

K- 12 Comprehensive School Counseling Plan

2025-2026



Gouverneur Central School District
“Delivering the Promise of a Brighter Future”

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Gouverneur Central School District: Serving 1,520 students in a rural area in St. Lawrence County, Upstate NY. In 2023- 2024 60% of students were considered economically disadvantaged

Vision: We are dedicated to delivering the promise of a brighter future for our students and community.

Mission: Gouverneur Central School District, in collaboration with the community, is dedicated to educating all individuals, in a safe environment, to be passionate learners and responsible citizens in a global society.

DCIP Goals:

1. To provide instructional programs that develop individual strengths and talents to meet the requirements for employers and colleges/universities.
2. To provide access to and effectively utilize all available resources.
3. Gouverneur Central School District is universally viewed as a valued and respected member of the community.
4. To provide a safe environment and promote wellness throughout the Gouverneur Central School community.
5. To efficiently manage operating costs and apply for alternative sources of funding.

Counseling Program Mission: In support of the district's mission and goals, the counseling staff's mission is to provide a comprehensive, developmentally age-appropriate and sequential school counseling program that is aligned with the New York State Learning Standards, national American School Counseling Associations standards and the New York State School Counseling Association standards. Counselors at Gouverneur Central School District focus on the needs, interests, and barriers related to developmental stages of student growth through academic, career and personal/ social development. School Counselors will work in partnership with students, staff, family and community members to prepare students to be "passionate learners and responsible citizens in a global society.

Counseling Program Goal: To implement a developmentally appropriate, data driven comprehensive school counseling program to eliminate barriers to learning in the areas of academic achievement, school attendance and social emotional needs.

Elementary: Grades K-4

Program Activity or Service: **Individual Counseling; Group Counseling; Character Education; Executive Functioning; Social Skills groups; Executive Functioning skill based groups; Academic counseling; Behavior Intervention Services; School Website - Executive Functioning & Character Education; Website updated quarterly**

NYSED Regulation: **100.2(j)(2)**

Program Objective(s)	ASCA Standard	Student Focus	Assessment(s)
❖ All students will participate in a Comprehensive Developmental Program. ❖ All students will have access to certified school counselor and the school counseling program. ❖ Students will learn social skills.	ASCA Standard: Domains: A, C,S/E, Behavior LS 1-10 SMS 1-10 SS 1-9	❖ Academic ❖ Career ❖ Social emotional ❖ Direct and indirect services.	❖ Teacher/Parent survey. ❖ Group lesson plans with objectives and outcomes data. ❖ Attendance data ❖ Discipline data ❖ Academic data - Progress reports and Report cards ❖ Family and Community Engagement meetings. ❖ Social Emotional Learning Benchmarks

Staff and Resources: Certified School Counselor(s), School Psychologist, Social Worker

Elementary: Grades K-4

Program Activity or Service: Character Education; Executive Functioning; Responsive Classroom; Individual Counseling; Group Counseling; Skills Groups; Elementary PPS; Meetings quarterly; Student Check Ins (academic and behavior); Parent Teacher Conferences NYSED Regulation: 100.2(j)(2)(i)			
Program Objective(s)	ASCA Standard	Student Focus	Assessment(s)
❖ Students' school attendance will increase. ❖ Students' will show academic growth. ❖ Student discipline referrals will decrease. ❖ Students will practice and display skills taught through executive functioning and social skills groups	ASCA Standard: Domains: A, C,S/E, Behavior: LS 1-10 SMS 1-10 SS 1-9	❖ Academic ❖ Career ❖ Social emotional	❖ NWEA test data ❖ Lexia data ❖ Dreambox data ❖ RTI Data ❖ Report cards & progress reports. ❖ Attendance data ❖ Student Check In Meetings ❖ SchoolTools Referrals ❖ Incident Reports ❖ Skill Groups data ❖ Social Emotional Learning Benchmarks
Staff and Resources: Certified School Counselor (s), School Psychologist, Social Worker			

Elementary: Grades K-4

Program Activity or Service: Individual Counseling; Group Counseling; Responsive Classroom; Student management plans and data tracking; Attendance tracking; Discipline tracking NYSED Regulation: 100.2(j)(2)(i)(a)			
Program Objective(s)	ASCA Standard	Student Focus	Assessment(s)
❖ Student referrals will decrease. ❖ Student attendance will increase. ❖ Students in grades K & 1 will participate in monthly character education lessons with embedded responsive classroom components centered around the C.A.R.E.S. values. ❖ Students in grades 2-4 will learn executive functioning skill and demonstrate understanding in classroom	Domains: A, C,S/E, Behavior: LS 1-10 SMS 1-10 SS 1-9	❖ Academic ❖ Career ❖ Social emotional	❖ Student report cards & progress reports. ❖ Discipline data. ❖ Attendance data. ❖ Student Management data. ❖ Feedback data
Staff and Resources: School Counselor(s), School Psychologist, Social Worker, Nurse, Teachers, Elementary Counseling website.			

Elementary: Grades K-4

Program Activity or Service: Character Education; Executive Functioning; Social Skills Groups; Executive Functioning Skill Groups; Team Meetings NYSED Regulation: 100.2(j)(2)(i)(c)			
Program Objective(s)	ASCA Standard	Student Focus	Assessment(s)
❖ Students will demonstrate social and emotional skills taught in social skills and executive functioning small groups.	Domains: A, C,S/E, Behavior: LS 1-10 SMS 1-10 SS 1-9	❖ Academic ❖ Career ❖ Social emotional	❖ Social Skills Group data. ❖ Executive Functioning Group Data. ❖ Team Meeting Data. ❖ Report Cards ❖ Progress reports ❖ RTI data ❖ NWEA data
Staff and Resources: School Counselor(s) with: Teachers, Service Providers, Administration, Community Agencies, Advisory Council, School Psychologist, School Social Worker			

Elementary: Grades K-4

Program Activity or Service: Crisis Intervention; Individual and Group Counseling; Student Management Plan; Assist students with attendance, academic, behavioral or adjustment concerns while using parental support and involvement; Field Trips; Career Exploration; Middle School Transition planning NYSED Regulation: 100.2(j)(2)(i)(d)			
Program Objective(s)	ASCA Standard	Student Focus	Assessment(s)
❖ Students will demonstrate knowledge of skills needed for a secondary education. ❖ There will be a decrease in student referrals. ❖ Students will show increases in academic growth. ❖ Students will show increase in attendance. ❖ Students and families will be connected to outside agencies	Domains: A,C,S/E, Behavior: LS 1-10 SMS 1-10 SS 1-9	❖ Academic ❖ Career ❖ Social emotional	❖ Attendance data ❖ Academic data ❖ Discipline referrals ❖ Student Management Plan data ❖ Feedback from middle school transition. ❖ Teacher curriculum data
Staff and Resources: School Counselor, School Psychologist, School Social Worker			

Elementary: Grades K-4

Program Activity or Service: Student Check Ins; Parent/Teacher Conferences; Community Agency Referrals; Student Management Plans; RTI Data Meetings NYSED Regulation: 100.2(j)(2)(i)(e)			
Program Objective(s)	ASCA Standard	Student Focus	Assessment(s)
❖ Student attendance will increase. ❖ Students will show academic growth. ❖ Students and families will utilize in and out of school resources. ❖ Student discipline referrals will decrease	Domains: A,C,S/E, Behavior: LS 1-10 SMS 1-9 SS 1-9	❖ Academic ❖ Career ❖ Social emotional	❖ Attendance data ❖ Discipline data ❖ Academic data ❖ Student Check In data ❖ Agency Feedback ❖ Student Management Plan data ❖ RTI Data review
Staff and Resources: School Counselor(s), Social Worker, School Psychologist, Collaboration with: Parents, Agencies, Teachers, Community Resources, Related Service Providers			

Elementary: Grades K-4

Program Activity or Service: Program data is reviewed, analyzed and adjusted; Advisory Council Meetings; GAP Analysis Report NYSED Regulation: 100.2(j)(2)(ii)			
Program Objective(s)	ASCA Standard	Student Focus	Assessment(s)
❖ GCSD will have a district-wide comprehensive developmental school counseling program. ❖ GES will have a building comprehensive developmental school counseling program. ❖ School Counselor is used in the development of the district and building level counseling plans. ❖ The plan is available on the district website	Domains: A,C,S/E, Behavior: LS 6-9	❖ Academic ❖ Career ❖ Social emotional	❖ GAP analysis report ❖ Advisory Council meetings and minutes ❖ Building and District level plans with data on goal growth and progress
Staff and Resources: School Counselor; School Psychologist; Social Worker; Advisory Council; GCSD Website			

Elementary: Grades K-4

Program Activity or Service: Annual Development of plan; Advisory Council meeting; GAP analysis report; ASCA Program Assessment NYSED Regulation: 100.2(j)(2)(ii)(a)			
Program Objective(s)	ASCA Standard	Student Focus	Assessment(s)
❖ Program Objectives ❖ School Counseling Curriculum ❖ Program Development and Maintenance Planning. ❖ Evaluation Methods ❖ Professional Development Planning	Domains: A,C,S/E,	❖ Academic ❖ Career ❖ Social emotional	❖ Attendance data ❖ Discipline data ❖ Behavior Plan data ❖ Counseling data: Individual & Group Counseling ❖ GAP Analysis reports ❖ Professional Development
Staff and Resources: School Counselor(s), Advisory Council, District Administration			

Elementary: Grades K-4

Program Activity or Service: Certified School Counselor holds required certification; Job description matches the service provided NYSED Regulation: 100.2(j)(3)			
Program Objective(s)	ASCA Standard	Student Focus	Assessment(s)
❖ GCSD Comprehensive Developmental School Counseling program is in compliant with NYSED regulations	Domain A,C,S/E	❖ Academic ❖ Career ❖ Social emotional	❖ Part 80 of the Commissioner’s regulations ❖ Certification and job description matches. ❖ Compliance with NYSED regulations for certified school counselor
Staff and Resources: School Counselor(s), Social Worker, School Psychologist, Administration			

Middle School: Grades 5-8

Program Activity or Service: **Individual Counseling; Group Counseling; Counseling Curriculum; Character Education, Behavior intervention services; Crisis intervention, Referrals for assistance, Consultation and collaboration meetings, Counseling Google Classroom, Google Forms appointment sign-up.**
NYSED Regulation: **100.2(j)(2)**

Program Objective(s)	ASCA Standard & NYSED CDOS	Student Focus	Assessment(s)
❖ All students will participate in a Comprehensive Developmental Program. ❖ All students have access to certified school counselors	ASCA Standard: Domain A, C, S/E Behavior LS1-10, SMS 1-10, SS1-10 NYSED CDOS: 1; 1.1; 2; 2.1	❖ Academic ❖ Career ❖ Social emotional. ❖ Indirect and direct services.	❖ Needs assessment ❖ Parent Survey ❖ Pre/post test ❖ Lesson plan objectives/ outcome data. ❖ Attendance data ❖ Discipline data ❖ Career inventory ❖ Academic data

Staff and Resources: Certified School Counselor; Advisory Council; District Website; Counseling Google Classroom; School announcements

Middle School: Grades 5-8

Program Activity or Service: **Counseling Curriculum; 8th grade BOCES visit; Individual counseling; Small group counseling; MS Career Day; MS Orientation program; HS transition program; Counseling collaboration meetings; MS open house;**
NYSED Regulation: **100.2(j)(2)(i)**

Program Objective(s)	ASCA Standard & NYSED CDOS	Student Focus	Assessment(s)
❖ School counseling program helps students in their current academic program as well as planning for future program. ❖ Students will demonstrate competency standards in: ❖ Career/college readiness ❖ Academic development ❖ Social/emotional development	ASCA Standard: Domain A, C, S/E Behavior-LS 1-10, SMS 1-10, SS 1-9 NYSED CDOS: 1; 1.1; 2; 2.1	❖ Academic ❖ Career ❖ Social Emotional	❖ Meeting learning objectives (pre-test and post-test). ❖ Student Survey ❖ Reviews of students progress reports and report cards. ❖ Discipline data ❖ Attendance data. ❖ Record and minutes of collaboration meetings.
Staff and Resources: School Counselor in coordination with :Teachers, Administration, Service providers, Advisory Council, BOCES Staff, Local college staff, Community agencies, Counseling Google Classroom, Calendar of Events			

Middle School: Grades 5-8

Program Activity or Service: **5th Grade only: Individual Counseling; Group Counseling; Counseling Curriculum; Career day; Community guest speakers; MS 5th grade orientation; Review of attendance records; Review of discipline records; Student management plan (behavior and academic) creation and monitoring**

NYSED Regulation: **100.2(j)(2)(i)(a)**

Program Objective(s)	ASCA Standard & NYSED CDOS	Student Focus	Assessment(s)
❖ 5th grade students are exposed to counselor designed program in coordination with teaching staff. ❖ Student will successfully participate in the current educational program. ❖ Student will demonstrate ability to progress to next grade level. ❖ Student school attendance will increase. ❖ Student discipline will decrease. ❖ Student will maintain a passing grade. ❖ Student will show basic knowledge of college and career opportunities. ❖ Student referral to appropriate personnel service provider. ❖ School climate will increase in positive collaboration	ASCA Standard: Domain A, C, S/E Behavior LS 1-10, SMS 1-10, SS 1-8 NYSED CDOS: 1; 1.1; 2; 2.1	❖ Academic ❖ Career ❖ Social Emotional.	❖ Progress Report Data ❖ Report Card Data ❖ Discipline data ❖ Attendance data. ❖ Participation in extra programing/feedback. ❖ Orientation ❖ survey to assess needs met/additional questions or concerns ❖ Management plan data collection. ❖ Climate survey for teachers, students and parents

Staff and Resources: School Counselor, Social Worker, School Psychologist, Nurse and/ or others, Core counseling curriculum must be provided by a certified school counselor- upon implementation must be designed in coordination with a certified school counselor, District Website, Counseling Google Classroom, Use of morning announcements.

Middle School: Grades 5-8

Program Activity or Service: **6th- 8th Grade: Counseling Curriculum; Career / college Curriculum; IPR Meetings**

NYSED Regulation: **100.2(j)(2)(i)(b)**

Program Objective(s)	ASCA Standard & NYSED CDOS	Student Focus	Assessment(s)
❖ Creation of an Individual Progress Review Plan. ❖ Student completion individual progress review (IPR) every year. ❖ Attendance increase ❖ discipline decrease ❖ increased academic achievement	ASCA Standard: Domain A, C, S/E Behavior LS 1-10, SMS 1-10, SS 1-8 NYSED CDOS: 1; 1.1; 2; 2.1	❖ Academic ❖ Career ❖ Social Emotional	❖ IPR Student data ❖ Attendance data ❖ Discipline data ❖ Academic data ❖ Needs assessment ❖ Gap Analysis

Staff and Resources: School Counselor in collaboration with: Student, Administration, Teachers, CSE, & Parent

Middle School: Grades 5-8

Program Activity or Service: **Counselor Curriculum: 8th grade BOCES visit; Individual counseling; Small group counseling; MS Career Day**
NYSED Regulation: **100.2(j)(2)(i)(c)**

Program Objective(s)	ASCA Standard & NYSED CDOS	Student Focus	Assessment(s)
❖ Students school/class attendance will increase. ❖ Student maintains passing grades. ❖ Student shows knowledge of college/career opportunities ❖ There is a decrease in classroom conflicts and disruptions. ❖ Discipline referrals decrease.	ASCA Standard: Domain A, C, S/E Behavior LS 1-10, SMS 1-10, SS 1-8 NYSED CDOS: 1; 1.1; 2; 2.1	❖ Academic ❖ Career ❖ Social Emotional	❖ Pre/Post test. ❖ Climate Survey ❖ Attendance data. ❖ Discipline data. ❖ Academic Reports. ❖ Career interest surveys. ❖ IPR reviews
Staff and Resources: School Counselor in collaboration with: Teachers, Administration, Service providers, Advisory Council, BOCES, Staff, Local college staff, Community agencies, District Website, Counseling Google Classroom			

Middle School: Grades 5-8

Program Activity or Service: **Individual counseling; Group counseling; Counseling curriculum ; Crisis Intervention; Behavioral Intervention; Responsive Services; TCIS; Career Counseling ; Consultation (Student present) with parent, staff and/or community agency.**

NYSED Regulation: **100.2(j)(2)(i)(d)**

Program Objective(s)	ASCA Standard & NYSED CDOS	Student Focus	Assessment(s)
❖ Students school/class attendance will increase. ❖ Student demonstrates academic achievement. ❖ Student shows knowledge of college/career opportunities ❖ There is a decrease in classroom conflicts and disruptions. ❖ Discipline referrals decrease. ❖ Students/families are connected to appropriate services. ❖ School counselor provides direct services within scope of certification.	ASCA Standard: Domain A, C, S/E Behavior LS 1-10, SMS 1-10, SS 1-8 NYSED CDOS: 1; 1.1; 2; 2.1	❖ Academic ❖ Career ❖ Social Emotional	❖ Student needs assessment ❖ Documented service alignment *correlation data* ❖ Attendance data ❖ Discipline referrals ❖ Academic data ❖ Comparison of the Comprehensive Developmental School Counseling with School Counselor job description

Staff and Resources: Counselor provides direct services with student and peer, school staff, parent, agency; Documentation of job descriptions from District office staff.

Middle School: Grades 5-8

Program Activity or Service: Consultation meetings with school staff, admin, service providers, parents and community agencies; Generate Referrals to appropriate licensed/ certified individuals; Review of student progress reports/report cards; Review of discipline data; Create and maintain Behavioral Management Plans NYSED Regulation: 100.2(j)(2)(i)(e)			
Program Objective(s)	ASCA Standard & NYSED CDOS	Student Focus	Assessment(s)
❖ The counselor provides indirect services on behalf of students.	ASCA Standard: Domain A, C, S/E NYSED CDOS:	❖ Academic ❖ Career ❖ Social Emotional	❖ Academic data ❖ Attendance data ❖ Discipline data ❖ Behavior Plan data ❖ Consultation/collaboration meeting agenda/notes
Staff and Resources: School counselor or Social Worker with: Teachers, Administration, Parents, Staff, Service providers, Community agencies			

Middle School: Grades 5-8

Program Activity or Service: Participation in 504 and CSE annual review meetings and initial referral meetings			
NYSED Regulation: 100.2(j)(2)(i)(e)			
Program Objective(s)	ASCA Standard & NYSED CDOS	Student Focus	Assessment(s)
❖ The counselor provides indirect services on behalf of students.	ASCA Standard: Domain A, C, S/E NYSED CDOS:	❖ Academic ❖ Career ❖ Social Emotional	❖ Academic data ❖ Attendance data ❖ Discipline data ❖ Behavior Plan data ❖ Consultation/collaboration meeting agenda/notes
Staff and Resources: School counselor or Social Worker with: Teachers, Administration, Parents, Staff, Service providers, Community agencies			

Middle School: Grades 5-8

Program Activity or Service: Advisory Council meetings; Program data is analyzed annually; Gap action plans created; Counseling plan adjustments NYSED Regulation: 100.2(j)(2)(ii)			
Program Objective(s)	ASCA Standard & NYSED CDOS	Student Focus	Assessment(s)
❖ GCSD will have a documented district-wide developmental school counseling plan. ❖ GCSD documents compliance of requirements within each subdivision. ❖ The GCSD Counseling plan is developed under directions of certified school counselor(s). ❖ The plan is reviewed updated annually. ❖ The plan is made available on the GCSD website.	ASCA Standard: Domain A, C, S/E LS- 6,8,10 NYSED CDOS: 1; 1.1; 2; 2.1	❖ Academic ❖ Career ❖ Social Emotional	❖ ASCA Program Assessment. ❖ Advisory Council dates, meeting agenda and minutes ❖ Gap analysis report
Staff and Resources: School Counselor in collaboration with: Advisory Council, Student databases- SchoolTool, Program data			

Middle School: Grades 5-8

Program Activity or Service: **Certified School Counselor works within the scope of certification and job description; Creation of Job descriptions for school social worker, school psychologists and school counselors**

NYSED Regulation: **100.2(j)(3)**

Program Objective(s)	ASCA Standard & NYSED CDOS	Student Focus	Assessment(s)
❖ GCSD Comprehensive Developmental School Counseling Program is in compliances with all NYSED part 100.2(J) regulations	ASCA Standard: Domain A, C, S/E NYSED CDOS: 1; 1.1; 2; 2.1	❖ Academic ❖ Career ❖ Social Emotional	❖ Part 80 of the Commissioner's regulations ❖ Counselor Job description matches certification ❖ All NYSED regulations requiring a certified school counselor will be in compliance.

Staff and Resources: Administration, School Counselors, School Social Workers, School Psychologists.

High School: Grades 9-12

Program Activity or Service: **Individual Counseling; Group Counseling; 504/IEP Counseling; Academic Counseling**
 NYSED Regulation: **100.2(j)2**

Program Objective(s)	Tier	Student Standards	Assessment(s)
❖ Students will be able to identify individual strengths to help them achieve their educational and social/emotional goals.	1, 2, & 3	❖ Academic ❖ Career ❖ Social emotional ❖ Direct and indirect services	❖ Enrollment data, Progress reports, Report cards, and transcripts ❖ Testing data ❖ Attendance data ❖ Discipline data

Staff and Resources: HS counselors; School social worker; School psychologist

Program Activity or Service: **Crisis Intervention; Student Support Team**
 NYSED Regulation: **100.2(j)(2)(i)(d)**

Program Objective(s)	Tier	Student Standards	Assessment(s)
❖ Coordination and development of action plans and interventions ❖ Provide appropriate follow-up ❖ Professionals (PPS) will meet monthly to identify students exhibiting problematic attendance, academic, and behavioral issues ❖ Participate in threat assessment meetings on an as needed basis.	2 & 3	❖ Academic ❖ Social emotional	❖ Attendance data ❖ Discipline referrals ❖ Report cards ❖ Progress reports ❖ Staff observations/information ❖ Parental concerns/reports

Staff and Resources: HS Counselors; HS administration; School nurse; School social worker; SPO

High School: Grades 9-12

Program Activity or Service: **Regular communications and information via morning announcements, Facebook, Counseling webpage, email, Google Classroom, Parent Square, Internal Daily Media Newsfeed.**

NYSED Regulation: **100.2(j)(2)(i)(e)**

Program Objective(s)	Tier	Student Standards	Assessment(s)
❖ Students will have access to ongoing information about upcoming events, opportunities and deadlines	1	❖ Academic ❖ Career ❖ Social emotional	❖ Enrollment data for school counselor supported events and activities.

Staff and Resources: HS counselors; Counseling department secretary

Program Activity or Service: **Annual individual progress review (IPR) meetings.**

NYSED Regulation: **100.2(j)(2)(i)(b)**

Program Objective(s)	Tier	Student Standards	Assessment(s)
❖ Counselors will review with students and revise as necessary their academic progress plan to ensure they are on track to meet their education and career goals.	2,3	❖ Academic ❖ Career ❖ Social emotional	❖ Updated individual progress plan ❖ Academic data ❖ Attendance reports ❖ Student feedback surveys

Staff and Resources: HS counselors; Students; Parents/guardians ;

High School: Grades 9-12

Program Activity or Service: **High School Planning Night (grade 8); Grade 9 orientation**
NYSED Regulation: **100.2(j)(2)(i)(c)**

Program Objective(s)	Tier	Student Standards	Assessment(s)
❖ Students will be introduced to high school policies, procedures and expectations, and be informed of resources available to them	1	❖ Social emotional ❖ Academic ❖ Career Development	❖ Enrollment data for school counselor sponsored events ❖ Student feedback survey ❖ Attendance

Staff and Resources: School social worker; HS counselors; HS administrators; HS Faculty

Program Activity or Service: **Classroom sessions with 10th graders to complete YouScience assessment.**
NYSED Regulation: **100.2(j)(2)(i)(c)**

Program Objective(s)	Tier	Student Standards	Assessment(s)
❖ Students will complete an assessment to help them identify aptitudes and interests, and match them with potential careers.	1,2,3	❖ Academic ❖ Career Development	❖ YouScience Student Profiles ❖ YouScience completion data ❖ Student Survey

Staff and Resources: HS Counselors; HS Faculty

High School: Grades 9-12

Program Activity or Service: **Southwest Tech program presentation and field trip (including Ag Academy program).**

NYSED Regulation: **100.2(j)(2)(i)(c)**

Program Objective(s)	Tier	Student Standards	Assessment(s)
❖ Students will gain knowledge of Career and Technical programs offered through BOCES.	1,2,3	❖ Career Development	❖ SWT/Ag Academy enrollment data

Staff and Resources: HS Counselors; Southwest Tech Counselor; BOCES Faculty

Program Activity or Service: **HOBY Leadership Opportunity, Project Challenge, Women in Engineering Day, MASH Camps, Gateways to Careers, Mad City Money**

NYSED Regulation: **100.2(j)(2)(i)(c)**

Program Objective(s)	Tier	Student Standards	Assessment(s)
❖ Students will have access to enrichment programs which provide opportunities for leadership and career exploration.	1	❖ Academic ❖ Career ❖ Social Emotional	❖ Enrollment data ❖ Student Surveys

Staff and Resources: HS Counselors; College/agency representatives; HS Faculty, BOCES faculty/staff, Employers from St. Lawrence County

High School: Grades 9-12

Program Activity or Service: **Senior Interviews; SUNY Roadshow; Higher Education Day/Night; Financial Aid Presentation; Group sessions with seniors in preparing for Gateways to Careers.**

NYSED Regulation: **100.2(j)(2)(i)(c)**

Program Objective(s)	Tier	Student Standards	Assessment(s)
❖ Students will gain an understanding of progress toward meeting graduation requirements and further develop post-secondary plans (college, work, military, etc.).	1,2,3	❖ Academic ❖ Career ❖ Social Emotional	❖ Senior survey data ❖ FAFSA completion report ❖ College acceptance data ❖ Gateways feedback

Staff and Resources: HS Counselors; HS Faculty; BOCES Counselors; College Representatives; Local employer

Program Activity or Service: **Assist students and parents with attendance, academic, behavioral or transition concerns.**

NYSED Regulation: **100.2(j)(2)(i)(d)**

Program Objective(s)	Tier	Student Standards	
❖ Students will demonstrate knowledge of skills needed for career and college readiness. ❖ Decrease in the number of student referrals. ❖ Students will demonstrate academic growth. ❖ Students will demonstrate improvements attendance. ❖ Appropriate referrals made to outside agencies.	2 & 3	❖ Academic ❖ Career ❖ Social Emotional	

Staff and Resources: HS Counselor; School Psychologist; School Social Worker; Administration

High School: Grades 9-12

Program Activity or Service: **Facilitate Parent/Teacher/Staff Conferences**
NYSED Regulation: **100.2(j)(2)(i)(e)**

Program Objective(s)	Tier	Student Standards	Assessment(s)
❖ Student will demonstrate improvement in school attendance. ❖ Students will show academic growth. ❖ Student discipline referrals will decrease. ❖ Students will have access to mental health resources.	2 & 3	❖ Academic ❖ Career ❖ Social Emotional ❖ Administration	❖ Attendance data ❖ Discipline data ❖ Academic data

Staff and Resources: HS counselor; School social worker; School psychologist; Collaboration with: Parents, Agencies, Teachers, Community Resources, Related Service Providers

Program Activity or Service: **Participation in 504 and CSE annual review meetings and initial referral meetings**
NYSED Regulation: **100.2(j)(2)(i)(e)**

Program Objective(s)	Tier	Student Standards	Assessment(s)
❖ Students will have their academic interests represented.	3	❖ Academic ❖ Career ❖ Social Emotional	❖ Academic data ❖ Discipline data ❖ Attendance reports

Staff and Resources: HS counselors; School social worker; School psychologist; HS administrators; Collaboration with: Parents, Agencies, Teachers, Community Resources, Related Service Providers

High School: Grades 9-12

Program Activity or Service: **Annual Advisory Council meetings to review counseling plan.**
 NYSED Regulation: **100.2(j)(2)(ii)(a)**

Program Objective(s)	Tier	Student Standards	Assessment(s)
❖ Review Program Objectives ❖ Review School counseling curriculum	2	❖ Academic ❖ Career ❖ Social Emotional	❖ Attendance data ❖ Discipline data ❖ School report card data

Staff and Resources: District counselor; Advisory Council; District Administration; Students; Parents; Community Members

Program Activity or Service: **Indirect Services: Coordinate standardized testing opportunities (AP, PSAT, SAT, ACT); Serve as SSD Coordinator Facilitate college and military recruiter visits; Organize and coordinate scholarship opportunities and facilitate scholarship committee meetings; Serve as SUPA and SUNY Potsdam liaison to coordinate dual enrollment opportunities for students; Coordinate Distance Learning (ITV) opportunities; Involved in master scheduling development and implementation**

Program Objective(s)	Tier	Student Standards	Assessment(s)
❖ Students will have access to testing and enrichment opportunities to further their educational and career goals. ❖ Students will have opportunities to plan and gain information from college and military representatives. ❖ Students will have access to scholarships. ❖ Student course request fulfillment	1,2,3	❖ Academic ❖ Career	❖ Standardized Testing data ❖ Dual enrollment data ❖ Scholarship completion data ❖ College, Career & Civic Readiness Data ❖ Master schedule statistics data

Staff and Resources: HS Counselors; Counseling department secretary; College, military, and community agency representatives; School psychologist; HS administrators

Appendix A

State Regulations Regarding Counseling

From NYSED Part 100.2(j)(2) Regulations:

The Program

100.2 (j)(2) Each school district shall have a comprehensive developmental school counseling program, for all students in kindergarten through grade 12. Each school district shall ensure that all students in grades kindergarten through 12 have access to a certified school counselor(s).

100.2 (j)(2)(i) For all grades kindergarten through 12, district and building level comprehensive developmental school counseling programs shall prepare students to participate effectively in their current and future educational programs as age appropriate. The program shall be designed to address multiple student competencies including career/ college readiness standards, and academic and social/emotional development standards.

The Services

Grades K-5

- a) In grades kindergarten through five, the program shall be designed by a certified school counselor in coordination with the teaching staff, and any appropriate pupil personnel service providers. The program shall be designed for the purpose of preparing students to participate effectively in their current and future educational programs, to provide information related to college and careers, and to assist students who may exhibit challenges to academic success, including but not limited to attendance and or behavioral concerns. The program shall also where appropriate make a referral to a properly licensed professional and/or certified pupil personal service provider, as appropriate for more targeted supports.*

Grades 6-12

- b) For students in grades six through twelve, certified school counselors shall provide an annual individual progress review plan, which shall reflect each student's educational progress and career plans. For a student with a disability, the plan shall be consistent with the student's individualized education program.*

School Counseling Core Curriculum Grades K-12

- a) *School counseling core curriculum instruction shall be for the purpose of addressing student competencies related to career/college readiness, academic skills and social/emotional development by a certified school counselor(s).*
- b) *Other direct student services which may include, but need not be limited to, responsive services, crisis response, group counseling, individual counseling, appraisal, assessment and advisement, for the purpose of enabling students to benefit from the curriculum, assisting students to develop and implement postsecondary education and career plans, assisting students who exhibit attendance, academic, behavioral or adjustment concerns and encouraging parental involvement. Nothing herein shall prohibit certified or licensed school psychologists or certified or licensed school social workers pursuant to Part 80 of the Commissioner's regulations from providing other direct student services within their applicable scope of practice.*
- c) *Indirect student services may include but need not be limited to, referrals to appropriately licensed or certified individuals, consultation, collaboration, leadership, advocacy and teaming.*

The Plan

100.2(j)(2)(ii) Each school district shall develop a district-wide and building-level comprehensive developmental school counseling plans which set forth the manner in which the district shall comply with the requirements of this subdivision. Such district and building level plans shall be developed by or under the direction of certified school counselor(s) and be updated annually, available for review at the district offices and each school building and made available on the district's website.

Advisory Council

100.2(j)(2)(iii) Each school district shall establish a comprehensive developmental school counseling program advisory council to be comprised of representative stakeholders (such as parents, members of the board of education, school building and/or district leaders, community -based service providers, teachers, certified school counselors and other pupil personnel service providers in the district including school social workers and/or school psychologists). The advisory council shall meet no less than twice a year for the purpose of reviewing the comprehensive developmental school counseling program plan and advising on the implementation of the school counseling program.

Certification/Titles

100.2(j)(3) Nothing in this section shall be construed to authorize any individual to provide professional services where certification is required under Part 80 of the Commissioner's regulations or where the licensure is required under Title VIII of the Education Law.

ASCA National Standards for Students

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 experience

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 interpersonal skills to help them understand and respect self and others.

PS:A1 Acquire Self-knowledge

- PS:A1.1 Develop positive attitudes toward self as a unique and worthy person
- PS:A1.2 Identify values, attitudes and beliefs
- PS:A1.3 Learn the 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

Appendix C

NYSED Career Development & Occupational Standards (CDOS)

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.

1.1 Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

STANDARD 2: Integrated Learning - Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

2.1 Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills and the world of work. This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand their potential application in the world of work.

STANDARD 3a: Universal Foundation Skills - Student will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

3a.1 Basic skills include the ability to read, write, listen, and speak as well as perform arithmetic and mathematical functions.

3a.2 Thinking skills lead to problem solving, experimenting and focused observation and allow the application of knowledge to new and unfamiliar situations.

3a.3 Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.

3a.4 Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social, and work situations.

3a.5 Technology is the process and product of human skill and ingenuity in designing and creating things from available resources to satisfy personal and societal needs and wants.

3a.6 Information management focuses on the ability to access and use information obtained from other people, community resources, and computer networks.

3a.7 Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.

3a.8 Systems skills include the understanding of and ability to work within natural and constructed systems.

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.

B/IS Business/Information Systems: Core, Specialized, and Experiential

HS Health Services: Core, Specialized, and Experiential

E/T Engineering/Technologies: Core, Specialized, and Experiential

HPS Human and Public Services: Core, Specialized, and Experiential

NAS Natural and Agricultural Sciences: Core, Specialized, and Experiential

Arts/Humanities: Core, Specialized, and Experiential

Appendix D

School Counselor Competencies

I. SCHOOL COUNSELING PROGRAMS

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.

I-A: 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:

- ☐ I-A-1. The organizational structure and governance of the American educational system as well as cultural, political and social influences on current educational practices
- ☐ I-A-2. The organizational structure and qualities of an effective school counseling program that aligns with the ASCA National Model
- ☐ I-A-3. Impediments to student learning and use of advocacy and data-driven school counseling practices to act effectively in closing the achievement/opportunity gap
- ☐ I-A-4. Leadership principles and theories
- ☐ I-A-5. Individual counseling, group counseling and classroom counseling programs ensuring equitable access to resources that promote academic achievement; personal, social and emotional development; and career development including the identification of appropriate post-secondary education for every student
- ☐ I-A-6. 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
- ☐ I-A-7. Legal, ethical and professional issues in pre-K–12 schools
- ☐ I-A-8. Developmental theory, learning theories, social justice theory, multiculturalism, counseling theories and career counseling theories
- ☐ I-A-9. The continuum of mental health services, including prevention and intervention strategies to enhance student success

I-B: Abilities and Skills

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

- ☐ I-B-1. Plans, organizes, implements and evaluates a school counseling program aligning with the ASCA National Model
- ☐ I-B-1a. Creates a vision statement examining the professional and personal competencies and qualities a school counselor should possess
- ☐ I-B-1b. Describes the rationale for a comprehensive school counseling program
- ☐ I-B-1c. Articulates the school counseling themes of advocacy, leadership, collaboration and systemic change, which are critical to a successful school counseling program.
- ☐ I-B-1d. Describes, defines and identifies the qualities of an effective school counseling program
- ☐ I-B-1e. 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
- ☐ I-B-1f. Describes the history of school counseling to create a context for the current state of the profession and comprehensive school counseling programs
- ☐ I-B-1g. Uses technology effectively and efficiently to plan, organize, implement and evaluate the comprehensive school counseling program
- ☐ I-B-1h. Demonstrates multicultural, ethical and professional competencies in planning, organizing, implementing and evaluating the comprehensive school counseling program
- ☐ I-B-2. Serves as a leader in the school and community to promote and support student success
- ☐ I-B-2a. Understands and defines leadership and its role in comprehensive school counseling programs
- ☐ I-B-2b. Identifies and applies a model of leadership to a comprehensive school counseling program
- ☐ I-B-2c. Identifies and demonstrates professional and personal qualities and skills of effective leaders
- ☐ I-B-2d. Identifies and applies components of the ASCA National Model requiring leadership, such as an advisory council, management system and accountability
- ☐ I-B-2e. Creates a plan to challenge the non-counseling tasks that are assigned to school counselors
- ☐ I-B-3. Advocates for student success
- ☐ I-B-3a. Understands and defines advocacy and its role in comprehensive school counseling programs
- ☐ I-B-3b. Identifies and demonstrates benefits of advocacy with school and community stakeholders
- ☐ I-B-3c. Describes school counselor advocacy competencies, which include dispositions, knowledge and skills
- ☐ I-B-3d. Reviews advocacy models and develops a personal advocacy plan
- ☐ I-B-3e. Understands the process for development of policy and procedures at the building, district, state and national levels
- ☐ I-B-4. Collaborates with parents, teachers, administrators, community leaders and other stakeholders to promote and support student success
- ☐ I-B-4a. Defines collaboration and its role in comprehensive school counseling programs
- ☐ I-B-4b. 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.
- ☐ I-B-4c. Creates statements or other documents delineating the various roles of student service providers, such as school social worker, school psychologist, school nurse, and identifies best practices for collaborating to affect student success
- ☐ I-B-4d. Understands and knows how to apply a consensus-building process to foster agreement in a group
- ☐ I-B-4e. Understands how to facilitate group meetings to effectively and efficiently meet group goals
- ☐ I-B-5. Acts as a systems change agent to create an environment promoting and supporting student success
- ☐ I-B-5a. Defines and understands system change and its role in comprehensive school counseling programs
- ☐ I-B-5b. Develops a plan to deal with personal (emotional and cognitive) and institutional resistance impeding the change process
- ☐ I-B-5c. Understands the impact of school, district and state educational policies, procedures and practices supporting and/or impeding student success

I-C: Attitudes

School counselors believe:

- ☐ I-C-1. Every student can learn, and every student can succeed
- ☐ I-C-2. Every student should have access to and opportunity for a high-quality education
- ☐ I-C-3. Every student should graduate from high school and be prepared for employment or college and other post-secondary education
- ☐ I-C-4. Every student should have access to a school counseling program
- ☐ I-C-5. Effective school counseling is a collaborative process involving school counselors, students, parents, teachers, administrators, community leaders and other stakeholders
- ☐ I-C-6. School counselors can and should be leaders in the school and district
- ☐ I-C-7. The effectiveness of school counseling programs should be measurable using process, perception and results 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.

II-A: Knowledge

School counselors should articulate and demonstrate an understanding of:

- ☐ II-A-1. Beliefs and philosophy of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level
- ☐ II-A-2. Educational systems, philosophies and theories and current trends in education, including federal and state legislation
- ☐ II-A-3. Learning theories
- ☐ II-A-4. History and purpose of school counseling, including traditional and transformed roles of school counselors
- ☐ II-A-5. Human development theories and developmental issues affecting student success
- ☐ II-A-6. District, state and national student standards and competencies, including ASCA Student Standards
- ☐ II-A-7. Legal and ethical standards and principles of the school counseling profession and educational systems, including district and building policies
- ☐ II-A-8. Three domains of academic achievement, career planning, and personal and social development

II-B: Abilities and Skills

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

- ☐ II-B-1. Develops the beliefs and philosophy of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level
- ☐ II-B-1a. Examines personal, district and state beliefs, assumptions and philosophies about student success, specifically what they should know and be able to do
- ☐ II-B-1b. Demonstrates knowledge of a school's particular educational philosophy and mission
- ☐ II-B-1c. 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

- ☐ II-B-2. Develops a school counseling mission statement aligning with the school, district and state mission.
- ☐ II-B-2a. Critiques a school district mission statement and identifies or writes a mission statement aligning with beliefs
- ☐ II-B-2b. 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 every student
- ☐ II-B-2c. Communicates the philosophy and mission of the school counseling program to all appropriate stakeholders
- ☐ II-B-3. Uses student standards, such as ASCA Student Standards, and district or state standards, to drive the implementation of a comprehensive school counseling program
- ☐ II-B-3a. Crosswalks the ASCA Student Standards with other appropriate standards
- ☐ II-B-3b. Prioritizes student standards that align with the school's goals

- ☐ II-B-4. Applies the ethical standards and principles of the school counseling profession and adheres to the legal aspects of the role of the school counselor
- ☐ II-B-4a. Practices ethical principles of the school counseling profession in accordance with the ASCA Ethical Standards for School Counselors
- ☐ II-B-4b. Understands the legal and ethical nature of working in a pluralistic, multicultural, and technological society.
- ☐ II-B-4c. Understands and practices in accordance with school district policy and local, state and federal statutory requirements.
- ☐ II-B-4d. Understands the unique legal and ethical nature of working with minor students in a school setting.
- ☐ II-B-4e. Advocates responsibly for school board policy, local, state and federal statutory requirements that are in the best interests of students
- ☐ II-B-4f. Resolves ethical dilemmas by employing an ethical decision-making model appropriate to work in schools.
- ☐ II-B-4g. Models ethical behavior
- ☐ II-B-4h. Continuously engages in professional development and uses resources to inform and guide ethical and legal work
- ☐ II-B-4i. Practices within the ethical and statutory limits of confidentiality
- ☐ II-B-4j. Continually seeks consultation and supervision to guide legal and ethical decision making and to recognize and resolve ethical dilemmas
- ☐ II-B-4k. Understands and applies an ethical and legal obligation not only to students but to parents, administration and teachers as well

II-C: Attitudes

School counselors believe:

- ☐ II-C-1. School counseling is an organized program for every student and not a series of services provided only to students in need
- ☐ II-C-2. School counseling programs should be an integral component of student success and the overall mission of schools and school districts
- ☐ II-C-3. School counseling programs promote and support academic achievement, personal and social development and career planning for every student
- ☐ II-C-4. School counselors operate within a framework of school and district policies, state laws and regulations and professional ethics standards

III: DELIVERY

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

III-A: Knowledge

School counselors should articulate and demonstrate an understanding of:

- ☐ III-A-1. The concept of a school counseling core curriculum
- ☐ III-A-2. Counseling theories and techniques that work in school, such as solution-focused brief counseling, reality therapy, cognitive-behavioral therapy
- ☐ III-A-3. Counseling theories and techniques in different settings, such as individual planning, group counseling and classroom lessons.
- ☐ III-A-4. Classroom management
- ☐ III-A-5. Principles of career planning and college admissions, including financial aid and athletic eligibility
- ☐ III-A-6. Principles of working with various student populations based on ethnic and racial background, English language proficiency, special needs, religion, gender and income
- ☐ III-A-7. Responsive services
- ☐ III-A-8. Crisis counseling, including grief and bereavement

III-B: Abilities and Skills

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

- ☐ III-B-1. Implements the school school counseling core curriculum
- ☐ III-B-1a. Crosswalks ASCA Student Standards with appropriate counseling curriculum
- ☐ III-B-1b. Develops and presents a developmental counseling curriculum addressing all students' needs, including closing-the-gap activities
- ☐ III-B-1c. Demonstrates classroom management and instructional skills
- ☐ III-B-1d. Develops materials and instructional strategies to meet student needs and school goals
- ☐ III-B-1e. Encourages staff involvement to ensure the effective implementation of the school counseling curriculum
- ☐ III-B-1f. Knows, understands and uses a variety of technology in the delivery of school counseling core curriculum activities
- ☐ III-B-1g. Understands multicultural and pluralistic trends when developing and choosing school counseling core curriculum
- ☐ III-B-1h. Understands the resources available for students with special needs
- ☐ III-B-2. Facilitates individual student planning
- ☐ III-B-2a. Understands individual student planning as a component of a comprehensive program.
- ☐ III-B-2b. Develops strategies to implement individual student planning, such as strategies for appraisal, advisement, goal-setting, decision-making, social skills, transition or postsecondary planning

- _ III-B-2c. Helps students establish goals, and develops and uses planning skills in collaboration with parents or guardians and school personnel
- _ III-B-2d. Understands career opportunities, labor market trends, and global economics, and uses various career assessment techniques to assist students in understanding their abilities and career interests
- _ III-B-2e. Helps students learn the importance of college and other post-secondary education and helps students navigate the college admissions process
- _ III-B-2f. Understands the relationship of academic performance to the world of work, family life and community service
- _ III-B-2g. Understands methods for helping students monitor and direct their own learning and personal/social and career development
- _ III-B-3. Provides responsive services
- _ III-B-3a. Understands how to make referrals to appropriate professionals when necessary
- _ III-B-3b. Lists and describes interventions used in responsive services, such as consultation, individual and small-group counseling, crisis counseling, referrals and peer facilitation
- _ III-B-3c. Compiles resources to utilize with students, staff and families to effectively address issues through responsive services
- _ III-B-3d. 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
- _ III-B-3e. Demonstrates an ability to provide counseling for students during times of transition, separation, heightened stress and critical change
- _ III-B-3f. 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
- _ III-B-3g. Provides team leadership to the school and community in a crisis
- _ III-B-3h. Involves appropriate school and community professionals as well as the family in a crisis situation
- _ III-B-3i. Develops a database of community agencies and service providers for student referrals
- _ III-B-3j. Applies appropriate counseling approaches to promoting change among consultees within a consultation approach
- _ III-B-3k. Understands and is able to build effective and high-quality peer helper programs
- _ III-B-3l. 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
- _ III-B-3m. Understands the role of the school counselor and the school counseling program in the school crisis plan
- _ III-B-4. Implements program management and school support activities for the comprehensive school counseling program
- _ III-B-4a. Creates a program management and school support planning document addressing school counselor's responsibilities for professional development, consultation and collaboration and program management
- _ III-B-4b. Coordinates activities that establish, maintain and enhance the school counseling program as well as other educational programs
- _ III-B-4c. Conducts in-service training for other stakeholders to share school counseling expertise
- _ III-B-4d. Understands and knows how to provide supervision for school counseling interns consistent with the principles of the ASCA National Model

III-C: Attitudes

School counselors believe:

- ☐ III-C-1 School counseling is one component in the continuum of care that should be available to all students
- ☐ III-C-2 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
- ☐ III-C-3 School counselors engage in developmental counseling and short-term responsive counseling
- ☐ III-C-4 School counselors should refer students to district or community resources to meet more extensive needs such as long-term therapy or diagnoses of disorders

IV: MANAGEMENT

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

IV-A: Knowledge

School counselors should articulate and demonstrate an understanding of:

- ☐ IV-A-1. Leadership principles, including sources of power and authority, and formal and informal leadership
- ☐ IV-A-2. Organization theory to facilitate advocacy, collaboration and systemic change
- ☐ IV-A-3. Presentation skills for programs such as teacher in-services and results reports to school boards
- ☐ IV-A-4. Time management, including long- and short-term management using tools such as schedules and calendars
- ☐ IV-A-5. Data-driven decision making
- ☐ IV-A-6. Current and emerging technologies such as use of the Internet, Web-based resources and management information systems

IV-B: Abilities and Skills

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

- ☐ IV-B-1. Negotiates with the administrator to define the management system for the comprehensive school counseling program
- ☐ IV-B-1a. Discusses and develops the components of the school counselor management system with the other members of the counseling staff
- ☐ IV-B-1b. Presents the school counseling management system to the principal, and finalizes an annual school counseling management agreement
- ☐ IV-B-1c. Discusses the anticipated program results when implementing the action plans for the school year
- ☐ IV-B-1d. Participates in professional organizations
- ☐ IV-B-1e. Develops a yearly professional development plan demonstrating how the school counselor advances relevant knowledge, skills and dispositions
- ☐ IV-B-1f. Communicates effective goals and benchmarks for meeting and exceeding expectations consistent with the administrator-counselor agreement and district performance appraisals
- ☐ IV-B-1g. Uses personal reflection, consultation and supervision to promote professional growth and development
- ☐ IV-B-2. Establishes and convenes an advisory council for the comprehensive school counseling program
- ☐ IV-B-2a. Uses leadership skills to facilitate vision and positive change for the comprehensive school counseling program
- ☐ IV-B-2b. Determines appropriate education stakeholders who should be represented on the advisory council
- ☐ IV-B-2c. Develops meeting agendas
- ☐ IV-B-2d. Reviews school data, school counseling program audit and school counseling program goals with the council
- ☐ IV-B-2e. Records meeting notes and distributes as appropriate
- ☐ IV-B-2f. Analyzes and incorporates feedback from advisory council related to school counseling program goals as appropriate

- __ IV-B-3. Collects, analyzes and interprets relevant data, including process, perception and outcome data, to monitor and improve student behavior and achievement
 - __ IV-B-3a. Analyzes, synthesizes and disaggregates data to examine student outcomes and to identify and implement interventions as needed
 - __ IV-B-3b. Uses data to identify policies, practices and procedures leading to successes, systemic barriers and areas of weakness
 - __ IV-B-3c. Uses student data to demonstrate a need for systemic change in areas such as course enrollment patterns; equity and access; and the achievement, opportunity and information gap
 - __ IV-B-3d. Understands and uses data to establish goals and activities to close the achievement, opportunity and information gap
 - __ IV-B-3e. Knows how to use and analyze data to evaluate the school counseling program, research activity outcomes and identify gaps between and among different groups of students
 - __ IV-B-3f. 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
 - __ IV-B-3g. Knows and understands theoretical and historical basis for assessment techniques
-
- __ IV-B-4. Organizes and manages time to implement an effective school counseling program
 - __ IV-B-4a. Identifies appropriate distribution of school counselor's time based on delivery system and school's data
 - __ IV-B-4b. Creates a rationale for school counselor's time to focus on the goals of the comprehensive school counseling program
 - __ IV-B-4c. Identifies and evaluates fair-share responsibilities, which articulate appropriate and inappropriate counseling and non-counseling activities
 - __ IV-B-4d. Creates a rationale for the school counselor's total time spent in each component of the school counseling program
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- __ IV-B-5. Develops calendars to ensure the effective implementation of the school counseling program
 - __ IV-B-5a. Creates annual, monthly and weekly calendars to plan activities to reflect school goals
 - __ IV-B-5b. Demonstrates time-management skills including scheduling, publicizing and prioritizing time and task
-
- __ IV-B-6. Designs and implements action plans aligning with school and school counseling program goals
 - __ IV-B-6a. Uses appropriate academic and behavioral data to develop school counseling core curriculum and closing-the-gap action plan and determines appropriate students for the target group or interventions
 - __ IV-B-6b. Identifies ASCA domains, standards and competencies being addressed by the plan
 - __ IV-B-6c. Determines the intended impact on academics and behavior
 - __ IV-B-6d. Identifies appropriate activities to accomplish objectives
 - __ IV-B-6e. Identifies appropriate resources needed
 - __ IV-B-6f. Identifies data-collection strategies to gather process, perception and outcome data
 - __ IV-B-6g. Shares results of action plans with staff, parents and community.

IV-C: Attitudes

School counselors believe:

- __ IV-C-1. A school counseling program/department must be managed like other programs and departments in a school
- __ IV-C-2. One of the critical responsibilities of a school counselor is to plan, organize, implement and evaluate a school counseling program
- __ IV-C-3. Management of a school counseling program must be done in collaboration with administrators.

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.

V-A: Knowledge

School counselors should articulate and demonstrate an understanding of:

- __ V-A-1. Basic concept of results-based school counseling and accountability issues
- __ V-A-2. Basic research and statistical concepts to read and conduct research
- __ V-A-3. Use of data to evaluate program effectiveness and to determine program needs
- __ V-A-4. Program audits and results reports

V-B: Abilities and Skills

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

- __ V-B-1. Uses data from results reports to evaluate program effectiveness and to determine program needs
- __ V-B-1a. Uses formal and informal methods of program evaluation to design and modify comprehensive school counseling programs
- __ V-B-1b. Uses student data to support decision making in designing effective school counseling programs and interventions
- __ V-B-1c. Measures results attained from school counseling core curriculum and closing-the-gap activities
- __ V-B-1d. 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
- __ V-B-1e. Collects process, perception and outcome data
- __ V-B-1f. Uses technology in conducting research and program evaluation
- __ V-B-1g. Reports program results to professional school counseling community
- __ V-B-1h. Uses data to demonstrate the value the school counseling program adds to student achievement
- __ V-B-1i. Uses results obtained for program improvement

- __ V-B-2. Understands and advocates for appropriate school counselor performance appraisal process based on school counselors competencies and implementation of the school counseling core curriculum and agreed-upon action plans
 - __ V-B-2a. Conducts self-appraisal related to school counseling skills and performance
 - __ V-B-2b. Identifies how school counseling activities fit within categories of performance appraisal instrument
 - __ V-B-2c. Encourages administrators to use performance appraisal instrument reflecting appropriate responsibilities for school counselors
- __ V-B-3. Conducts a program assessment
- __ V-B-3a. Completes a program assessment to compare current school counseling program implementation with the ASCA National Model
- __ V-B-3b. Shares the results of the program assessment with administrators, the advisory council and other appropriate stakeholders
- __ V-B-3c. Identifies areas for improvement for the school counseling program

V-C: Attitudes

School counselors believe:

- __ V-C-1. School counseling programs should achieve demonstrable results
- __ V-C-2. School counselors should be accountable for the results of the school counseling program
- __ V-C-3. School counselors should use quantitative and qualitative data to evaluate their school counseling program and to demonstrate program results
- __ V-C-4. The results of the school counseling program should be analyzed and presented in the context of the overall school and district performance

Appendix E

Elements of the ASCA National Model

Foundation

The foundation outlines what every student will know and be able to do.

Beliefs and philosophy: The philosophy is a set of principles 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 principle 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.(Appendix) Student competencies define the knowledge, attitudes or skills students should obtain or demonstrate as a result of participating in a school counseling program.

Delivery System

The delivery system explains how the program will be implemented.

Counseling Curriculum: The counseling 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 counseling 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.

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 counseling 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 is 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, “Counseling 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. Counseling curriculum action plans include: the domain, standard and competency addressed; description of counseling 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. 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.

RESOURCE: THE ASCA NATIONAL MODEL: A FRAMEWORK FOR SCHOOL COUNSELING PROGRAM 2nd EDITION P

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).

ASCA Recommended School Counselor time on task:

Component	ELEMENTARY	Middle	High
School Counseling Curriculum	35-45%	25-35%	15-35%
Individual Planning	5-10%	15-25%	25-35%
Responsive Services	30-40%	30-40%	25-35%
System Support	10-15%	10-15%	10-15%

Appendix F

JOB TITLE: SCHOOL COUNSELOR

BASIC FUNCTION:

The School Counselor will have the responsibility to manage the implementation of the Comprehensive School Counseling Plan which results in students acquiring knowledge, attitudes and skills in the areas of personal-social growth, educational planning, and career development.

ORGANIZATIONAL RELATIONSHIP:

School counselors report directly to the Director of Student Services and work under the leadership of the building principal. School counselors assist school personnel, parents, and students with relevant personal-social, educational, and career goals as well as develop and implement effective programs for all students while functioning as a member of a school's multidisciplinary team.

DUTIES and RESPONSIBILITIES:

Duties of this position include but are not limited to:

Planning and Development:

- a) Planning and developing a school-based program that provides direct services to students, staff, parents, and the community.
- b) Coordinating and supervising school counseling activities/programs as well as personnel working under the direction of the counselor (e.g., secretary, students, etc).

Service to Students:

- a) Developing and providing services to students to assist them in meeting/achieving their educational, personal-social, and career needs and goals.

- b) Direct services to students include but are not limited to:

- | | |
|--|-----------------------------------|
| ● Student registration/orientation | ● Personal-social counseling |
| ● Academic and career advising | ● Preventive services |
| ● Identification of learning styles | ● Remedial needs of students, |
| ● Monitoring attendance | ● Educational and career advising |
| ● Monitoring discipline | ● Educational placement |
| ● Test administration/ interpretation, | ● Academic incentive programs |
| ● Motivational activities | ● Follow-up service |
| ● Study skills development | ● Attend CSE meeting |
| ● Individual counseling | |
| ● Group counseling | |

- c) Developing and providing developmental counseling programs for all students in the areas of self- awareness, interpersonal skills, educational awareness, and career awareness.

Service to Parents:

- a) Acting as facilitator of the parent-child relationship by providing short-term advising/counseling services and by conducting conferences for the purpose of interpreting tests and academic data.
- b) Serving a liaison function between parent and the community by facilitating appropriate agency referrals.
- c) Conducting informational programs/workshops for parents based on their needs (e.g., parenting skills, college financial aid, etc.)

Service to Teachers:

- a) Facilitating and/or conducting faculty in-service training programs.
- b) Consulting with faculty in order to assist them in developing effective classroom management techniques, providing relevant background information on students, interpreting academic test data, facilitating the appropriate educational placement of students, and recommending appropriate educational strategies for dealing with student with special needs.
- c) Participating in school committees, assisting in the referral and placement process for special education student programs.
- d) Establishing school-based procedures for and assisting in the proper maintenance of student records.

Service to Community:

- a) Assisting in the transfer of relevant student information to appropriate community agencies in accordance with Board policy, Family Educational Rights and Privacy Act, Protection of Pupil Rights Amendment and No Child Left Behind Act.
- b) Facilitating student referrals to appropriate community agencies.
- c) Providing public service programs and coordinating public relations efforts related to school counseling services.

Professional Development:

- a) Attending school and district meetings and in-service programs.
- b) Participating in local, state, and national professional associations.

Program Evaluation:

- a) Conducting student needs assessment.
- b) Participating in the evaluation process as defined in the Comprehensive School Counseling Plan.

Other Duties and Responsibilities:

- a) Providing additional services as required by the Director of Student Services and the principal.

Appendix G

New York State Certification Requirements For School Counselor

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

Initial certification:

- 1) A Baccalaureate degree from a regionally accredited institution of higher education.
- 2) Graduate Study in School Counseling-School counseling courses are specifically for individuals preparing for a career as a school counselor.
- 3) Institutional recommendation stated from a NYS institution of higher education stating that you have been recommended for certification.
- 4) Pass a Content Specialty Test (CST)
- 5) Child Abuse Identification Workshop
- 6) School Violence Prevention Workshop
- 7) Fingerprinting Clearance

Professional certification:

- 1) Satisfaction of the above requirement.
- 2) Experience: Three years of full-time mentored experience as a paid school counselor with verified school employment.

Please note that additional provisions may be required by certain school districts or localities. Certification requirements are currently under revision