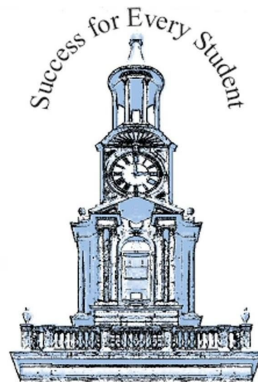


Port Chester/Rye Union Free School District K-12 Comprehensive Developmental School Counseling and Guidance Plan 2019-20



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**Port Chester Rye Union Free School District
School Counseling Department**

INTRODUCTION

School counseling programs are collaborative efforts benefiting students, parents, teachers, administrators and the overall community. School counseling programs should be an integral part of students' daily educational environment, and school counselors should be partners in student achievement.

American School Counselor Association

OUR VISION

The Port Chester Rye Union Free School District Counseling Departments believe that all students are capable of achievement and that every student deserves to be involved in an enriched environment with a wide array of options for the future. Our school counselors will empower all students to reach their maximum potential by using a comprehensive program that addresses academic, personal/social, and career goals. We will promote an environment to encourage personal reflection and growth, social responsibility, and academic excellence. School counselors believe that every student can succeed through the collaborative efforts of school, home, and community leading to responsible and productive citizens.

OUR MISSION

The Port Chester Rye Union Free School District school counselors are committed to the social, emotional, and academic welfare of all students grades K-12. They confer with parents and students concerning scheduling, vocational, and educational plans, academic achievement and personal counseling. In collaboration with administration, teachers, family and community, counselors strive to encourage all students' individual and cultural uniqueness and create an environment which encourages lifelong learning.

The School Counselor and Comprehensive School Counseling Programs

(Adopted 1988; revised 1993, 1997, 2005, 2012, 2017)

The American School Counselor Association (ASCA) Position

School counselors design and deliver comprehensive school counseling programs that improve a range of student learning and behavioral outcomes (Carey & Dimmitt, 2012). These programs are comprehensive in scope, preventive in design and developmental in nature. “The ASCA National Model: A Framework for School Counseling Programs” (ASCA, 2012a) outlines the components of a comprehensive school counseling program. The ASCA National Model brings school counselors together with one vision and one voice, which creates unity and focus toward improving student achievement and supporting student development.

The Rationale

A comprehensive school counseling program is an integral component of the school's mission. Comprehensive school counseling programs, driven by student data and based on the ASCA National Model:

- ensure equitable access to a rigorous education for all students
- identify the knowledge and skills all students will acquire as a result of the K–12 comprehensive school counseling program
- are delivered to all students in a systematic fashion
- are based on data-driven decision making
- are provided by a state-credentialed school counselor

Effective school counseling programs are a collaborative effort between the school counselor, families, community stakeholders and other educators to create an environment resulting in a positive impact on student achievement. Education professionals, including school counselors, value and respond to the diversity and individual differences in our societies and communities in culturally sensitive and responsive ways. Comprehensive school counseling programs in both the brick-and-mortar and virtual settings ensure equitable access to opportunities and rigorous curriculum for all students to participate fully in the educational process.

One study found that schools designated as Recognized ASCA Model Program (RAMP) schools had significantly higher schoolwide proficiency rates in English as compared with the control schools (Wilkerson, Perusse, & Hughes, 2013). This same study also found four-year longitudinal results indicating a significant positive difference between RAMP-designated elementary schools and their control schools in math. “Findings provide support for the impact of comprehensive, data-driven, accountable school counseling programs at the elementary level...” (Wilkerson et al., 2013, p. 172).

According to Lapan (2012), “When highly trained, professional school counselors deliver ASCA National Model comprehensive school counseling program services, students receive measurable benefit” (p. 88).

The School Counselor’s Role

School counselors focus their skills, time and energy on direct and indirect services to students. To achieve maximum program effectiveness, ASCA recommends a student-to-school-counselor ratio of 250:1. Although ratios vary across states, school districts and even grade levels, the growing body of research as summarized by Carey and Martin (2015) supports that implementation of comprehensive school counseling programs positively affects outcome data (e.g., student achievement and discipline referrals) at all grade levels.

ASCA also recommends that school counselors spend 80 percent or more of their time in direct and indirect services to students. These direct and indirect activities should come from the ASCA National Model rather than inappropriate duties assigned to school counselors as listed in the ASCA National Model Executive Summary (2012b). The 20 percent or less of the school counselor’s time should be focused on program and management planning including:

- Developing an annual plan
- Results reports and data projects
- School counseling program assessment
- Other activities as determined by the school counselor and administrator when developing the annual plan

Duties that fall outside of the school counselor framework as described in the ASCA National Model should be limited and performed by other school staff to support a school’s smooth operation and allow school counselors to continue to focus on students’ academic, career and social/emotional needs. Fair-share responsibilities should not preclude implementing and managing a comprehensive school counseling program.

School counselors participate as members of the educational team and use the skills of leadership, advocacy and collaboration to promote systemic change as appropriate. The framework of a comprehensive school counseling program consists of the following four components: foundation, management, delivery and accountability. See “The ASCA National Model: A Framework for School Counseling Programs” for more detailed information.

FOUNDATION

School counselors create comprehensive school counseling programs that focus on student outcomes, teach student competencies and are delivered with identified professional competencies (ASCA 2012c).

- Program Focus: Developing personal beliefs, a vision statement and a mission statement with program goals measuring the vision and mission statements.
- Student Standards: Effective school counseling programs look at three developmental domains for students as well as state and district initiatives. These three domains include:
 - Academic
 - Career
 - Social/emotional
 - Professional Competencies: The school counselor competencies outline the knowledge, attitudes and skills that ensure school counselors are equipped to meet the profession's rigorous demands. See the ASCA Ethical Standards for School Counselors for specific information to guide school counselors' decision making and standardize professional practices.

MANAGEMENT

School counselors incorporate organizational assessments and tools that are concrete, clearly delineated and reflective of the school's needs. See the ASCA National Model (2012) for more detailed information. Assessments and tools include:

- School counselor competency and school counseling program assessments
- Use-of-time assessments
- Annual agreements
- Advisory councils
- Use of data to measure the program as well as to promote systemic change
- Curriculum, small group and closing-the-gap action plans
- Annual and weekly calendars

DELIVERY

School counselors deliver a comprehensive school counseling program in collaboration with students, families, school staff and community stakeholders. The ASCA National Model (2012) and the ASCA National Model Implementation Guide (2016) have specific details and examples about each of the following areas:

Direct Services With Students

Direct services are face-to-face or virtual interactions between school counselors and students and include the following:

- School counseling core curriculum
- Individual student planning
- Responsive services

Indirect Services for Students

Indirect services are provided on behalf of students as a result of the school counselors' interactions with others including:

- Referrals for additional assistance
- Consultation and collaboration with families, teachers, other educators and community organizations
- Other activities that fall in line with the appropriate duties of a school counselor as detailed in this statement and in the ASCA National Model (2012)

ACCOUNTABILITY

To demonstrate the effectiveness of the school counseling program in measurable terms, school counselors:

- Analyze school and school counseling program data to determine if students are different as a result of the school counseling program
- Use data to show the impact of the school counseling program on student achievement, attendance and behavior
- Analyze school counseling program assessments to guide future action and improve future results for all students

The school counselor's performance is evaluated on basic standards of practice expected of school counselors implementing a comprehensive school counseling program. There are three sections within this component, and each section has various tools for analysis. These sections and tools as listed in the ASCA National Model (2012) are:

- Data analysis: school data profile analysis and use-of-time analysis
- Program results: curriculum results report, small-group results report, closing-the-gap results report
- Evaluation and improvement: four components
- Self-analysis of the school counselor's strengths
- Self-analysis of the school counseling program's strengths
- Evaluation of the school counselor's performance by administration using the school counselor performance appraisal
- Review of the program goals created at the beginning of the school year

Trish Hatch (2014) discussed intentional guidance as “a deliberate act by a school counselor to guide, lead, direct or provide purposeful interventions for students in need academically, personally or socially” (p. 37). Becoming proficient at using data will help school counselors efficiently serve their students and have intentional guidance or counseling services.

Summary

School counselors in both the brick-and-mortar and virtual/online environments develop and deliver comprehensive school counseling programs supporting and promoting student achievement and standardizing the measurement of program effectiveness. As outlined in the ASCA National Model (2012), these programs include a systematic and planned program delivery involving all students and enhancing the learning process. The comprehensive school counseling program is supported by appropriate resources and implemented by a credentialed school counselor. The ASCA National Model brings school counselors together with one vision and one voice, which creates unity and focus toward improving student achievement and supporting student development.

Academic Development

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

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

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

Program/Activity/Service	National Standard	E.S.	M.S.	H.S.			
		K-5	6-8	9	10	11	12
1. Review schedules for accuracy	PS:B1, A:B2		X	X	X	X	X
2. Review transcripts to check credits	A:A1, A:B1, A:B2, A:C1			X	X	X	X
3. Individual review of progress reports and report cards with students and parents	A:B1, A:B2, C:C1, PS:B1, PS:A1		X	X	X	X	X
4. Maintain a monitoring form for every student in the high school	A:A1 ,A:A2, A:A3, A:B1, A:B2,			X	X	X	X
5. Verify which diploma each student is graduating with	A:A3, A:B2			X	X	X	X
6. New student records review, placement and planning	A:B2	X	X	X	X	X	X
7. Elementary to Middle School transition	A:A2, A:B1, A:B2	X	X				
8. Middle to High School transition	A:A2, A:B1, A:B2		X	X			
9. Transitional planning for classified students	A:B2, A:C1	X	X	X	X	X	X

Program/Activity/Service	National Standard	K-5	6-8	9	10	11	12
10. Identification and monitoring of student goals for Individual Education Plans	A:B2, PS:C1, PS:B1, C:A1	X	X	X	X	X	X
11. Google classroom page for each grade to disseminate important information	A:A2, A:B1,		X	X	X	X	X
12. Teach students study skills	A:A2, A:B2	X	X				
13. Demonstrate organization strategies	A:A2, A:B2	X	X				
14. Academic intervention services	A:A1, A:A2, A:A3, A:B1 ,A:B2	X	X	X	X	X	X
15. Schedule counseling sessions	A:A1, A:A2, A:A3, A:B1, A:B2,	X	X	X	X	X	X
16. Diploma verifications	A:B2						X
17. Maintain Regents walk-in lists	A:A3, A:B2		X	X	X	X	X
18. Identify and assist with summer school registration	A:B1, A:B2			X	X	X	X
19. Facilitate parent/teacher meetings for at-risk students	A:A1,A:B1,			X	X	X	X
20. Communicate and oversee work for students in alternative placements	A:A2, A:B2	X	X	X	X	X	X
21. Provide copies of 504 accommodations/modifications to teachers	A:A3, A:B1,	X	X	X	X	X	X
22. Classroom guidance presentations	A:A1, A:A2,A:A3, AB1, A:B2, A:C1	X	X	X	X	X	X
23. Parent presentations in English and Spanish	A:A3, A:B2,A:C1,	X	X	X	X	X	X
24. Student engagement and outreach	A:B1,A:B2	X	X	X	X	X	X

Program/Activity/Service	National Standard	K-5	6-8	9	10	11	12
25. Ensure that ENL/Bilingual student schedules are in compliance with CR Part 154	A:B1, A:B2	X	X	X	X	X	X
26. Ensure that all students' schedules are aligned with their IEPs and 504s	A:A2, A:A3	X	X	X	X	X	X
27. Annual re-evaluation and reflection on building counseling program	A:A3, A:B1, A:C1	X	X	X	X	X	X

College & Career Development

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

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

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

Program/Activity/Service	National Standard	E.S.		M.S.			H.S.	
		K-5	6-8	9	10	11	12	
28. Naviance - College and Career Readiness	A:B2, C:A1, C:B1, C:B2, C:C1, C:C2		X	X	X	X	X	
29. College and Career classroom presentation	A:A2, A:A3, A:B2, A:C1, C:A1, C:A2	X	X	X	X	X		
30. Annual College and Career Fair	A:C1, C:A1, C:A2		X	X	X	X	X	
31. College admissions/post secondary presentations/classroom and guidance office	A:B2, C:A1, C:B1, C:B2, C:C1, C:C2		X	X	X	X	X	
32. Career tours	A:B2, C:A1, C:B1, C:B2, C:C1		X		X			
33. Career education: utilization of Naviance career interest programs	A:B2, C:A1, C:B1, C:B2, C:C1		X	X	X	X	X	
34. Dissemination of scholarship information	A:C1			X	X	X	X	
35. Dissemination of local/community scholarships	A:C1						X	
36. Community scholarship committee meetings	A:A1.5, A:A2.2						X	

Program/Activity/Service	National Standard	K-5	6-8	9	10	11	12
37. Pre-college testing	A:A3, A:B2				X	X	X
38. Create the local scholarship bulletin/applications/evening program	A:C1						X
39. Dissemination of FAFSA information	C:C1, PS:B1, A:C1					X	X
40. Host financial aid night for parents	C:C1, PS:B1, A:C1					X	X
41. Coordinate early college experiences	A:C1, C:B1, C:B2		X	X	X	X	X
42. Standardized testing accommodations for College Board and ACT	A:A2, A:B2,			X	X	X	X
43. Update Naviance	A:A3, A:B1		X	X	X	X	X
44. Write letters of recommendation	A:A3, A:C1		X	X	X	X	X
45. Process all college applications	A:A2					X	X
46. Educate students regarding the varying ways to complete the college application process	A:A2, A:A3, A:B2					X	X
47. Host Senior College and Career Night for students and parents in English and Spanish	C:C1, PS:B1, A:C1					X	X
48. Conduct college clinics	A:A2, A:A3, A:B2						X
49. Prepare students for college interviews	A:A1, PS:A2					X	X
50. Approval/update for NCAA core courses				X	X	X	X
51. Compile/maintain the required college processing paperwork	A:A2					X	X

Program/Activity/Service	National Standard	K-5	6-8	9	10	11	12
52. Utilize Naviance as a tool for the college process	A:A3, A:B1		X			X	X
53. Collaborate with the English department regarding the college essay	A:B1					X	X
54. Visit to college campus	A:B2, A:C1, C:B2		X			X	X
55. Educate students on post secondary options	A:B1, A:B2	X	X	X	X	X	X
56. Educate students on the various admissions deadline options	A:A3, A:B2					X	X
57. Data collection to address college awareness	A:A3, A:B1, A:B2	X	X	X	X	X	X
58. Facilitate PepsiCo mentoring program	A:C1, C:A1, C:A2		X				

Personal/Social Development

Standard A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.

Standard C: Students will understand safety and survival skills.

Program/Activity/Service	National Standard	E.S.	M.S.	H.S.			
		K-5	6-8	9	10	11	12
59. Collaboration and communication with: Westchester Police Youth Academy, Partnership with Student Advancement, Tools for Change, Judge Judy-Her Honor Mentorship, Greenwich Hospital, The Angelo Del Toro Rican/Hispanic Youth Leadership, Students in Albany, Rye Youth Council Career GPS, Family Services of Westchester, Open Door, Don Bosco and Carver Center	A:C1, PS:A1, PS:A2, PS:B1	X	X	X	X	X	X
60. Individual counseling	PS:A1, PS:B1	X	X	X	X	X	X
61. Group counseling/Peer mediation	PS:A1, PS:A2, PS:C1	X	X	X	X	X	X
62. Crisis counseling	PS:C1, PS:B1	X	X	X	X	X	X
63. Post-disciplinary counseling	PS:C1, PS:A1	X	X	X	X	X	X
64. Venues of communication to students and parents, including phone calls, emails, website updates and classroom pages	PS:A1, PS:A2, PS:B1, PS:C1	X	X	X	X	X	X

Program/Activity/Service	National Standard	K-5	6-8	9	10	11	12
65. Facilitate parent/teacher meetings for at-risk students	PS:A1, PS:C1	X	X	X	X	X	X
66. Data collection to address social/emotional needs of the student body	A:A1, A:A2, PS:A1,	X	X	X	X	X	X
67. Classroom guidance presentations	PS:A1, PS:B1	X	X	X	X	X	X
68. No Place for Hate Week	PS:A1, PS:A2, PS:B1		X				
69. Drug and Alcohol Awareness Week	PS:C1, PS:B1		X				
70. Provide opportunities for students to participate in community service in and out of school	PS:A1, PS:A2, PS,B1	X	X	X	X	X	X
71. Support and assist after-school programs such as Girls, Inc., Big Brothers Big Sisters, Beautiful Me	A:C1, PS:A1, PS:A2, PS:B1		X				

Indirect Student Services

Program/Activity/Service	National Standard	E.S.	M.S.	H.S.			
		K-5	6-8	9	10	11	12
72. Referrals to community mental health agencies, community health services, and local camp programs.	C:A2, PS: A1, PS:A2, PS:C1	X	X	X	X	X	X
73. Referrals and collaboration with county agencies, CPS, Cross-systems, probation and PINS.	C:A2, PS: A1, PS:A2, PS:C1	X	X	X	X	X	X
74. Collaboration with all building support personnel: Administration, Psychologists, Social Workers, School Nurse, Teachers, Teacher Assistants, Teacher Aides, Academic Specialists, Academy Leaders, and CSE and 504 Chairpersons.	C:A2, PS: A1, PS:A2, PS:C1	X	X	X	X	X	X

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The Port Chester Rye Union Free School District's school counseling program is based on the New York State Part 100 Regulations.

Part 100 and School Counseling Programs

As per the New York State Education Department, listed in Part 100 of the Commissioner's Regulations, school counseling/guidance programs are defined as follows:

(1) Public Schools: Each school district shall have a guidance program for all students.

(a) In grades K-6, the program shall be designed in coordination with the teaching staff to prepare students to participate effectively in their current and future educational programs, to help students who exhibit any attendance, academic, behavioral or adjustment problems, to educate students concerning avoidance of child sexual abuse, and to encourage parental involvement.

(b) In grades 7-12, the guidance program shall include the following activities or services:

(1) 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;

(2) instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselors, or by classroom teachers in cooperation with school counselors;

(3) other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and implement postsecondary education and career plans, to help students who exhibit any attendance, academic, behavioral or adjustment problems and to encourage parental involvement, provided that advisory assistance shall be provided by teachers or counselors, or by certified teaching assistants under the supervision of counselors or teachers, and that such individual or group counseling assistance shall be provided by certified or licensed school counselors or by certified or licensed school psychologists or certified or licensed school social workers in cooperation with school

counselors; and

(4) the services of personnel certified or licensed as school counselors.

(c) Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements of this subdivision. The City School District of the City of New York shall submit a separate plan for each community school district, for the High School Division and for the Special Education Division. Such plan shall be filed in the district offices and shall be available for review by any individual. The plan shall present program objectives, which describe expectations of what students will learn from the program; activities to accomplish the objectives; specification of staff members and other resources assigned to accomplish the objectives; and provisions for the annual assessment of program results. The plan shall be reviewed annually by the school districts, and revisions shall be made as necessary.

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