

K-12 Comprehensive School Counseling Program

Willsboro Central School

School Counselor: Chris Ford

School Counseling Program Mission statement

The Willsboro Central School's Counseling Department's mission is to promote each student's academic, social and emotional development, while assisting the student with post- secondary planning. Our focus is to create a collaborative environment with students, educators and parents by helping students develop the independence necessary to make sound decisions and positive life choices. Inherent in this philosophy is our recognition of the value and uniqueness of every student.






The Willsboro Central School counseling program is built on a strong foundation. The foundation of the program addresses the belief and mission that every student will benefit from the school counseling program. Based on the district's goals for student achievement, what every student should know and should be able to do, the foundation determines how every student will benefit from the school counseling program. Counseling is a process of helping people by assisting them in making decisions and changing behavior. School counselors work with all students, staff, families and members of the community as an integral part of the education program. School counseling programs promote school success through a focus on academic achievement, prevention and intervention activities, advocacy and social/ emotional and career development.







The delivery system defines the implementation process and the components of the comprehensive model (curriculum, individual panning with students, responsive services and system support). It includes both direct and indirect services. The direct services provide developmental activities that address academic, career and personal/ social needs of students. The indirect services include collaborative efforts to better serve our students.


The management system presents the organizational process and tools needed to deliver a comprehensive school counseling program. These processes and tools include: responsibilities, use of data, action plans, time and task analysis and monthly calendars.

The accountability system helps the school counselor(s) demonstrate the effectiveness of their work in measurable terms such as impacts over time, performance, evaluation and the program audit. The data collected and analyzed will include attendance reports, graduation reports and other yearly state data reports.

**New + Old Requirement of NYSED Commissioner’s Regulation Part 100.2 (j)
 School Counseling and Guidance Programs for Public Schools
 (adopted July 1, 2017, to be implemented by September 2019)**

PROGRAM DELIVERY		
K – 5	6 – 8 <i>(addition of grade 6)</i>	9 - 12
Assist students with academic concerns e.g. attendance & behavior 	Annual <i>Individual</i> Progress Review by a certified school counselor	
	Assist student with academic concerns e.g. attendance & behavior 	
Information on college & careers 	Instruction in careers 	
Core Curriculum instruction provided by certified school counselors in college/career, social/emotional and academic skills development based on multiple student competencies		
Direct and Indirect services to students e.g. advising, individual & group counseling, consultations, referral 		

PROGRAM ACCOUNTABILITY	 Referral to properly licensed/certified PPS as appropriate for more targeted supports 	PROGRAM MANAGEMENT
	All students have access to certified school counselor and the school counseling program	
	 Advisory Council 	
	School and District plans posted on district website	
	Annual program outcomes report to Board of Education	
	 K – 12 Program developed and updated annually by <i>certified school counselors</i> in collaboration with other school personnel 	
	PROGRAM FOUNDATION	

Key	New Regulation	Old Regulation
	Team approach: e.g. teachers, school social workers, school psychologists	

WILLSBORO CENTRAL SCHOOL PK-12 School Counseling Program

Direct student services- Direct interaction to prepare students to participate successfully in their current and future educational programs.									
Activity	Date of Activity	Elementary School	Middle School			High School			
Activities-Procedures/Steps		PK – 5	6th	7th	8th	9th	10th	11th	12th
Individual meetings with students for 4-year planning.	Spring				X	X	X	X	
Individual meetings with students to review academic progress and diploma options, plan course selections, educational and career planning, including NCAA requirements. <i>(Appendix A)</i>	Spring		X	X	X	X	X	X	X
Individual senior-year planning meetings focusing on post – secondary plans.	Spring-September							X	X
Administer Career and Interest survey	Spring					X	X	X	
Career Tours for interested students	Ongoing, as needed					X	X	X	X
Administer Pre-College Testing (PSAT)	October					X	X		
BOCES tour for 10 th graders	February						X		
Financial Aid night for seniors and parents	October								X
College Field Trips	Fall		X	X	X	X	X	X	

NCCC Course Registration	September							X	X
Individual counseling sessions addressing attendance, academic, behavioral and adjustment problems	As needed	X	X	X	X	X	X	X	X
Individual and group counseling sessions – (including AIS, IEP, and 504 referrals)	Weekly	X	X	X	X	X	X	X	X
Review academic concerns	Ongoing	X	X	X	X	X	X	X	X
College Application Process	Fall/ Spring						X	X	X
Student schedule course selection	Spring				X	X	X	X	
Career education: utilization of various career interest programs.	On going					X	X		
Disseminations of FAFSA information.	Spring/ Fall							X	X
College Admissions Representative	On going							X	X
School Counseling/guidance core curriculum instruction to be evaluated and adjusted on a yearly basis based on ASCA model. <i>(Appendix B)</i>	On going	X	X	X	X	X	X	X	X
New student records review, placement and planning	On Going	X	X	X	X	X	X	X	X
Dissemination of scholarship information	Fall-Spring								X

Student schedule sessions and individual planning as needed.	Spring				X	X	X	X	
Crisis counseling	As needed	X	X	X	X	X	X	X	X

Indirect student services- Indirect interaction to prepare students to participate successfully in their current and future educational programs.

Activities-Procedures/Steps	Date of Activity	Elementary School	Middle School			High School			
			PK – 5	6 th	7 th	8 th	9 th	10 th	11 th
Committee on Special Education Meetings, annual reviews, and transition services for IEP and 504 students.	Spring	X	X	X	X	X	X	X	X
Schedule changes/conflicts, teacher requests /concerns/groupings and review and adjust for course failures.	On going	X	X	X	X	X	X	X	X
Multiple venues of communication to students and parents, including mass emails and website updates.	On going	X	X	X	X	X	X	X	X
Identification and monitoring of student goals for individual Education Plans	On going		X	X	X	X	X	X	X
Review attendance concerns	On going	X	X	X	X	X	X	X	X
Coordinate ASVAB	September							X	
Progress reports for individual student academic progress.	Quarterly		X	X	X	X	X	X	X

Data developed from analysis of needs and achievements									
Activity	Date of Activity	Elementary School	Middle School			High School			
Activities-Procedures/Steps		PK – 5	6th	7th	8th	9th	10th	11th	12th
Schedule and coordinate Regents Exams	January and June				X	X	X	X	X
Schedule and 3-8 State ELA and Math exams	April and May	X	X	X	X				
State Data review- Testing and Attendance reports, item analysis, graduation rate: SIRS 105, 106, 107, 108, 110, 111, 307, 308	Summer	X	X	X	X	X	X	X	X

References:

The Willsboro Central School counseling program is based on the *New York State Part 100 Regulations and the ASCA National Standards*.

APPENDIX A

Annual Individual Progress Review	
<p>The full scope of the annual progress review includes review of a student’s records, social/emotional development, academic skills, and college/career readiness, with a follow-up plan. Topics listed below each of these areas serve as a reminder of the standards to <i>consider</i>. Topics included or emphasized with vary depending on the developmental stage and individual needs of each student.</p> <p>School districts policies and procedures regarding student records should be followed when developing local documentation of progress review completion. School counselors are also reminded to review professional ethical standards on confidentiality and student records.</p> <p>The progress review should be conducted individually and by a certified school counselor.</p>	
Review of Student Record:	
<ul style="list-style-type: none"> • Attendance • Behavior and discipline • Interim reports and report cards • State assessments 	<ul style="list-style-type: none"> • Support services • Academic planning and rigor • Progress towards graduation • Parent / guardian input
Social/Emotional Development Review:	
<ul style="list-style-type: none"> • Self-awareness • Self-management • Social awareness • Relationship skills 	<ul style="list-style-type: none"> • Responsible decision-making • Feeling safe at school and at home • Mental health and wellness • Other needs
Academic Skills Review:	
<ul style="list-style-type: none"> • Goal setting and progress monitoring • Listening and teamwork skills • Cognitive and memory skills 	<ul style="list-style-type: none"> • Performing under pressure • Healthy optimism • Time management and organization
College/Career Readiness Review	
<ul style="list-style-type: none"> • Career development • Integrated knowledge • Universal foundation skills • Career major • College and career aspirations • Academic planning for college and career readiness 	<ul style="list-style-type: none"> • Enrichment and extracurricular engagement • College and career exploration and selection processes • College and career assessments • College affordability planning • College and career admission processes • Transition to post high school
Follow-up	
<ul style="list-style-type: none"> • Readiness for next level of study • Assessments for additional support 	<ul style="list-style-type: none"> • Consultation and / or referral • Other follow-up



ADCA MINDSETS AND BEHAVIORS: PROGRAM PLANNING TOOL

<p>This form is a tool you can use in planning your overall school counseling curriculum. Indicate the grade level in which you plan to address any standard in the cells below as well as how the standard is addressed (core curriculum-CC, small group-SG, and closing-the-gap-CTG). It isn't necessary to address each standard each year</p>	Grade Level / Delivery		
Mindsets:	Academic	Career	Social / Emotional
	<i>Indicate grade level and how addressed (core curriculum-CC, small group-SG, closing-the-gap-CTG)</i>		
M 1: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.			
M 2: Self-confidence in ability to succeed			
M 3: Sense of belonging in the school environment			
M 4: Understanding that postsecondary education and lifelong learning are necessary for long-term career success.			
M 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes			
M 6: Positive attitude toward work and learning			
Behavior: Learning Strategies			
B-LS 1: Demonstrate critical-thinking skills to make informed decisions			
B-LS 2: Demonstrate creativity			
B-LS 3: Use time –management, organizational and study skills			
B-LS 4: Apply self-motivation and self-direction to learning			
B-LS 5: Apply media and technology skills			
B-LS 6: Set high standards of quality			
B-LS 7: Identify long- and short-term academic, career and social/emotional goals			
B-LS 8: Actively engage in challenging coursework			
B-LS 9: Gather evidence and consider multiple perspectives to make informed decisions			
B-LS 10: Participate in enrichment and extracurricular activities			
Behavior: Self-Management Skills			
B-SMS 1: Demonstrate ability to assume responsibility			
B-SMS 2: Demonstrate self-discipline and self-control			
B-SMS 3: Demonstrate ability to work independently			
B-SMS 4: Demonstrate ability to delay immediate gratification for long-term rewards			
B-SMS 5: Demonstrate perseverance to achieve long-and short-term goals			
B-SMS 6: Demonstrate ability to overcome barriers to learning			
B-SMS 7: Demonstrate effective coping skills when faced with a problem			
B-SMS 8: Demonstrate the ability to balance school, home and community activities			
B-SMS 9: Demonstrate personal safety skills			
B-SMS 10: Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities			
Behavior: Social Skills			
B-SS 1: Use effective oral and written communication skills and listening skills			
B-SS 2: Create positive and supportive relationships with other students			
B-SS 3: Create relationships with adults that support success			
B-SS 4: Demonstrate empathy			
B-SS 5: Demonstrate ethical decision – making and social responsibility			
B-SS 6: Use effective collaboration and cooperation skills			
B-SS 7: Use leadership and teamwork skills to work effectively in diverse teams			
B-SS 8: Demonstrate advocacy skills and ability to assert self, when necessary			
B-SS 9: Demonstrate social maturity and behaviors appropriate to the situations and environment			