate selection and use of technology and software applications to enhance students' academic, career and social/emotional development. Attention is given to the ethical and legal considerations of technological applications, including confidentiality concerns, security issues, potential limitations and benefits and communication practices in electronic media.
- b. Take appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted through the use of computers, social media, facsimile machines, telephones, voicemail, answering machines and other electronic technology.
- c. Promote the safe and responsible use of technology in collaboration with educators and families.
- d. Promote the benefits and clarify the limitations of various appropriate technological applications.
- e. Use established and approved means of communication with students, maintaining appropriate boundaries. School counselors help educate students about appropriate communication and boundaries.
- f. Advocate for equal access to technology for all students.

## **A.3. Virtual/Distance School Counseling**

### **School counselors:**

- a. Adhere to the same ethical guidelines in a virtual/distance setting as school counselors in face-to-face settings.
- b. Recognize and acknowledge the challenges and limitations of virtual/distance school counseling.
- c. Implement procedures for students to follow in both emergency and nonemergency situations when the school counselor is not available.
- d. Recognize and mitigate the limitation of virtual/distance school counseling confidentiality, which may include unintended viewers or recipients.
- e. Inform both the student and parent/guardian of the benefits and limitations of virtual/distance counseling.
- f. Educate students on how to participate in the electronic school counseling relationship to minimize and prevent potential misunderstandings that could occur due to lack of verbal cues and inability to read body language or other visual cues that provide contextual meaning to the school counseling process and school counseling relationship.

## **B. RESPONSIBILITIES TO PARENTS/ GUARDIANS, SCHOOL AND SELF**

### **B.1. Responsibilities to Parents/Guardians**

#### **School counselors:**

- a. Recognize that providing services to minors in a school setting requires school counselors to collaborate with students' parents/ guardians as appropriate.
- b. Respect the rights and responsibilities of custodial and noncustodial parents/guardians and, as appropriate, establish a collaborative relationship with parents/guardians to facilitate students' maximum development.

- c. Adhere to laws, local guidelines and ethical practice when assisting parents/guardians experiencing family difficulties interfering with the student's welfare.
- d. Are culturally competent and sensitive to diversity among families. Recognize that all parents/guardians, custodial and noncustodial, are vested with certain rights and responsibilities for their children's welfare by virtue of their role and according to law.
- e. Inform parents of the mission of the school counseling program and program standards in academic, career and social/emotional domains that promote and enhance the learning process for all students.
- f. Inform parents/guardians of the confidential nature of the school counseling relationship between the school counselor and student.
- g. Respect the confidentiality of parents/guardians as appropriate and in accordance with the student's best interests.
- h. Provide parents/guardians with accurate, comprehensive and relevant information in an objective and caring manner, as is appropriate and consistent with ethical and legal responsibilities to the student and parent.
- i. In cases of divorce or separation, follow the directions and stipulations of the legal documentation, maintaining focus on the student. School counselors avoid supporting one parent over another.

## **B.2. Responsibilities to the School**

### **School counselors:**

- a. Develop and maintain professional relationships and systems of communication with faculty, staff and administrators to support students.
- b. Design and deliver comprehensive school counseling programs that are integral to the school's academic mission; driven by student data; based on standards for academic, career and social/emotional development; and promote and enhance the learning process for all students.
- c. Advocate for a school counseling program free of non-school-counseling assignments identified by "The ASCA National Model: A Framework for School Counseling Programs" as inappropriate to the school counselor's role.
- d. Provide leadership to create systemic change to enhance the school.
- e. Collaborate with appropriate officials to remove barriers that may impede the effectiveness of the school or the school counseling program.
- f. Provide support, consultation and mentoring to professionals in need of assistance when in the scope of the school counselor's role.
- g. Inform appropriate officials, in accordance with school board policy, of conditions that may be potentially disruptive or damaging to the school's mission, personnel and property while honoring the confidentiality between the student and the school counselor to the extent feasible, consistent with applicable law and policy.
- h. Advocate for administrators to place in school counseling positions certified school counselors who are competent, qualified and hold a master's degree or higher in school counseling from an accredited program.
- i. Advocate for equitable school counseling program policies and practices for all students and stakeholders.
- j. Strive to use translators who have been vetted or reviewed and bilingual/multilingual school counseling program materials representing languages used by families in the school community.

- k. Affirm the abilities of and advocate for the learning needs of all students. School counselors support the provision of appropriate accommodations and accessibility.
- l. Provide workshops and written/digital information to families to increase understanding, improve communication and promote student achievement.
- m. Promote cultural competence to help create a safer more inclusive school environment.
- n. Adhere to educational/psychological research practices, confidentiality safeguards, security practices and school district policies when conducting research.
- o. Promote equity and access for all students through the use of community resources.
- p. Use culturally inclusive language in all forms of communication.
- q. Collaborate as needed to provide optimum services with other professionals such as special educators, school nurses, school social workers, school psychologists, college counselors/ admissions officers, physical therapists, occupational therapists, speech pathologists, administrators.
- r. Work responsibly to remedy work environments that do not reflect the profession's ethics.
- s. Work responsibly through the correct channels to try and remedy work conditions that do not reflect the ethics of the profession.

### **B.3. Responsibilities to Self**

#### **School counselors:**

- a. Have completed a counselor education program at an accredited institution and earned a master's degree in school counseling.
- b. Maintain membership in school counselor professional organizations to stay up to date on current research and to maintain professional competence in current school counseling issues and topics. School counselors maintain competence in their skills by utilizing current interventions and best practices.
- c. Accept employment only for those positions for which they are qualified by education, training, supervised experience and state/national professional credentials.
- d. Adhere to ethical standards of the profession and other official policy statements such as ASCA Position Statements and Role Statements, school board policies and relevant laws. When laws and ethical codes are in conflict school counselors work to adhere to both as much as possible.
- e. Engage in professional development and personal growth throughout their careers. Professional development includes attendance at state and national conferences and reading journal articles. School counselors regularly attend training on school counselors' current legal and ethical responsibilities.
- f. Monitor their emotional and physical health and practice wellness to ensure optimal professional effectiveness. School counselors seek physical or mental health support when needed to ensure professional competence.
- g. Monitor personal behaviors and recognize the high standard of care a professional in this critical position of trust must maintain on and off the job. School counselors are cognizant of and refrain from activity that may diminish their effectiveness within the school community.
- h. Seek consultation and supervision from school counselors and other professionals who are knowledgeable of school counselors' ethical practices when ethical and professional questions arise.
- i. Monitor and expand personal multicultural and social-justice advocacy awareness, knowledge and skills to be an effective culturally

competent school counselor. Understand how prejudice, privilege and various forms of oppression based on ethnicity, racial identity, age, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity expression, family type, religious/spiritual identity, appearance and living situations (e.g., foster care, homelessness, incarceration) affect students and stakeholders.

- j. Refrain from refusing services to students based solely on the school counselor's personally held beliefs or values rooted in one's religion, culture or ethnicity. School counselors respect the diversity of students and seek training and supervision when prejudice or biases interfere with providing comprehensive services to all students.
- k. Work toward a school climate that embraces diversity and promotes academic, career and social/emotional development for all students.
- l. Make clear distinctions between actions and statements (both verbal and written) made as a private individual and those made as a representative of the school counseling profession and of the school district.
- m. Respect the intellectual property of others and adhere to copyright laws and correctly cite others' work when using it.

### **c. SCHOOL COUNSELOR ADMINISTRATORS/SUPERVISORS**

#### **School counselor administrators/supervisors support school counselors in their charge by:**

- a. Advocating both within and outside of their schools or districts for adequate resources to implement a comprehensive school counseling program and meet their students' needs.
- b. Advocating for fair and open distribution of resources among programs supervised. An allocation procedure should be developed that is nondiscriminatory, informed by data and consistently applied.

- c. Taking reasonable steps to ensure school and other resources are available to provide appropriate staff supervision and training.
- d. Providing opportunities for professional development in current research related to school counseling practice and ethics.
- e. Taking steps to eliminate conditions or practices in their schools or organizations that may violate, discourage or interfere with compliance with the ethics and laws related to the profession.
- f. Monitoring school and organizational policies, regulations and procedures to ensure practices are consistent with the ASCA Ethical Standards for School Counselors.

#### **D. SCHOOL COUNSELING INTERN SITE SUPERVISORS**

##### **Field/intern site supervisors:**

- a. Are licensed or certified school counselors and/or have an understanding of comprehensive school counseling programs and the ethical practices of school counselors.
- b. Have the education and training to provide clinical supervision. Supervisors regularly pursue continuing education activities on both counseling and supervision topics and skills.
- c. Use a collaborative model of supervision that is on-going and includes, but is not limited to, the following activities: promoting professional growth, supporting best practices and ethical practice, assessing supervisee performance and developing plans for improvement, consulting on specific cases and assisting in the development of a course of action.
- d. Are culturally competent and consider cultural factors that may have an impact on the supervisory relationship.
- e. Do not engage in supervisory relationships with individuals with whom they have the inability to remain objective. Such individuals include, but are not limited to, family members and close friends.
- f. Are competent with technology used to perform supervisory responsibilities and online supervision, if applicable. Supervisors protect all electronically transmitted confidential information.
- g. Understand there are differences in face-to face and virtual communication (e.g., absence of verbal and nonverbal cues) that may have an impact on virtual supervision. Supervisors educate supervisees on how to communicate electronically to prevent and avoid potential problems.
- h. Provide information about how and when virtual supervisory services will be utilized. Reasonable access to pertinent applications should be provided to school counselors.
- i. Ensure supervisees are aware of policies and procedures related to supervision and evaluation and provide due-process procedures if supervisees request or appeal their evaluations.
- j. Ensure performance evaluations are completed in a timely, fair and considerate manner, using data when available and based on clearly stated criteria.
- k. Use evaluation tools measuring the competence of school counseling interns. These tools should be grounded in state and national school counseling standards. In the event no such tool is available in the school district, the supervisor seeks out relevant evaluation tools and advocates for their use.

- l. Are aware of supervisee limitations and communicate concerns to the university/college supervisor in a timely manner.
- m. Assist supervisees in obtaining remediation and professional development as necessary.
- n. Contact university/college supervisors to recommend dismissal when supervisees are unable to demonstrate competence as a school counselor as defined by the ASCA School Counselor Competencies and state and national standards. Supervisors consult with school administrators and document recommendations to dismiss or refer a supervisee for assistance. Supervisors ensure supervisees are aware of such decisions and the resources available to them. Supervisors document all steps taken.

#### **E. MAINTENANCE OF STANDARDS**

When serious doubt exists as to the ethical behavior of a colleague(s) the following procedures may serve as a guide:

- a. School counselors consult with professional colleagues to discuss the potentially unethical behavior and to see if the professional colleague views the situation as an ethical violation. School counselors understand mandatory reporting in their respective district and states.
- b. School counselors discuss and seek resolution directly with the colleague whose behavior is in question unless the behavior is unlawful, abusive, egregious or dangerous, in which case proper school or community authorities are contacted.
- c. If the matter remains unresolved at the school, school district or state professional practice/standards commission, referral for review and appropriate action should be made in the following sequence:
  - State school counselor association
  - American School Counselor Association (Complaints should be submitted in hard copy to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 1101 King St., Suite 310, Alexandria, VA22314.)

#### **F. ETHICAL DECISIONMAKING**

When faced with an ethical dilemma, school counselors and school counseling program directors/supervisors use an ethical decision-making model such as Solutions to Ethical Problems in Schools (STEPS) (Stone,2001):

- a. Define the problem emotionally and intellectually
- b. Apply the ASCA Ethical Standards for School Counselors and the law
- c. Consider the students' chronological and developmental levels
- d. Consider the setting, parental rights and minors' rights
- e. Apply the ethical principles of beneficence, autonomy, non-maleficence, loyalty and justice
- f. Determine potential courses of action and their consequences
- g. Evaluate the selected action
- h. Consult
- i. Implement the course of action

## **GLOSSARY OF TERMS**

### **Advocate**

a person who speaks, writes or acts to promote the well-being of students, parents/guardians and the school counseling profession. School counselors advocate to close the information, opportunity, intervention and attainment gaps for all students.

### **Assent**

to demonstrate agreement when a student is not competent to give informed consent to counseling or other services the school counselor is providing.

### **Assessment**

collecting in-depth information about a person to develop a comprehensive plan that will guide the collaborative counseling and service provision process.

### **Boundaries**

something that indicates or affixes an extent or limits.

### **Breach**

disclosure of information given in private or confidential communication such as information given during counseling.

### **Competence**

the quality of being competent; adequacy; possession of required skill, knowledge, qualification or capacity.

### **Confidentiality**

the ethical duty of school counselors to responsibly protect a student's private communications shared in counseling.

### **Conflict of Interest**

a situation in which a school counselor stands to personally profit from a decision involving a student.

### **Consent**

permission, approval or agreement; compliance.

### **Consultation**

a professional relationship in which individuals meet to seek advice, information and/or deliberation to address a student's need.

### **Conventional Parameters**

general agreement or accepted standards regarding limits, boundaries or guidelines.

### **Cultural Sensitivity**

a set of skills enabling you to know, understand and value the similarities and differences in people and modify your behavior to be most effective and respectful of students and families and to deliver programs that fit the needs of diverse learners.

### **Data Dialogues**

inquiry with others around student information to uncover inequities, promote informed investigations and assist in understanding the meaning of data and the next steps to have an impact on data.

### **Data Informed**

accessing data, applying meaning to it and using data to have an impact on student success.

### **Developmental Level/Age**

the age of an individual determined by degree of emotional, mental and physiological maturity as compared with typical behaviors and



characteristics of that chronological age.

**Disclosure**

the act or an instance of exposure or revelation.

**Diversity**

the inclusion of individuals representing more than one national origin, gender/gender identity, color, religion, socio-economic stratum, sexual orientation and the intersection of cultural and social identities.

**Dual Relationship**

a relationship in which a school counselor is concurrently participating in two or more roles with a student.

**Empathy**

the action of understanding, being aware of, being sensitive to and vicariously experiencing the feelings, thoughts and experience of another without having the feelings, thoughts and experience fully communicated in an objectively explicit manner.

**Emancipated Minor**

a minor who is legally freed from control by his or her parents or guardians, and the parents or guardians are freed from any and all responsibility toward the child.

**Encryption**

process of putting information into a coded form to control and limit access to authorized users.

**Ethics**

the norms and principles of conduct and philosophy governing the profession.

**Ethical Behavior**

actions defined by standards of conduct for the profession.

**Ethical Obligation**

a standard or set of standards defining the course of action for the profession.

**Ethical Rights**

the fundamental normative rules about what is allowed of people or owed to people, according to some legal system, social convention or ethical theory.

**Feasible**

capable of being done, effected or accomplished.

**Gender Expression**

the ways in which students manifest masculinity or femininity in terms of clothing, communication patterns and interests, which may or may not reflect the student's gender identity.

**Gender Identity**

One's personal experience of one's own gender. When one's gender identity and biological sex are not congruent, the student may identify as transsexual or transgender.

**Harassment**

the act of systematic and/or continued unwanted disturbing or troubling persecution.

**Informed Consent**

assisting students in acquiring an understanding of the limits of confidentiality, the benefits, facts and risks of entering into a

counseling relationship.

**Intervention**

to provide modifications, materials, advice, aids, services or other forms of support to have a positive impact on the outcome or course of a condition.

**Legal Mandates**

a judicial commander precept issued by a court or magistrate, directing proper behavior to enforce a judgment, sentence or decree.

**Legal Rights**

those rights bestowed onto a person by a given legal system.

**Mandatory Reporting**

the legal requirement to report to authorities.

**Minors**

persons under the age of 18 years unless otherwise designated by statute or regulation.

**Perception**

A mental image or awareness of environment through a physical sensation. A capacity for understanding or a result of an observation.

**Peer Helper**

peer-to-peer interaction in which individuals who are of approximately the same age take on a helping role assisting students who may share related values, experiences and lifestyles.

**Peer Support**

programs that enhance the effectiveness of the school counseling program while increasing outreach and raising student awareness of services.

**Privacy**

the right of an individual to keep oneself and one's personal information free from unauthorized disclosure.

**Privileged Communication**

conversation that takes place within the context of a protected relationship, such as that between an attorney and client, a husband and wife, a priest and penitent, a doctor and patient and, in some states, a student.

**Professional Development**

the process of improving and increasing capabilities through access to education and training opportunities.

**Relationship**

a connection, association or involvement.

**Risk Assessment**

a systematic process of evaluating potential risks

**School Counseling Supervisor**

a qualified professional who provides guidance, teaching and support for the professional development of school counselors and school counseling candidates.

**Serious and Foreseeable**

when a reasonable person can anticipate significant and harmful possible consequences.

**Sole-Possession Records**

exempted from the definition of educational records and the protection of FERPA, are records used only as a personal memory aid that are kept in the sole possession of the maker of the record and are not accessible or revealed to any other person except a temporary substitute for the maker of the record and provide only professional opinion or personal observations.

**Stakeholder**

a person or group that shares an investment or interest in an endeavor.

**Supervision**

a collaborative relationship in which one person promotes and/ or evaluates the development of another.

**Title IX of the Education Amendments of 1972**

a law that demands that no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any education program or activity receiving federal financial assistance.

**Virtual/Distance Counseling**

counseling by electronic means.

## **The Development of Standards**

The development of ASCA National Standards for Students required an examination of theory, research and practice to ensure that all aspects of school counseling were considered. The process solicited broad-based involvement from all segments of the school counseling community to determine what purpose the Standards would serve and what their content would be. Through pilot surveys at ASCA's national Delegate Assembly in April 1995 and a revised survey to more than 2,000 ASCA members in September of that year, ASCA was able to gather input on school counselor attitudes and to initiate the movement toward adopting National Standards.

The standards movement has provided ASCA with a timely opportunity to better define the role of school counseling in the American educational system and establish similar goals, expectations, support systems and experiences for all students across the country. Additionally, on the local level, National Standards offer an opportunity for school counselors, school administrators, faculty, parents, businesses and the community to engage in conversations about expectations for students' academic success and the role of counseling programs in enhancing student learning.

Finally, ASCA National Standards for Students serves as the foundation for The ASCA National Model: A Framework for School Counseling Programs.

Representing more than 50 years of research, theory and practice, the National Model helps school counselors design and implement programs that meet the National Standards and establish school counseling as an integral component of the academic mission of their schools.

ASCA's decision to participate in this educational reform agenda through the development of National Standards for Students offers an opportunity for the school counseling profession to implement the goals deemed important by the profession, to promote its mission in educational reform and to ensure that all students have access to comprehensive school counseling programs as part of the learning experience.

We look forward to having you join us on this mission!

## **Acknowledgments**

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# National Standards for Students

(COMPETENCIES AND INDICATORS)

Legend: A:A-1.1 = Academic Domain, Standard A, Competency 1 and Indicator 1

## Academic Development

ASCA National Standards for academic development guide school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

**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 and behaviors that 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: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 interests 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 post-secondary 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 Goals**

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

A:B2.2 Use assessment results in educational planning

A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement

A:B2.4 Apply knowledge of aptitudes and interests to goal setting A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals

A:B2.6 Understand the relationship between classroom performance and success in school

A:B2.7 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**

ASCA National Standards for career development guide school counseling programs to provide the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work, and from job to job across the life span.

**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 nontraditional 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 résumé
- 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:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice
- C:B1.8 Understand how changing economic and societal needs influence employment trends and future training

**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 Use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience
- C:B2.4 Select course work that is related to career interests
- C:B2.5 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 influencing 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**

**ASCA National Standards for personal/social development guide school counseling programs to provide the foundation for personal and social growth as students progress through school and into adulthood.**

**Standard A: Students will acquire the knowledge, attitudes and inter- personal 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 goal-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:C1 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 about the emotional and physical dangers of substance use and abuse
- PS:C1.9 Learn how to cope with peer pressure
- PS:C1.10 Learn techniques for managing stress and conflict
- PS:C1.11 Learn coping skills for managing life events

**About ASCA**

The American School Counselor Association (ASCA) is a world-wide nonprofit organization based in Alexandria, Va. Founded in 1952, ASCA supports school counselors' efforts to help students focus on academic, personal/social and career development so they not only achieve success in school but are prepared to lead fulfilling lives as responsible members of society. With a motto of "One Vision, One Voice," the association provides professional development, publications and other resources, research and advocacy to professional school counselors around the globe.

For more information on ASCA, or to order "The ASCA National Model: A Framework for School Counseling Programs," visit [www.schoolcounselor.org](http://www.schoolcounselor.org), or call (703) 683-ASCA (2722).

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# **New York State Learning Standards**

As we understand the need for a comprehensive school counseling program, in general, what makes the document an effective tool for New York is its relevance to state educational reform. The New York State Comprehensive School Counseling Program incorporates the New York State Learning Standards. In each of the educational domains, curriculum development and activities, school counselors must identify which competency in the learning standards is being addressed. This component of the program is the management tool for a functional program that defines effectiveness.

School Counselors can also use the New York State Learning Standards as a means to involve administrators and parents in the school counseling program. Activities aligned with the program expand activities to achieve student success, update technological needs related to the profession and increase resources. For parents, the information can show the strengths and weaknesses of students, how the school counselor is meeting the student's needs, what areas the student needs to focus to succeed, and incorporate the home support in all domains of the program.

## **New York State Learning Standards Health, Physical Education, and Family and Consumer Sciences**

### Standard 1: Personal Health and Fitness

- Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

### Standard 2: A Safe and Healthy Environment

- Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

### Standard 3: Resource Management

- Students will understand and be able to manage their personal and community resources.

## **Mathematics, Science, and Technology**

### Standard 1: Analysis, Inquiry, and Design

- Students will use mathematical analysis, scientific inquiry, and engineering designs, as appropriate, to pose questions, seek answers, and develop solutions.

## Standard 2: Information Systems

- Students will access, generate, process, and transfer information using appropriate technologies.

## Standard 3: Mathematics

- Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

## Standard 4: Science

- Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

## Standard 5: Technology

- Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

## Standard 6: Interconnectedness: Common Themes

- Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

## Standard 7: Interdisciplinary Problem Solving

- Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

## **English Language Arts**

### Standard 1: Language for Information and Understanding

- Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts,

and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

#### Standard 2: Language for Literary Response and Expression

- Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

#### Standard 3: Language for Critical Analysis and Evaluation

- Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences; ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

#### Standard 4: Language for Social Interaction

- Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

### **Languages Other Than English**

#### Standard 1: Communication Skills

- Students will be able to use a language other than English for communication.

#### Standard 2: Cultural Understanding

- Students will develop cross-cultural skills and understandings.

## **The Arts**

### Standard 1: Creating, Performing, and Participating in the Arts

- Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

### Standard 2: Knowing and Using Arts Materials and Resources

- Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

### Standard 3: Responding to and Analyzing Works of Art

- Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

### Standard 4: Understanding the Cultural Contributions of the Arts

- Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

## **Career Development and Occupational Studies**

### Standard 1: Career Development

- Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

### Standard 2: Integrated Learning

- Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

### Standard 3a: Universal Foundation Skills

- Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

### Standard 3b: Career Majors

- Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

## **Social Studies**

### Standard 1: History of the United States and New York

- Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

### Standard 2: World History

- Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

### Standard 3: Geography

- Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.

### Standard 4: Economics

- Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms.

### Standard 5: Civics, Citizenship, and Government

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.



# APPENDICES

## **Appendix A: National Standards for School Counseling Programs:**

[http://static.pdesas.org/content/documents/asca\\_national\\_standards\\_for\\_students.pdf](http://static.pdesas.org/content/documents/asca_national_standards_for_students.pdf)

## **Appendix B: School Counselor Accountability:** <https://www.schoolcounselor.org/newsletters/october-2018/accountability-successful-school-counseling>

## **Appendix C: School Counselor Ethical Standards**

[:http://www.schoolcounselor.org/asca/media/asca/Resource%20Center/Legal%20and%20Ethical%20Issues/Sample%20Documents/EthicalStandards2010.pdf](http://www.schoolcounselor.org/asca/media/asca/Resource%20Center/Legal%20and%20Ethical%20Issues/Sample%20Documents/EthicalStandards2010.pdf)

## **Appendix D: Why School Counselors**

- **Elementary School Counselors?** <https://www.schoolcounselor.org/asca/media/asca/Careers-Roles/WhyElem.pdf>
- **Middle School Counselors?** <https://www.schoolcounselor.org/asca/media/asca/Careers-Roles/WhyMiddle.pdf>
- **High School Counselors?** <https://www.schoolcounselor.org/asca/media/asca/Careers-Roles/WhyHighSchool.pdf>

## **Appendix D: School Counselor (K-12) Functional Calendar**

## **Appendix E: School Counselor Job Descriptions**

## **Appendix D: Functional Calendars**

### **Cohen Elementary School**

**Grade Level Activities 1-2 times per month (based on theme):**

- **Theme subject to change**

**September**: Kindness

**October**: Empathy

**November**: Respect

**December**: Self-confidence

**January**: Teamwork

**February**: Emotional Management

**March**: Careers

**April**: Goal Setting

**May**: All About Me/Diversity

# Cohen Middle School

## June/July

Create Master Schedule  
Plan Calendar for School Year  
Orientation Nights  
Schedule Changes per Parent Request  
Receive NYS State Test scores

## September

Schedule Changes  
Introductions to the building  
Attendance Awareness  
PBIS Kick-Off

## October

Bully Prevention Month (School Wide Program)

- Bullying/ Cyberbullying lesson in each homeroom
- Unity Day: Whole School wore orange to represent dignity and uniqueness

Progress Reports Marking Period 1

## November

Marking Period 1 Report Cards  
Food Bank of the Southern Tier Canned Food Drive (School Wide Program)  
Local Business Tours  
Career Presentations (half day activity)

## December

Progress Reports Marking Period 2

## January

Benchmark Exams

### 7<sup>th</sup> grade presentation from CCU:

- Simulation through Corning Credit Union in which students are given a scenario with a partner in which they are given a job and bills they must pay throughout the month (including mortgage/rent, food, utilities, clothing, etc.)
- This simulation was run in our gym on the half day in January
- Go to each 7<sup>th</sup> grade homeroom to prepare students by showing them how to write a check, discussed checking/credit cards, and gave overview of simulation

### BOCES Road Show (8<sup>th</sup> grade)

- GST BOCES presents to 8<sup>th</sup> graders in January

- They were first presented as a whole group the overall programs offered through BOCES Tech and Career
- Beforehand, they were to choose their top choices of four presentations. Each 8<sup>th</sup> grade student was able to attend two presentations

### **February**

8<sup>th</sup> Grade Transition Parent Info Night

Scheduling Begins with 8<sup>th</sup> grade students and parents

Marking Period 2 Report Cards

### **March**

State Test Preparation

8<sup>th</sup> Grade Scheduling/Course Selection Continued

Progress Reports Marking Period 3

College Visits

Meetings with those in jeopardy of failing

### **April**

NYS Math and ELA State Tests

Marking Period 3 Report Cards

Career Day

### **May**

Interest and Career Inventories

8<sup>th</sup> Grade NYS Science Performance Test

Progress Reports Marking Period 4

### **June**

8<sup>th</sup> Grade High School Visit

8<sup>th</sup> Grade NYS Science Written Test

Marking Period 4 Report Cards

Summer School Preparation

Post Tests

## **On Going Counselor Responsibilities: Middle and Elementary School**

- Provide social, emotional, academic, and crisis counseling to students
- Classroom Lessons
- Individual and Group Counseling as needed
- Collaborate with teachers, administration, families, agencies, other school professionals to support students
- Parent/Team/Student conferences
- Make appropriate referrals to outside counseling and social service agencies
- Schedule changes, updates, and academic advisement
- New student registration, scheduling, record/transcript review and updates
- CSE/504 Meetings
- Monitoring of all student progress reports and report cards
- School Based Intervention Team
- Building Leadership Team
- New Student Orientation to Building
- Career Planning and College Visits
- Connecting to local businesses for tours and presentations
- Awards and Orientation Activities
- After School Tutoring/ Homework Club
- National Junior Honor Society community service activities
- New York State Test Coordinator

# **Edison High School**

## **Late June /July:**

1. Run grade reports to determine course failures
2. Determine plan for credit recovery; summer school, recovery, repeat course
3. Summer school registration
4. Summer school senior certification for August Graduates
5. Transcript Corrections/transcript updates (new students completed)
6. Promotional Flags-seniors graduated
7. Final Transcripts reviewed/signed/sent to colleges
8. Schedule corrections and clean-ups for students who fail
9. Cohort and class level adjustments
10. Update NCAA course descriptions as needed
11. ACE course lists sent to CCC
12. Update staff registration for AP courses
13. Office – summer coverage
  - a. Specific dates for registration w/counselor w/ secretaries
  - b. Secretary aware of dates to tell parents on the phone
14. Master schedule refinement
15. Send Save the date for Bootcamp
16. Update school profile, upload to Naviance, SUNY

## **August:**

1. Run master schedule again and send out schedules
  - a. Meet with Admin about conflict issues
2. Walk in schedule problems: set dates, marking periods
3. Run final schedules
4. Generate senior list (including early graduates, alt programs and out of cohort students)
5. Send letter to Seniors about the expectations for the year
6. Bootcamp for college applications
7. Register Naviance for Common App
8. Enroll with SUNY for Application
9. 9<sup>th</sup> grade orientation

### **September:**

1. Class meetings, expectations, updates on school procedure, fresh start....
2. Schedule clean-ups
3. Schedule clean-ups by grade and team (9<sup>th</sup> – 12<sup>th</sup>)
4. NEW schedules handed out first day of school
5. Go into the classrooms for college information and graduation requirements
6. Give scholarship information to web master to update CHS website
7. Registration is by appointment only
8. Deadline is (set date) for schedule changes
9. Update school Profile
10. Begin senior certifications (complete index cards for each senior with proper spelling of name for diploma)
11. Go into all 9<sup>th</sup> grade classes and go over expectations of high school
12. Send home PSAT registration information to all juniors- go into English 11 classes

### **October:**

1. Senior check-ins on Naviance procedure- update newsletter
2. PSAT Preparation for Juniors and sophomores in classrooms
3. Open House
4. ASVAB for 10<sup>th</sup> graders
5. Follow up on students not doing well

### **November:**

1. College Process
  - a. College search, transcripts, recommendations, applications (Naviance)
2. Junior classroom guidance: career/college planning
3. AIS lists/letters
4. Update data base of all regents scores of our students to track
5. Develop regents' exam failure list, order answer sheets and exams for January
6. ED/EA applications

### **December:**

1. Completed applications need to be in two weeks before the deadline.

2. Mediation- 9<sup>th</sup> grade
3. 9<sup>th</sup> grade classroom guidance lessons in Naviance
4. Middle school meeting for next year's scheduling
5. Middle school planner night
6. Diploma orders

### **January:**

1. PSAT results
  - a. Explain results in senior scheduling meetings
2. January Regents exams
3. 2<sup>nd</sup> semester scheduling
4. Update yearbook pictures with level changes
5. Communicate with registrar for grade level changes

### **February:**

1. 10<sup>th</sup> grade visits to CTE programs at BOCES
2. Scheduling meetings, Juniors, Sophomores, Freshmen

### **March:**

1. Complete scheduling meetings
2. Warning letters for senior failures
3. Junior college night
4. Sign up for National College Fair in ---
  - a. Field trip packet
5. Professional development day
6. Sign up for S.U. Challenge Field Trip
7. Senior "danger" lists
8. Warning letters for failing seniors
9. District scholarship planning



### **April:**

1. Junior parent senior year planning night
2. Order Regents exams and answer sheets

### **May:**

1. Plan Honors day
2. Final push for getting help if needed
3. Order PSAT exams for October
4. AP exams

### **June:**

1. Graduation Preparation: awards
2. Class/Honor Day awards
3. Report cards
4. Summer School Sign-ups
5. Graduation
6. Promotional flags for all grade levels
7. Post-secondary tasks: transcripts, financial aid verification, etc.

## **Ongoing Counseling responsibilities: High School**

- Provide social, emotional, academic, and crisis counseling to students
- Classroom Guidance Lessons
- Individual and Group Counseling as needed
- Collaborate with teachers, administration, families, agencies, other school professionals to support students
- Parent/Team/Student conferences
- Make appropriate referrals to outside counseling and social service agencies
- Schedule changes, updates, and academic advisement
- New student registration, scheduling, record/transcript review and updates

- Attend CSE/504 Meetings
- Monitoring of all student progress reports and report cards
- School Based Intervention Team (monthly)
- Building Leadership Team
- New Student Orientation to Building
- Career Planning and College Visits
- Connecting to local businesses for tours and presentations
- Awards and Orientation Activities
- After School Tutoring recommendations
- New York State Test Coordinator

## **Appendix E: ELMIRA HEIGHTS School Counselor Job Descriptions**

### **Elmira Heights Central School District Job Description School Counselor Cohen ES (PK-5)**

**Department: Student Services**

**Title: School Counselor Cohen ES**

#### **Qualifications**

##### Minimal

Shall hold or be eligible for a New York State provisional or permanent certification in the field of School Counseling

##### Desired

- Displays the experience, ability, personality, energy, and maturity to work effectively with assigned students
- Possesses the flexibility to meet the everyday demands of students, curriculum, department, school, and system

#### **Length of Work Week/Year:**

- 10-month position with additional days beyond teacher calendar according to contract
- 40 hr. per week

#### **Terms of Employment**

Outlines in the EHTA contract with the Elmira Heights Central School District

#### **Reports To**

Elementary School Principal

#### **Responsibilities (including by not limited to :)**

- Assists teachers, administrators, other staff members, and the community in understanding the needs and problems of students.
- Provides school counseling services to assigned students
- Serves as a resource person in interpreting the school program and how they relate to individual needs of students.
- Works cooperatively with other student personnel specialists: reading and speech teachers, nurses, psychologists, deans, and social workers
- Prepares and presents student orientation programs and assists with parent orientation programs.
- Assists students to understand themselves, as well as others.
- Assesses the emotional, social and academic progress of students on a continuing basis, provides progress reports, and holds appropriate conferences.
- Participates in the organization and administration of the Standardized and New York State Testing program.
- Collects data and recommends student promotion and placement.

- Determines student eligibility for honor awards.
- Assists in implementing school-wide policies and rules governing student conduct.
- Maintains accurate and complete records as required by law, District policy, and administrative regulations.
- Attends meetings as required/necessary (i.e. faculty meetings, parent conferences, CSE meetings)
- Serves on established committees, either on a vocabulary basis or assignment.
- Submits annual budget requests to the building principal.
- Strives to keep informed of the current educational trends in this area.
- Develops and implements age appropriate programs to promote personal social, academic, and college/career readiness.

#### Other

- Follows all Elmira Heights Board and District Policies
- Performs related duties as required or assigned

**Elmira Heights Central School District**  
**Job Description**  
**School Counselor Cohen MS (6-8)**

**Department: Student Services**

**Title: School Counselor Cohen MS**

**Qualifications:**

Minimal

Shall hold or be eligible for a New York State provisional or permanent certification in the field of School Counseling

Desired

- Displays the experience, ability, personality, energy, and maturity to work effectively with assigned students
- Possesses the flexibility to meet the everyday demands of students, curriculum, department, school, and system

**Length of Work Week/Year:**

1) 10-month position with additional days beyond teacher calendar according to contract

2) 40 hr. per week (stipend provided for hours beyond teacher day according to contract)

**Terms of Employment**

Outlines in the EHTA contract with the Elmira Heights Central School District

**Reports To**

Middle School Principal

**Responsibilities (including by not limited to :)**

- Assists teachers, administrators, other staff members, and the community in understanding the needs and problems of students.
- Provides school counseling services to assigned students
- Serves as a resource person in interpreting the school program and how they relate to individual needs of students.
- Works cooperatively with other student personnel specialists: reading and speech teachers, nurses, psychologists, deans, and social workers
- Prepares and presents student orientation programs and assists with parent orientation programs.
- Assists students to understand themselves, as well as others.
- Assesses the emotional, social and academic progress of students on a continuing basis, provides progress reports, and holds appropriate conferences.
- Participates in the organization and administration of the Standardized and New York State Testing program.
- Collects data and recommends student promotion and placement.
- Determines student eligibility for honor awards.
- Assists in implementing school-wide policies and rules governing student conduct.

- Maintains accurate and complete records as required by law, District policy, and administrative regulations.
- Attends meetings as required/necessary (i.e. faculty meetings, parent conferences, CSE meetings)
- Serves on established committees, on either a vocabulary basis or assignment.
- Submits annual budget requests to the building principal.
- Strives to keep informed of the current educational trends in this area.
- Develops and implements age appropriate programs to promote personal social, academic, and college/career readiness.

#### Other

- Follows all Elmira Heights Board and District Policies
- Performs related duties as required or assigned

**Elmira Heights Central School District**  
**Job Description: School Counselor, High School (9-12)**

**Department: Student Services**

**Title: School Counselor High School -TAE**

**Qualifications:**

Minimal:

Shall hold or be eligible for a New York State provisional or permanent certificate title of School Counselor.

Desired:

- Displays the experience, ability, personality, energy, and maturity necessary to work effectively with assigned students.
- Possesses the time management skills and flexibility to meet the everyday demands of students, curriculum, department, school and system.

**Length of Work Week/Year:**

- 10-month position with additional days beyond teacher calendar according to contract
- 40-hour work week (stipend provided for hours beyond teacher day according to contract)

**Terms of Employment**

Outlined in the EHTA contract with the Elmira Heights Central School District

**Reports to:**

High School Principal

**Responsibilities (Including but not limited to)**

- Establishes short and long-range program goals which are consistent with the general philosophy of the School System as described in the District Counseling Plan
- Assists in planning and developing the Counseling program in relationship to needs of pupils
- Establishes a rapport with each student that is conducive to learning
- Through counseling, helps each student understand themselves as they are; develop personal decision-making competencies and resolve issues
- Assists in implementing school wide policies and rules governing student conduct
- Assumes the role of consultant in the school's program of pupil appraisal
- Helps to identify pupils that need academic assistance
- Prepares date with which to make decisions and to assess progress of students on a continuing basis, and holds appropriate conferences with students, administration, staff and parents.
- Maintains accurate and complete records as required by Law, District policy, and administrative regulation.

- Collects and disseminates to pupils and their parent's information concerning school offerings, opportunities for further education, and careers and training opportunities.
- Participates in the organization and administration of College/Career related inventories
- Helps students make the transition from one school level to another in collaboration with other counselors.
- Works with students planning to enter the world of work after high school to make appropriate connections
- Act as a consultant to parents regarding the growth and development of children
- Maintains liaison and cooperative working relationships with agencies in the community where special services are available and makes pupils and families aware of their availability when deemed appropriate
- Provide parents and staff members with information about students with due regard for the students right to confidentiality
- Through the Annual Review process, assist students in reviewing long range plans of study and making appropriate choices for courses and school programs
- Builds master schedule in coordination with building principal
- Act as building testing coordinators for all state exam administrations
- Act as liaison for dual credit programming with area colleges/universities
- Act as district NCAA coordinator
- Plans with administration for appropriate placement and scheduling of students
- Serve as a consultant to members of the administrative and teaching staff in the area of mental health
- Participates in in-service training programs
- Provides variety of classroom lessons in conjunction with teachers
- Processes various State Education Reports
- Attends meetings as required (faculty, parent conferences, etc)
- Serves on established committees, either as a voluntary basis or by assignment (ie: Student Services Support Team)
- Submits annual budget requests to the building principal
- Monitor non-instructional personnel assigned to the Main office suite
- Strives to keep informed of the current educational trends in the area

Other:

- Follows all Elmira Heights Board and District Policies
- Performs related duties as required or assigned by administration

July 2023