

## K-12 Comprehensive School Counseling Plan





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## Highlights of New York State Part 100 Regulations - School Counseling Programs

A school counselor's role is central to the success of students. School Counselors support students through individual and group counseling, college and career exploration instruction, assistance in crisis situations, and referrals to social workers, school psychologists or other professionals when specialized interventions are required for student success in school.

Old Requirement	New Requirement
Each school district shall have a guidance program for all students.	Beginning with the 2019-2020 school year, each school district shall have a comprehensive developmental school counseling/guidance program for all students in grades kindergarten (K) through grade 12. Each school district shall also ensure that all students in grades kindergarten through twelve have access to a certified school counselor(s).
In grades K-6 the program shall be designed in coordination with the teaching staff.	Beginning with the 2019-2020 school year, in grades kindergarten through five, the program shall be designed by a certified school counselor in coordination with teaching staff and any appropriate pupil personnel service providers.
In grades 7-12, the program shall include an annual review of each student's educational progress and career plans, with such reviews to be conducted with each student individually or with small groups by personnel certified or licensed as school counselors.	Beginning with the 2019-2020 school year, 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 disability, the plan shall be consistent with the student's individualized education program.
Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements.	Beginning with the 2019-2020 school year, each school district shall develop district-wide and building-level comprehensive developmental school counseling/guidance plans which set forth the manner for compliance with this subdivision. Such district and building level plans shall be updated annually, available for review at the district offices and each school building, and made available on the district's website.
N/A	Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements. NA Each school district shall establish a comprehensive developmental school counseling/guidance 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 providers in the district including school social workers and/or school psychologists). The advisory council shall meet no less than twice each year for the purpose of reviewing the comprehensive developmental school counseling/guidance program plan and advising on the implementation of the school counseling/guidance program.

## **North Shore School Board Policy 4600 Guidance Services**

The administration of the guidance and counseling program within the secondary schools shall be the responsibility of the Director of Guidance under the supervision of the Principal of each school. The Superintendent shall be responsible for the overall district program.

The guidance and counseling program shall endeavor to help each student develop to his or her fullest through the educational program. To this end, the counselor's primary responsibility is to help the student make the most of the academic and personal opportunities available through the North Shore Schools, a task which necessarily involves planning for post-graduate education and life. At the high school, college and career choice and placement are particular emphases.

Counselors provide information to aid students in their academic and life choices, offer advice and perspective, and serve as sources of referral for assistance they cannot themselves provide. Although counselors advocate individual student needs and views, they are ultimately responsible to the school and are accountable for upholding school rules, regulations, standards and directions under the authority of the principal.

While counselors may be called upon to address personal matters to achieve their primary goal, a therapeutic relationship with students is inappropriate and personal counseling beyond the short term is normally the province of other specialists. However, the Schools may provide counseling beyond the short term, consistent with a student Individual Education Plan or Section 504 plan.

Because effective guidance is based on the impact of parental views and input, the guidance staff will make specific efforts and develop plans for involving parents in the counseling program.

Ref: Education Law §4605 8 NYCRR §100.2(j) Adoption date: June 15, 2006

### **North Shore's Plan For The Future**

The *National Standards for School Counseling Programs* (1997) and the *National Model for School Counseling Programs*, both developed by the American School Counseling Association (ASCA), have shifted the focus of school counseling from a student-by-student system to a comprehensive and developmental program that focuses on academic, career, and personal/social development for every K – 12 student.

The North Shore School Counseling Department is working towards a comprehensive school counseling plan that is intentionally designed to meet the needs of today's student. A comprehensive school counseling program is results oriented, comprehensive, developmentally proactive, culturally competent and meets the needs of all students. In order to provide a comprehensive program, counselors must be skilled in leadership, advocacy, collaboration and data analysis.

During the 2017-18 school year counselors were introduced to the ASCA National Model and studied the Code of Ethics. Additional professional development time will be needed as we continue our work.

North Shore school counselors work at the middle and high school. North Shore does not employ elementary counselors at this time. Nonetheless, middle and high school counselors are held to high standards of collaboration when it comes to the planning and implementation of our comprehensive school

counseling program. Students are at the core of every decision and service provided. Counselors also collaborate with teachers, administrators, community members, and families.

## The Comprehensive Model

The comprehensive school counseling program is a framework for the systematic development, implementation, and evaluation of school counseling programs. The comprehensive school counseling plan was designed in a way that:

- Acknowledges the work of school counselors as advocates for students
- Creates results-based counseling programs that support diverse student populations.
- Helps to close achievement and opportunity gaps.
- Aims to reach all students through the use of exemplary strategies that assess academic, career, and social/emotional progress.
- Is guided by developmentally appropriate and goal-oriented student competencies.

The process for delivery of the National Standards linked to the Common Core Standards is accomplished by utilizing each of the four components of the comprehensive model. The four main components of the model are:

1. **The foundation** of the program which addresses the belief and mission that every student will benefit from the school counseling program.
2. **The management system** that presents the organizational process and tools needed to deliver a comprehensive school counseling program. These processes and tools include: agreements or responsibilities, use of data, action plans, time and task analysis, and monthly calendars.
3. **The delivery system** which defines the implementation process and the components of the comprehensive model (guidance curriculum, individual planning with students, responsive services and system support).
4. **The accountability system** which helps school counselors demonstrate the effectiveness of their work in measurable terms such as impacts over time, performance evaluation, and a program audit.

The National Model for School Counseling Programs speaks to the importance of accountability and having an organizational framework that documents and demonstrates **“how students are different as a result of the school counseling programs.”** A commitment to accountability shifts public perception from questions such as “what do school counselors really do?” to showing how school counselors are key players in the academic success for all students

# **North Shore Central School Counseling Department Foundation**

## **School District Mission Statement**

Our mission is to nurture and enrich our students' natural delight in learning and in the powers of mind and body. Each child's awakening into confident young adulthood requires guided engagement with vital ideas and events of the past to realize fresh possibilities and discoveries for the future.

We aspire to foster in our students those qualities of character consonant with the ideals of a democratic society. We are committed to reaching beyond routine expectations in a learning environment that encourages inquiry and builds its daily practice upon respect for oneself and others.

## **Counseling Mission Statement**

Our mission is to promote academic, personal, and social development for every student with high expectations being a priority. We seek to create a climate of acceptance and accessibility so students feel comfortable and welcome utilizing guidance/counseling services.

## **Counseling Vision Statement**

Our vision is one in which every student is motivated, builds a sense of resiliency, develops a healthy self-esteem, and feels empowered to make wise decisions.

## **North Shore School Counselor Belief Statements**

- We believe all students will achieve and meet high standards resulting in college and career readiness.
- We believe that individual strengths, culture and the social/emotional needs of all students should be respected and valued.
- We believe the role of a school counselor is to provide a data driven, developmental program designed to meet the needs of all students through curriculum, individual student planning, responsive services, and system support.
- We believe that a comprehensive school counseling program must be aligned with the district strategic plan as well as state and national standards.
- We believe that school counselors are leaders who advocate and collaborate with others to create equitable access to rigorous curriculum and opportunities for self-directed personal growth and resiliency.
- We believe that school counselors must collaborate with families, staff, and community resources to address student developmental needs, primary prevention, and continuous student's achievement.
- We believe that school counselors must abide by the ASCA professional school counseling code of ethics.

## **Annual Goals**

Program goals are developed annually in alignment with the vision, mission and the goals of the district, school and department. The goals will serve to guide the curriculum and corresponding action plans. A draft of yearly goals are developed for each counselor at the beginning of the school year.

## **Student Competencies**

As a result of a comprehensive counseling program, students should demonstrate the following mindsets and behaviors as outlined by ASCA:

- **Academic Development** – Standards guiding school counseling programs to implement strategies and activities to support and maximize each student’s ability to learn.
- **Career Development** – Standards guiding school counseling programs to help students 1) understand the connection between school and the world of work and 2) plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the lifespan.
- **Social/Emotional Development** – Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.

School counselors use these standards to assess student growth and development, guide the development of strategies and activities and create a program that helps students achieve their highest potential. To operationalize the standards, school counselors select competencies that align with the specific standards and become the foundation for classroom lessons, small groups and activities addressing student developmental needs. The competencies directly reflect the vision, mission and goals of the comprehensive school counseling program and align with the school’s academic mission.

## **Professional Competencies**

### **Counselor Competencies and Ethics**

The North Shore school counselor will reference the ASCA School Counselor Competencies as an outline of the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate their comprehensive, developmental, results-based school counseling programs. School counselors will also adhere to the American School Counseling Code of Ethics.

## **North Shore Central School Counseling Department Management System**

The management system, incorporates organizational processes and tools to ensure that the North Shore school counseling program is organized, concrete, clearly delineated, and reflective of the school’s needs.

**Program implementation** - Each counseling department level in collaboration with the building principal will decide how students will be assigned to counselors to ensure that each student has access to the counseling program. In addition, counselors will allocate time to:

- deliver guidance lessons,
- provide individual student planning,
- provide responsive services, and
- managing system support.

During the school year, counselors should monitor their time and determine the percentage of time spent in each component of the school counseling program.

**Use of Time** - District counselors recognize the value of delivery of services to students. It is recommended that school counselors spend 80% of their time in **Delivery of Services to Students**. The remaining time is spent for Foundation, Management & Accountability

<b>Component</b>	<b>Elementary</b>	<b>Middle</b>	<b>High</b>
<b>Direct Delivery of Services</b>	<b>70% - 90%</b>	<b>70% - 90%</b>	<b>70% - 90%</b>
<b>Indirect Delivery of Services</b>	<b>10% - 15%</b>	<b>10%-15%</b>	<b>10%-15%</b>
<b>Foundation</b>	5%	5%	5%
<b>Management</b>	10%-15%	10%-15%	10%-15%
<b>Accountability</b>	5%	5%	5%

**Use of Calendars: Monthly calendars are used by counselors to guide program delivery.** The North Shore School Counseling Department’s annual calendars reflect the school’s mission and the vision of having a comprehensive school counseling curriculum. The annual calendar provides a framework for the school counseling programs and helps guide the counselors in their individual daily and weekly calendars.

**Use of Data (2019-2020 school year)** - A comprehensive school counseling program is data driven. School counselors must show that each activity implemented is part of the program, and was developed from analysis of the students’ needs, achievements, and/or related data. To do this, school counselors need to evaluate process, perception, and results data.

At each level (Elementary, Middle, and High School), School counselors will review and discuss data driven needs for the student population. This may include review of graduation rates, attendance, and standardized test scores. For every desired competency and result there must be a plan how the desired competency will be achieved. Each action plan should include: competencies addressed, description of activity, timeline in which the activity will be completed, who is responsible for delivery, means of evaluating student success, expected results.

**Counseling Advisory Group** – This is an interdisciplinary group that is advisory in nature. This group has been trained in the ASCA model and is responsible for advising on the following areas:

- Communicating student, parent/guardian and community perspectives to the counselors and the director of counseling
- Communicating accurate and timely information to the school community
- Securing information for parents and community members who don't know where to turn for help
- Supporting guidance/counseling programs and services designed to enhance the educational experience for students and parents/guardians
- Assessing student services and, when necessary, acting as an advocacy group to enhance and improve counseling services to students
- Supporting organizational functions linked to the Counseling, College and Career Center
- Participating in various sub-committees on topics that support the counseling goals and objectives and services to benefit the students

Advisory council membership works K-12 and is reflective of the North Shore community. The council includes students, parents, teachers, counselors, and administrators.

## **North Shore Central School Counseling Department Delivery System**

### **Direct Student Services**

The counseling curriculum provides developmental activities that address academic, career and personal/social needs of students K-12. This is accomplished through:

- Classroom Activities: school counselors present lessons in the classroom.
- Group Activities: school counselors conduct group activities outside of the classroom to address student's particular needs.
- Curriculum Maps: The North Shore Counseling Departments have developed curriculum maps. These maps are active and ongoing documents with annual updates recommended.

### **Individual Student Planning**

Counselors monitor students' progress so they may achieve success in academic, personal/social, and career areas. This may be accomplished through:

- Individual or Small Group Appraisal: Work with students in analyzing and evaluating abilities, interests, skills, and achievement.
- Individual or Small Group Advisement: Work directly with students on achieving success in personal/social, academic, and career areas.
- Case Management: Monitor individual students' progress.
- Placement: Collaborate with school staff in determining the best educational setting for students as they meet their academic and social goals.

## **Responsive Services**

School counselors provide support and interventions to meet the needs of students. This is accomplished through:

- Individual and Small Group Counseling: Counseling is provided for students experiencing social, emotional, personal, or academic difficulties.
- Crisis Counseling: Short term counseling that is provided to students, families or staff as an immediate intervention to a crisis.

## **Indirect Student Services**

- Referrals: School counselors provide families with a variety of resources, both inside and outside of school, to better serve our students.
- Consultation: School counselors collaborate with families, school staff and community agencies to develop interventions for students.
- Interdisciplinary Activities: School counselors collaborate with school staff to implement curriculum across content areas.

## **System Support**

School counselors assess the effectiveness of the counseling program. This is accomplished through:

- Teaming: School counselors participate in district wide and building committees.
- Professional Development: School counselors regularly participate in training, conferences, and meetings to update knowledge and skills.
- Program Promotion: School Counselors provide orientation and information regarding the programs to the greater community via websites, counseling newsletters and presentations.
- Program Management and Evaluation: School counselors regularly collect and analyze data to evaluate the program and continue updating program activities.

## **North Shore Central School Counseling Department Accountability System (coming 2019-2020)**

To achieve the best results for students, North Shore school counselors will regularly evaluate their program to determine its effectiveness. North Shore school counselors use accountability strategies to monitor student achievement and to evaluate and improve the school counseling program. The school counseling program components may be accessed through Data Analysis, Program Results and Evaluation and Improvement.

**Data Analysis** - Counselors collect, analyze, and report data by specific subgroups and ensure that decisions about student instruction and learning are driven by achievement data for every subgroup. The process begins with needs and strengths assessment and moves through what changes need to be made. The use of data provides factual information and guides the school counselor and student support staff in planning and delivering learning support programs for all students.

**Program Results** - Counselors analyze the school counseling program using information collected through process, perception, or outcomes data samples. This data will be used to inform decisions related to program improvements. The North Shore School Counseling Advisory Group will review the programs to identify trends and areas of success and areas in need of improvement.

**Evaluation and Improvement** - Program evaluation and improvement should include completion of the school counseling program review process.



# NORTH SHORE SCHOOL COUNSELING DEPARTMENT – SCOPE AND SEQUENCE

NORTH SHORE SCHOOL COUNSELING PROGRAM	GRADE LEVEL			AREA	NY STANDARDS Individual Objectives are not listed due to number and size	*STUDENT MINDSETS AND BEHAVIORS National School Counseling Standards not yet incorporated into the NY Standards
	ES	MS	HS			
Comprehensive Counseling Curriculum	✓	✓	✓	<b>Academic</b>	<p><b>STANDARD A</b> Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.</p> <p><b>STANDARD B</b> Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.</p> <p><b>STANDARD C</b> Students will understand the relationship of academics to the world of work, and to life at home and in the community.</p>	<p><b>MINDSETS:</b></p> <ul style="list-style-type: none"> <li>✓ Self-confidence in ability to succeed</li> <li>✓ Positive attitude toward work and learning</li> </ul> <p><b>BEHAVIORS:</b></p> <ul style="list-style-type: none"> <li>✓ Use time-management, organizational and study skills</li> <li>✓ Identify long- and short-term academic, career and social/emotional goals</li> <li>✓ Set high standards of quality</li> <li>✓ Actively engage in challenging coursework</li> <li>✓ Demonstrate ability to work independently</li> <li>✓ Demonstrate the ability to overcome barriers to learning</li> <li>✓ Use effective oral and written communication skills and listening skills</li> <li>✓ Create relationships with adults that support success</li> </ul>
Small Group Counseling – Academic Issues	✓	✓	✓			
Individual Counseling And Parent Conferences Regarding Academic Concerns	✓	✓	✓			
Academic And Career Plans	✓	✓	✓			
Conduct Student And Parent Workshops	✓	✓	✓			
Member Of PST/SST Team	✓	✓	✓			
Academic Advisement And Course Selection	✓	✓	✓			
Junior/Senior Notification – Graduation Plan/Jeopardy Letters			✓			
Certify Student Records For Graduation; Credit Checks			✓			
Promote District Programs Including IB And AP		✓	✓			
Serve On Special Education Committees (as appropriate)	✓	✓	✓			
Articulation: Elementary To Middle; Middle To High School; And High School To College	✓	✓	✓			
Coordination of Transition Activities/Orientations	✓	✓	✓			
Peer Tutoring And Mentoring		✓				
Bolsters Academic Skills –Study, Test, Organization, Time Management	✓	✓	✓			
PSAT Interpretation			✓	<b>College/Career</b>	<p><b>STANDARD A</b> Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. <u>Standard 1:</u> Who am I? Where am I going? How do I get there?</p> <p><b>STANDARD B</b> Students will employ strategies to achieve future career goals with success and satisfaction. <u>Standard 2:</u> What am I learning? Why am I learning it? How can I use it?</p>	<p><b>MINDSETS:</b></p> <ul style="list-style-type: none"> <li>✓ Understanding that postsecondary and life-long learning are necessary for long- term career success</li> <li>✓ Positive attitude toward work and learning</li> <li>✓ Belief in using abilities to their fullest to achieve high-quality results and outcomes</li> </ul> <p><b>BEHAVIORS:</b></p> <ul style="list-style-type: none"> <li>✓ Participate in enrichment and extracurricular activities</li> <li>✓ Actively engage in challenging coursework</li> <li>✓ Use time-management, organizational and study skills</li> </ul>
Conduct Financial Aid Awareness/ Financial Aid/College Planning Workshops			✓			
Conduct Inventories (career, interest, personality, learning styles)	✓	✓	✓			
College and Career Awareness, Exploration and Selection (Classroom Guidance, School-Wide Activities, Individual Planning)	✓	✓	✓			
College and Career Readiness Sessions with Parents	✓	✓	✓			
Student Enrichment (Apprenticeships, Clubs, Athletics)			✓			
Military Recruiter Visits		✓	✓			
Support College Admissions (Applications, Transcripts, Recommendations, Resumes)			✓			

# NORTH SHORE SCHOOL COUNSELING DEPARTMENT – SCOPE AND SEQUENCE

NORTH SHORE SCHOOL COUNSELING PROGRAM	GRADE LEVEL			AREA	NY STANDARDS Individual Objectives are not listed due to number and size	*STUDENT MINDSETS AND BEHAVIORS National School Counseling Standards not yet incorporated into the NY Standards
	ES	MS	HS			
Support Service Learning Opportunities		✓	✓	<b>College/Career</b>	<b>STANDARD C</b>  Students will understand the relationship between personal qualities, education, training, and the world of work. <u>Standard 3:</u> What do I need to know? What skills are important to me?	<ul style="list-style-type: none"> <li>✓ Demonstrate critical thinking skills to make informed decisions</li> <li>✓ Demonstrate ability to delay immediate gratification for long-term rewards</li> <li>✓ Demonstrate the ability to work independently</li> <li>✓ Create positive and supportive relationships with other students</li> </ul>
College And Career Admissions Testing And Interpretation (ASVAB, SAT, ACT, PSAT, AP, IB)		✓	✓			
College Affordability (Scholarships, Financial Aid, Savings Plan)		✓	✓			
Schedule, Support And Promote College And Career Day/Fair, CTE Fairs, Taste Of Tech (BOCES)	✓	✓	✓			
Connects Students With Community Programs, Mentoring, Tutoring, Enrichment Activities, Support Groups, And Summer Programs (i.e. Johns Hopkins Summer Program)	✓	✓	✓			
Schedules And Attend College Rep Visits And Attends College Visits			✓			
Individual and Small Group Counseling	✓	✓	✓	<b>Personal/Social</b>	<b>STANDARD A</b> Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.  <b>STANDARD B</b> Students will make decisions set goals, and take necessary action to achieve goals.  <b>STANDARD C</b> Students will understand safety and survival skills.	<b>MINDSETS:</b> <ul style="list-style-type: none"> <li>✓ Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being</li> <li>✓ Sense of belonging in the school environment</li> <li>✓ Belief in using abilities to their fullest to achieve high-quality results and outcomes</li> </ul> <b>BEHAVIORS:</b> <ul style="list-style-type: none"> <li>✓ Demonstrate creativity</li> <li>✓ Apply self-motivation and self-direction to learning</li> <li>✓ Demonstrate the ability to balance school, home and community activities</li> <li>✓ Demonstrate personal safety skills</li> <li>✓ Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities.</li> <li>✓ Demonstrate empathy</li> <li>✓ Create positive and supportive relationships with other students</li> </ul>
Mandated Reporting of Child Abuse/Neglect	✓	✓	✓			
Suicidal Ideation; Self-Mutilation;	✓	✓	✓			
Support Registration Of Homeless Families (McKinney-Vento)	✓	✓	✓			
Homebound And Hospital Teaching Process Referral/Follow Up	✓	✓	✓			
Crisis Response And Grief And Loss Counseling	✓	✓	✓			
Bullying And Harassment Concerns	✓	✓	✓			
Presentations To Building Staff As Needed	✓	✓	✓			
Consultation With Teachers Regarding Students With Academic And Behavioral Needs	✓	✓	✓			
Supports Behavior Incentive Programs	✓	✓				
Member Of the Threat Assessment Team/Risk Assessments	✓	✓	✓			
Coordinate Scholarship Programs and awards	✓	✓	✓			
Mentorship, Peer Mentoring, New Student Programs	✓	✓	✓			
Referrals To Community Agencies for assistance (mental health needs, clothing, food etc...).	✓	✓	✓			
Student of the Month Program	✓	✓				

## School Counseling Staff

**Middle School Counselors ..... 516-277-7300**

**Aimee Canzoniero**

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**John Jackson**

**High School Counselors ..... 516-277-7030**

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