



**UNATEGO CENTRAL SCHOOL DISTRICT**

**COMPREHENSIVE SCHOOL**  
**COUNSELING PROGRAM**

**GRADES K-12**

# **FORWARD**

This Comprehensive School Counseling Program acts as a manual for counselors, administrators and school board electives in clarifying the role of the school counselor. We hope that this plan will help in the continued success of our students.

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# **FOUNDATION**

District Mission Statement

School Counseling Mission Statement

Philosophy/Belief Statement

Benefits of a Comprehensive School Counseling Program

Role of the School Counselor

NYSED Part 100 Regulations

American School Counselor Association Mindsets and  
Behaviors

# **FOUNDATION**

## **DISTRICT MISSION STATEMENT**

The purpose of the Unatego Central School District is to provide a positive and caring environment which gives all students an opportunity to achieve to their maximum potential and to prepare for a meaningful life in a changing world.

## **SCHOOL COUNSELING MISSION STATEMENT**

In support of our district's mission and goals, the Unatego School Counseling Program promotes and enhances student learning through three broad and interrelated areas of student development; academic, career, and personal/social. We support all students through a comprehensive developmental school counseling program as well as through a collaborative effort through home, school, and community. Our goal is for Unatego students to become responsible and productive citizens that can effectively manage future challenges and who can progress confidently into an ever-changing society.

## **PHILOSOPHY/BELIEF STATEMENT**

The following principles are the foundation for the Unatego School Counseling Program:

### **As counselors of UCS, we believe:**

- all students are valued as individuals.
- all students are capable of learning, achieving and acquiring knowledge in different ways and at different rates.
- all students have a right to a comprehensive school counseling program that is culturally and developmentally appropriate.
- diversity is to be respected and appreciated as we foster unity among our students, faculty, staff and community.
- learning requires the active participation, mutual respect and individual accountability of students, teachers, staff, parents and community members.
- students, with their parents/guardians, are responsible for monitoring their educational progress, assisted by the school counselor.

### **And that counselors...**

- help students recognize their learning strengths, weaknesses and potential.
- coordinate activities and programs that support the academic mission of the school.
- utilize the strengths of parents and the community and serve as liaisons

- between parents, the community and the school.
- participate in on-going programs and professional development that enhance their skills and knowledge.
- consider all students' ethnic, cultural, racial, sexual orientation and special needs when planning and implementing the school counseling program.
- be data-driven. The data will be used in assessing the needs and effectiveness of the school counseling programs, driving future program development and evaluations.
- will hold state certification and have a Master's Degree in School Counseling.
- will deliver the school counseling program as outlined in the New York State Counseling Standards of academic, career and personal/social domains.
- will abide by the professional school counseling ethics as advocated by the American School Counselor Association.

## **BENEFITS OF COMPREHENSIVE SCHOOL COUNSELING PROGRAMS**

Comprehensive developmental school counseling programs positively impact students, parents, teachers, administrators, boards of education, and other student services personnel, school counselors, business, and industry. The benefits to each of these groups include the following:

### **Benefits for students**

1. Prepares students for the challenges of the 21st century by acquiring knowledge and skills in academic, career, and personal/social development.
2. Connects the educational program to future success.
3. Facilitates career exploration and development.
4. Develops decision-making and problem solving skills.
5. Assists in acquiring knowledge of self and others.
6. Enhances personal-social development.
7. Assists in developing effective interpersonal relationship skills.
8. Broadens knowledge of our changing world.
9. Guarantees school counseling services to every student.
10. Increases the opportunity for counselor-student interaction.
11. Encourages facilitative, co-operative peer interactions.
12. Fosters resiliency factors for students.

### **Benefits for parents**

1. Prepares their children for the challenges of the 21st century through academic, career, and personal/social development.
2. Provides support for parents in advocating for their child's academic, career, and personal/social development.
3. Develops a systematic approach for their child's long-range planning and learning.

4. Increases opportunities for parent/school interaction.
5. Enables parents to access school and community resources.

### **Benefits for teachers**

1. Provides an interdisciplinary team effort to address student needs and educational goals.
2. Provides skill development for teachers in classroom management, teaching effectiveness, and affective education.
3. Provides consultation to assist teachers in their guidance and advisement role.
4. Positively impacts school climate and the learning community.
5. Supports classroom instruction.
6. Encourages positive, calendared activities and supportive working relationships.
7. Promotes a team effort to address developmental skills and core competencies.
8. Increases teacher accessibility to the counselor as a classroom presenter and resource person.

### **Benefits for administrators**

1. Integrates school counseling with the academic mission of the school.
2. Provides a program structure with specific content.
3. Assists administration to use school counselors effectively to enhance learning and development for all students.
4. Provides a means of evaluating the effectiveness of the school counseling program.
5. Demonstrates school counseling accountability.
6. Enhances community image of the school counseling program.

### **Benefits for local Boards of Education**

1. Provides rationale for implementing a comprehensive developmental counseling program in the school system.
2. Provides assurance that a quality school counseling program is available to every student.
3. Demonstrates the necessity of appropriate levels of funding for implementation.
4. Supports appropriate credentialing and staffing.
5. Provides a basis for determining funding allocations for school counseling programs.
6. Furnishes program information to the community.

### **Benefits for school counselors**

1. Provides a clearly defined role and function in the educational system.
2. Eliminates non-counseling functions.
3. Provides direct service to every student.
4. Provides a tool for program management and accountability.
5. Enhances the role of the school counselor as a student advocate.
6. Ensures involvement in the academic mission of the school.
7. Places school counselors in a leadership role to close the gap.

**Benefits for student services personnel**

1. Provides school psychologists, social workers, and other professional student services personnel with a clearly defined role of the school counselor.
2. Clarifies areas of overlapping responsibilities.
3. Fosters a positive team approach, which enhances cooperative working relationships.

**Benefits for business and industry**

1. Increases opportunities for business and industry to participate actively in the total school program.
2. Provides increased opportunity for collaboration among counselors, business, industry, and communities.
3. Provides a potential work force with decision-making skills, pre-employment skills, and increased worker maturity.

**Benefits for the community**

1. Provides an increased opportunity for collaboration and participation of community members with the school program.
2. Creates community awareness and visibility of the school counseling program.
3. Connects the community to the needs of the school and the school to the needs of the community.
4. Enhances economic development through quality preparation of students for the world of work.

(Adapted from the American School Counselor Association)



## ROLE OF THE SCHOOL COUNSELOR

Skill	Description
Counseling	School counselors spend time on individual and group counseling, crisis intervention, prevention and responsive services.
Consultation	School counselors acting as consultants can help parents, teachers, and students work together effectively. They seek solutions to improve the educational/social/emotional experience for all students.
Coordination of Services	School Counselors coordinate resources and services for students and families through community outreach. School counselors collaborate with agencies to provide a variety of services and opportunities to students and their families.
Leadership	School Counselors seek to make school a welcome learning community where all students can achieve academic, career, and personal/social success.
Advocacy	School counselors are advocates for all students.
Teaming and Collaboration	School counselors collaborate with all school community members. Counselors collaborate most closely with teachers to deliver the counseling program. In addition, they use professional development opportunities to promote the counseling programs to members of the educational community and develop collaborative projects.
Use of Data	Data provides a method to determine the impact of a school counseling program on student success and school climate.
Use of Technology	School counselors are technologically literate and proficient in processing data electronically to better assess student progress. Counselors also use technology to increase the overall quality of their program.

## NYSED PART 100 REGULATIONS

The New York State Education Department; Part 100 Regulations specify the following requirements for school counseling programs:

### **j. Guidance programs**

1. Public schools. Each school district shall have a guidance program for all students.
  - i. 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.
  - ii. In grades 7-12, the guidance program shall include the following activities or services:
    - a. 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;
    - b. 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;
    - c. 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
    - d. the services of personnel certified or licensed as school counselors.
  - iii. 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.
2. Nonpublic schools. Each nonpublic secondary school shall provide a guidance and counseling program for students in grades 7-12.

## **American School Counselor Association: Mindsets and Behaviors for Student Success**

College- and Career Readiness for Every Student describe the knowledge, skills and attitudes students need to achieve academic success, college and career readiness and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts.

The 35 mindset and behavior standards identify and prioritize the specific attitudes, knowledge and skills students should be able to demonstrate as a result of a school counseling program. School counselors use the 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. The ASCA Mindsets & Behaviors can be aligned with initiatives at the district, state and national level to reflect the district's local priorities.

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.

The ASCA Mindsets & Behaviors are organized by domains, standards arranged within categories and subcategories and grade-level competencies.

(Adapted from the American School Counselor Association)  
(see Appendix A)

# **DELIVERY**

School Counseling Curriculum

Individual Student Planning

Responsive Services

Indirect Student Services

Student Mindsets and Behaviors: K-12 Standards

# **DELIVERY SYSTEM**

School counselors deliver services in four areas: guidance curriculum, individual student planning, responsive services and system support.

## **SCHOOL COUNSELING CURRICULUM**

- Classroom instruction
- Interdisciplinary activities
- Group activities
- Parent workshops and information sessions

## **INDIVIDUAL STUDENT PLANNING**

- Individual or small group evaluation of students' abilities, interests, skills and achievement.
- Individual or small group advisement involving students and parents/guardians in planning students' academic programs that meet their needs.
- Individual or small group review of students' personal goals and future plans.

## **RESPONSIVE SERVICES**

- Consultation
- Individual and small group counseling
- Crisis counseling/response
- Peer mediation

## **INDIRECT STUDENT SERVICES**

- Professional development
- Consultation/Collaboration/Teaming
- Program management and operation

## **STUDENT MINDSETS AND BEHAVIORS: K-12 Standards**

- Knowledge, skills and attitudes students need to achieve academic success, college and career readiness and social/emotional development.
- School counselors use the 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.
- Unatego school counselors have decided to focus on the following ASCA mindsets and behaviors:

## Mindsets

### # 3) Sense of belonging in the school environment.

K-5	6-8	9-12
K. Picnic/Harvest Luncheons	New Student Welcome Event	New Student/9th Grade Orientation
New Student Meetings	6th/7th/8th Grade Orientation	High School Planning Night
Rainbow Room	Middle School Transition Activities	Dignity committee events
	PBIS	
	Spartan of the Month	
Counseling, Collaboration/Consultation		

### #4) Understanding that postsecondary education and life-long learning are necessary for long-term success.

K-5	6-8	9-12
PBIS	AlmaMater Day and Career Day (8th)	AlmaMater Day and Career Day
Life Skills Training Program	Intro. To NYS Career Zone	Assistance with college applications
Social Skills Group	6th Grade Life Skills Career Activities	ASVAB/PSAT/SAT/ACT
	It's a Guy Thing	
	Woman Helping Girls Make Choices	
Counseling, Collaboration/Consultation		

## Behavior: Learning Strategies

### #7) Identify long and short-term academic, career and social/emotional goals.

K-5	6-8	9-12
Assist with creating life-long learners	NYS Education Dept. Career Plan	Academic plan meetings
Teaching mindfulness activities	BOCES Road Show (8th)	BOCES Road Show (10th)
Rainbow Room	6th Grade Life Skills Career Activities	DCCA College & Career Fair
Counseling, Collaboration/Consultation, Assistance with DASA		

## Behavior: Self-Management

### #6) Demonstrate ability to overcome barriers to learning.

K-5	6-8	9-12
Backpack Program	CSE meetings	CSE meetings
Teaching mindfulness activities	Coordination with outside agencies	Coordination with outside agencies
Rainbow Room	Parent/Teacher conferences	Parent/Teacher conferences
Counseling, Collaboration/Consultation, Crisis Intervention		

Behavior: Social Skills

#4) Demonstrate empathy.

K-5

6-8

9-12

PBIS	Stepping-up Curriculum (6th)	Dignity committee events
Support Groups	Dignity committee events	Occasional speakers/assemblies
Rainbow Room	Occasional speakers/assemblies	Mediation
Counseling, Collaboration/Consultation		

#8) Demonstrate advocacy skills and ability to assert self, when necessary.

K-5

6-8

9-12

PBIS	Internet Safety Presentation	Student/teacher meetings
Personal Safety Presentations	PBIS	
Counseling, Collaboration/Consultation, Conflict Resolution		

# **MANAGEMENT** **SYSTEM**

Annual Counseling Program Calendar

Use of Community Resources

School Counseling Advisory Council



# **MANAGEMENT SYSTEM**

## **ANNUAL COUNSELING PROGRAM CALENDAR**

Counselors work diligently to plan yearly activities in each building. The yearly calendar indicates major activities, dates, and themes for the year. Every effort will be made to include major events on the district calendar, as well as notifying staff, students and parents.

## **USE OF COMMUNITY RESOURCES**

Counselors will work with a variety of resources to implement the Comprehensive School Counseling Program. Parents/guardians, students, community agencies/businesses and school staff are utilized to provide counseling related services to students.

## **SCHOOL COUNSELING ADVISORY COUNCIL\***

The advisory council will be made up of students, parents, teachers, school counselors, administrators and community members to review and make recommendations about school counseling program activities and results.

(\*not yet implemented)

# **ACCOUNTABILITY**

District Wide Final Counseling Report

Assessment Tools

# **ACCOUNTABILITY**

## **DISTRICT WIDE FINAL COUNSELING REPORT**

The comprehensive school counseling program will be reviewed by the school counseling department on an annual basis. During the review, results from the previous year will be evaluated by an annual report. Additionally, changes will be made to this plan as necessary. This review will be documented and made available to the superintendent and board of education.

## **ASSESSMENT TOOLS**

Assessment tools will include the use of a variety of reliable and valid techniques that measure student growth and understanding.

# Appendix A

## The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student

*Each of the following standards can be applied to the academic, career and social/emotional domains.*

<b>Category 1: Mindset Standards</b> School counselors encourage the following mindsets for all students.		
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 life-long 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		
<b>Category 2: Behavior Standards</b> Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.		
Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Demonstrate critical-thinking skills to make informed decisions	B-SMS 1. Demonstrate ability to assume responsibility	B-SS 1. Use effective oral and written communication skills and listening skills
B-LS 2. Demonstrate creativity	B-SMS 2. Demonstrate self-discipline and self-control	B-SS 2. Create positive and supportive relationships with other students
B-LS 3. Use time-management, organizational and study skills	B-SMS 3. Demonstrate ability to work independently	B-SS 3. Create relationships with adults that support success
B-LS 4. Apply self-motivation and self-direction to learning	B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards	B-SS 4. Demonstrate empathy
B-LS 5. Apply media and technology skills	B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals	B-SS 5. Demonstrate ethical decision-making and social responsibility
B-LS 6. Set high standards of quality	B-SMS 6. Demonstrate ability to overcome barriers to learning	B-SS 6. Use effective collaboration and cooperation skills
B-LS 7. Identify long- and short-term academic, career and social/emotional goals	B-SMS 7. Demonstrate effective coping skills when faced with a problem	B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams
B-LS 8. Actively engage in challenging coursework	B-SMS 8. Demonstrate the ability to balance school, home and community activities	B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary
B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	B-SMS 9. Demonstrate personal safety skills	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participate in enrichment and extracurricular activities	B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	