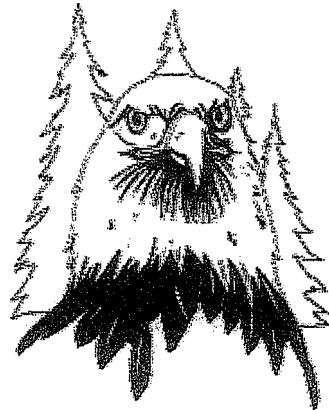


**Bolton Central School**  
**K-12 Comprehensive Developmental**  
**School Counseling and Guidance Plan**



**Michelle Borgh- School Counselor Grades K-7**

**Denise Clark-School Counselor Grades 8-12**

**June 2023**

# Bolton Central School Counseling Department

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# Bolton Central School Counseling Department

## INTRODUCTION

*Counseling is a process of helping people by assisting them in making decisions and changing behavior. School counselors work with all students, school 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.* -American School Counselor Association

The Bolton Central School counseling plan provides the framework for building a program based on professional standards and competencies developed by the American School Counselor Association for academic achievement, social/emotional development, and career planning. The goal of the Bolton School Counseling Program is to provide for continuous planning that focuses on improving student achievement.

## OUR MISSION

The mission of the Bolton Central School Counseling Program echo's that of our school's mission statement:

**"We strive for academic excellence and remarkable experiences in a supportive community, which will exceed all expectations."**

## OUR VISION

The counseling program at Bolton Central School aims to ensure that the importance of each student is recognized. We will make a concerted effort to communicate and demonstrate our concerns and commitment for each student. As a result, each student will believe that he or she is valued as a member of the school community. In an exemplary counseling department:

- Attention is focused on facilitating the successful transition of our students between each grade level.
- Each student and family is provided the information, assistance, and support that enable him or her to develop personalized educational and career goals.
- The social-emotional well-being and academic progress of each child are continually monitored, and appropriate services are initiated as needed.
- The resources of the department are available to individual students, families, classes, grade levels, and teachers.

# Bolton Central School Counseling Department

## Our Values

In order to advance our shared vision of an excellent counseling program, we will:

- Provide each child with a safe and caring environment that enables him or her to develop appropriate educational and career goals.
- Collaboratively monitor the social and emotional wellness of each child and deliver personalized services.
- Grow as a professional team and build on our strengths.
- Provide support to students and families in the present and future.
- Model the honesty, integrity, and respect we hope to develop in our students.
- Provide confidentiality, when appropriate, to colleagues, parents/guardians, and children.

## COMPONENTS OF SCHOOL COUNSELING PROGRAMS

The comprehensive B.C.S. school counseling program integrates academic, career and personal/social development. The components of a comprehensive school counseling program are: individual planning, counseling and responsive services, guidance activities and program support as appropriate per grade level and individual student need.

### Individual Student Planning

As appropriate per grade level, counselors provide the necessary monitoring of individual student's progress towards achieving success in academic, career, and personal/social areas. Individual planning can be monitored through:

- Case Management: school counselors monitor individual student progress.
- Individual Appraisal: school counselors use test information, interest inventories and other data to assist students in analyzing and evaluating their interests, skills and abilities.
- Individual Advisement: school counselors work directly with students on developing an appropriate educational plan.

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- Placement: school counselors assist students in determining the proper educational setting as they meet their academic and career goals.
- Annual Individual Progress Review for students in grades 6-12.

### **Responsive Services/Counseling**

School counselors coordinate activities to meet the needs of students through:

- Consultation: school counselors are available to work with parents, teachers, students and other involved parties to develop strategies to assist students.
- Personal Counseling: provides a student maximum privacy in which to freely explore ideas, feelings, and behaviors.
- Crisis Counseling: provides intervention and prevention; such counseling is short term in nature addressing a particular student's concern.
- Referral: counselors refer students and their families to appropriate community agencies when needed.

### **School Guidance Activities**

School Guidance Activities, as appropriate per grade level, may present structured developmental activities designed to address academic, career development and personal/social needs of students K through 12. These activities are delivered through:

- Classroom activities: school counselors present lessons in the classroom setting.
- Group activities: school counselors may also conduct large group activities to address student's particular needs.

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- Interdisciplinary activities: school counselors may participate in teams to integrate career/college readiness components.

### **System Support**

System support consists of the management activities essential to the success of the school counseling program.

- Professional Development: counselors must update knowledge and skills by participating in training, professional meetings and conferences and relevant course work as resources allow.
- Program Promotion: school counselors may provide orientation and information regarding the program to the greater community through websites, newsletters and presentations.
- Consultation with Teachers and Staff: counselors work with teachers and other staff members to provide information regarding the needs of students. School counselors often participate in district committees and in-service programs.
- Parent and Community: school counselors provide ongoing support and information to the parents and community regarding student's needs.

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### Curricula and Activities that Support the School Counseling Program Components

#### Elementary

- Too Good For Drugs
- Too Good For Violence
- Olweus Bully Prevention Program
- Character Education/Character Counts
- Career Exploration and Education
- Child Sexual Abuse Avoidance Education
- Tar Wars Program
- 

#### Middle School

- Too Good For Drugs
- Too Good For Violence
- Olweus Bully Prevention Program
- Middle School Students Guide to Study Skills
- Middle School Students Guide to Ruling the World
- Organizational Skills Boot Camp
- Middle School Students Guide to College
- Career Exploration and Education
- Child Sexual Abuse Avoidance Education
- 

#### High School

- National Work Readiness Credential
- Senior Seminar
- Career Cruising
- Job Shadowing
- Guest Speakers on Careers
- Introduction to Occupations
- Child Sexual Abuse Avoidance Education
- Olweus Bully Prevention Program
- Service Learning Opportunities

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### **Leadership, Advocacy and Collaboration**

School counselors are influential in helping students eventually reach their post-secondary, career, and social/emotional goals. In addition to their roles in counseling and coordination, school counselors are leaders, advocates, and collaborators.

**Leadership:** As leaders, they engage in school-wide change to ensure student success. School counselors promote academic achievement by developing a comprehensive developmental school counseling program that pays attention to issues of educational equity and access.

**Advocacy:** As advocates, they advocate for all students to achieve at a high level. School counselors remove barriers to academic achievement by teaching skills to students, and helping students and parents negotiate the school environment and access support systems.

**Collaboration:** School counselors collaborate with teachers, administrators, special educators, staff, students, parents, and community members to impact system-wide changes. Most importantly, school counselors demonstrate that they are willing to share responsibility for student achievement and school improvement. In all of these roles, school counselors use local, regional, and national data to support their programs.

### **ADVANTAGES OF A COMPREHENSIVE SCHOOL COUNSELING PROGRAM**

The Bolton Central School counseling program will strive to positively impact all stakeholders, students, parents, teachers, administrators, other student services personnel, and school counselors.

The advantages for each of these groups include the following:

#### 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.



## Bolton Central School Counseling Department

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. Provides school counseling services to every student.
10. Increases the opportunity for counselor-student interaction.
11. Encourages facilitative, cooperative peer interactions.
12. Fosters resiliency factors for students.

### Parents

1. Helps prepare 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.

### 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.
4. Positively impacts school climate and the learning community.
5. Encourages positive, calendared activities and supportive working relationships.
6. Promotes a team effort to address developmental, personal/social needs of the student.
7. Increases teacher accessibility to the counselor as a classroom presenter and resource person.

### Administrators

1. Integrates school counseling with the academic mission of the school.

## Bolton Central School Counseling Department

2. Provides a program structure with specific content.
3. Assists administration to use school counselors effectively to enhance learning and development for all students

### School Counselors

1. Provides a clearly defined role and function in the educational system.
2. Provides direct service to every student.
3. Enhances the role of the school counselor as a student advocate.
4. Ensures involvement in the academic mission of the school.

### Pupil Personnel Services

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.

### 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. Involves Community members in various activities of the school counseling program.

# Bolton Central School Counseling Department

## Bolton Central School K-12 School Counseling Program Activities by Grade Level

| Objective: Perform an annual review of each student's educational program and career plan.  | Elementary School | Middle School | High School |      |      |      |
|---|-------------------|---------------|-------------|------|------|------|
|   | PK-5              | 6-8           | 9th         | 10th | 11th | 12th |
| Activities – Procedures/Steps   |                   |               |             |      |      |      |
| 1. Individual meetings with students for 4- year planning.  |                   | X             |             |      |      |      |
| 2. Individual meetings with students to review academic progress and diploma options, plan course selections, educational and career planning, including NCAA requirements. |                   | X             | X           | X    | X    | X    |
| 3. Individual senior year planning meetings focusing on post-secondary plans.   |                   |               |             |      | X    | X    |
| 4. Committee on Special Education Meetings, annual reviews, and transition services for IEP and 504 students  | X                 | X             | X           | X    | X    | X    |
|   |                   |               |             |      |      |      |

| Objective: Prepare students to participate in their current and future educational programs.                 | Elementary School | Middle School | High School |      |      |      |
|--|-------------------|---------------|-------------|------|------|------|
|  | PK-5              | 6-8           | 9th         | 10th | 11th | 12th |
| Activities – Procedures/Steps  |                   |               |             |      |      |      |
| 5. Schedule changes/conflicts, teacher requests/concerns/groupings and review and adjust for course failures | X                 | X             | X           | X    | X    | X    |
| 6. Response to Intervention Team meetings  | X                 | X             | X           | X    | X    | X    |
| 7. New student records review, placement and planning  | X                 | X             | X           | X    | X    | X    |
| 8. School Counseling/Guidance core curriculum instruction  | X                 | X             | X           | X    | X    | X    |
| 9. College Admissions Representative Classroom presentations   |                   |               |             | X    | X    | X    |
| 10. Assist in UPK and Kindergarten transitions   | X                 |               |             |      |      |      |

Bolton Central School Counseling Department

|  |   |   |   |   |   |   |
|--|---|---|---|---|---|---|
| 11. Assist with UPK screenings   | X |   |   |   |   |   |
| 12. Welcome Back Night/Open House  | X | X | X | X | X | X |
| 13. Career education: utilization of various career interest programs.                   | X | X | X | X | X | X |
| 14. Dissemination of scholarship information   |   |   | X | X | X | X |
| 15. Pre-College Testing  |   |   |   | X | X | X |
| 16. Administer Pre-College Testing   |   |   |   | X | X | X |
| 17. Scholarship applications -college as well as camp and extra-curricular opportunities | X | X |   | X | X | X |
| 18. Dissemination of FAFSA information   |   |   |   |   |   | X |
| 19. Financial Aid night for seniors and parents  |   |   |   |   |   | X |
| 20. College Field Trips  |   |   | X | X | X | X |
| 21. Local Scholarship Committee meetings   |   |   |   |   |   | X |
| 22. Teacher Resource   | X | X | X | X | X | X |
| 23. Parent Resource  | X | X | X | X | X | X |
| 24. Schedule counseling sessions   | X | X | X | X | X | X |
| 25. Master Schedule set-up, planning and coordination                                    | X | X | X | X | X | X |
| 26. Award Ceremonies and Dinners – Inside and Outside of School.                         | X | X | X | X | X | X |
| 27. Diploma verifications  |   |   |   |   | X | X |

| Objective: Provide advisory and individual/group counseling assistance to enable students to benefit from the curriculum. | Elementary School | Middle School | High School |      |      |      |
|---|-------------------|---------------|-------------|------|------|------|
|   | PK-5              | 6-8           | 9th         | 10th | 11th | 12th |
| 28. Individual counseling sessions addressing attendance, academic, behavioral and adjustment problems                    | X                 | X             | X           | X    | X    | X    |
| 29. Individual and group counseling sessions – (Including AIS, IEP, and 504 referrals)                                    | X                 | X             | X           | X    | X    | X    |

## Bolton Central School Counseling Department

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| 30 Multiple venues of communication to students and parents, including mass emails, newsletters, website updates. | X | X | X | X | X | X |
| 31. Identification and monitoring of student goals for Individual Education Plans                                 | X | X | X | X | X | X |
| 32. Review Academic concerns  | X | X | X | X | X | X |
| 33. Review Attendance concerns  | X | X | X | X | X | X |
| 34. Progress reports for individual student counseling goals. (Quarterly)   | X | X | X | X | X | X |
| 35.. Crisis counseling  | X | X | X | X | X | X |
| 36. Behavior Intervention plans   | X | X | X | X | X | X |
| 37. End of year failure letters/summer school information   | X | X | X | X | X | X |

| <b>Objective: To provide a liaison between the school and professional guidance and counseling resources, agencies, and/or organizations to further enhance the Comprehensive Plan.</b>                           |                   |               |             |      |      |      |
|---|-------------------|---------------|-------------|------|------|------|
|   | Elementary School | Middle School | High School |      |      |      |
| Activities – Procedures/Steps   | PK-5              | 6-8           | 9th         | 10th | 11th | 12th |
| 51. Referrals – Services, Agencies, Camps   | X                 | X             | X           | X    | X    | X    |
| 52. Referrals and Collaboration with Agencies Cross Systems, Probation – PINS, CPS, Holiday assistance, Backpack program  | X                 | X             | X           | X    | X    | X    |
| 53. Assist with securing assemblies for student and professional development opportunities for staff related to topics including mental health and achievement.   | X                 | X             | X           | X    | X    | X    |
| 54. Internal Collaboration –Administration, School Psychologist, Teachers, School Nurse, Teacher Aides, CSE Chairperson, Transportation Supervisor, Related Service Providers, Maintenance and Food Service Staff | X                 | X             | X           | X    | X    | X    |

Bolton Central School Counseling Department

| <b>Objective: Conduct an annual review of the K-12 Comprehensive School Counseling Plan and program review consistent with career/educational planning procedures.</b> |                   |        |             |      |      |      |
|--|-------------------|--------|-------------|------|------|------|
|  | Elementary School | Middle | High School |      |      |      |
| Activities – Procedures/Steps  | PK-5              | 6-8    | 9th         | 10th | 11th | 12th |
| 55. Counselor/Administration meetings  | X                 | X      | X           | X    | X    | X    |
| 56. Collaboration and communication with school counselors- Adirondack School Counselor Meetings, Adirondack School Counselor, NYSED List Serve.                       | X                 | X      | X           | X    | X    | X    |
| 57. Year-end review of guidance plan   | X                 | X      | X           | X    | X    | X    |
| 58. Advisory Council Meeting bi-annually.  | X                 | X      | X           | X    | X    | X    |

# Bolton Central School Counseling Department

Elementary School > Elementary School > Guidance > Elementary School Scope and Sequence

Dough, Michelle

| Unit:                                      | Aug | Sep     |             |          |          |             | Oct      |             |          |                |       | Nov |  |  |  | Dec |  |  |  |  | Jan |  |  |  |  | Feb |  |  |  | Mar |  |  |  | Apr |  |  | May |  |  |  |  | Jun |  |
|--|-----|---------|-------------|----------|----------|-------------|----------|-------------|----------|----------------|-------|-----|--|--|--|-----|--|--|--|--|-----|--|--|--|--|-----|--|--|--|-----|--|--|--|-----|--|--|-----|--|--|--|--|-----|--|
|  | 1 2 | 3 4 5 6 | 7 8 9 10 11 | 12 13 14 | 15 16 17 | 18 19 20 21 | 22 23 24 | 25 26 27 28 | 29 30 31 | 32 33 34 35 36 | 37 38 |     |  |  |  |     |  |  |  |  |     |  |  |  |  |     |  |  |  |     |  |  |  |     |  |  |     |  |  |  |  |     |  |
| Advisory Committee                         |     |         |             |          |          |             |          |             |          |                |       |     |  |  |  |     |  |  |  |  |     |  |  |  |  |     |  |  |  |     |  |  |  |     |  |  |     |  |  |  |  |     |  |
| Crisis Counseling                          |     |         |             |          |          |             |          |             |          |                |       |     |  |  |  |     |  |  |  |  |     |  |  |  |  |     |  |  |  |     |  |  |  |     |  |  |     |  |  |  |  |     |  |
| Individual Counseling                      |     |         |             |          |          |             |          |             |          |                |       |     |  |  |  |     |  |  |  |  |     |  |  |  |  |     |  |  |  |     |  |  |  |     |  |  |     |  |  |  |  |     |  |
| Small Group Counseling                     |     |         |             |          |          |             |          |             |          |                |       |     |  |  |  |     |  |  |  |  |     |  |  |  |  |     |  |  |  |     |  |  |  |     |  |  |     |  |  |  |  |     |  |
| CBCL                                       |     |         |             |          |          |             |          |             |          |                |       |     |  |  |  |     |  |  |  |  |     |  |  |  |  |     |  |  |  |     |  |  |  |     |  |  |     |  |  |  |  |     |  |
| Website                                    |     |         |             |          |          |             |          |             |          |                |       |     |  |  |  |     |  |  |  |  |     |  |  |  |  |     |  |  |  |     |  |  |  |     |  |  |     |  |  |  |  |     |  |
| IM   |     |         |             |          |          |             |          |             |          |                |       |     |  |  |  |     |  |  |  |  |     |  |  |  |  |     |  |  |  |     |  |  |  |     |  |  |     |  |  |  |  |     |  |
| Backpack Program                           |     |         |             |          |          |             |          |             |          |                |       |     |  |  |  |     |  |  |  |  |     |  |  |  |  |     |  |  |  |     |  |  |  |     |  |  |     |  |  |  |  |     |  |
| Scheduling                                 |     |         |             |          |          |             |          |             |          |                |       |     |  |  |  |     |  |  |  |  |     |  |  |  |  |     |  |  |  |     |  |  |  |     |  |  |     |  |  |  |  |     |  |
| Administrative Meetings                    |     |         |             |          |          |             |          |             |          |                |       |     |  |  |  |     |  |  |  |  |     |  |  |  |  |     |  |  |  |     |  |  |  |     |  |  |     |  |  |  |  |     |  |
| Attendance School Counseling Meetings      |     |         |             |          |          |             |          |             |          |                |       |     |  |  |  |     |  |  |  |  |     |  |  |  |  |     |  |  |  |     |  |  |  |     |  |  |     |  |  |  |  |     |  |
| CA/504 Meetings                            |     |         |             |          |          |             |          |             |          |                |       |     |  |  |  |     |  |  |  |  |     |  |  |  |  |     |  |  |  |     |  |  |  |     |  |  |     |  |  |  |  |     |  |
| School Safety Team                         |     |         |             |          |          |             |          |             |          |                |       |     |  |  |  |     |  |  |  |  |     |  |  |  |  |     |  |  |  |     |  |  |  |     |  |  |     |  |  |  |  |     |  |
| Parent Conferences                         |     |         |             |          |          |             |          |             |          |                |       |     |  |  |  |     |  |  |  |  |     |  |  |  |  |     |  |  |  |     |  |  |  |     |  |  |     |  |  |  |  |     |  |
| Attendance Committee                       |     |         |             |          |          |             |          |             |          |                |       |     |  |  |  |     |  |  |  |  |     |  |  |  |  |     |  |  |  |     |  |  |  |     |  |  |     |  |  |  |  |     |  |
| Back to School Night                       |     |         |             |          |          |             |          |             |          |                |       |     |  |  |  |     |  |  |  |  |     |  |  |  |  |     |  |  |  |     |  |  |  |     |  |  |     |  |  |  |  |     |  |
| Holiday Assistance                         |     |         |             |          |          |             |          |             |          |                |       |     |  |  |  |     |  |  |  |  |     |  |  |  |  |     |  |  |  |     |  |  |  |     |  |  |     |  |  |  |  |     |  |
| 100 Good For Drugs                         |     |         |             |          |          |             |          |             |          |                |       |     |  |  |  |     |  |  |  |  |     |  |  |  |  |     |  |  |  |     |  |  |  |     |  |  |     |  |  |  |  |     |  |
| 100 Good For                               |     |         |             |          |          |             |          |             |          |                |       |     |  |  |  |     |  |  |  |  |     |  |  |  |  |     |  |  |  |     |  |  |  |     |  |  |     |  |  |  |  |     |  |
| Violence                                   |     |         |             |          |          |             |          |             |          |                |       |     |  |  |  |     |  |  |  |  |     |  |  |  |  |     |  |  |  |     |  |  |  |     |  |  |     |  |  |  |  |     |  |
| Character Education                        |     |         |             |          |          |             |          |             |          |                |       |     |  |  |  |     |  |  |  |  |     |  |  |  |  |     |  |  |  |     |  |  |  |     |  |  |     |  |  |  |  |     |  |
| Life Skills Program                        |     |         |             |          |          |             |          |             |          |                |       |     |  |  |  |     |  |  |  |  |     |  |  |  |  |     |  |  |  |     |  |  |  |     |  |  |     |  |  |  |  |     |  |
| Career Education                           |     |         |             |          |          |             |          |             |          |                |       |     |  |  |  |     |  |  |  |  |     |  |  |  |  |     |  |  |  |     |  |  |  |     |  |  |     |  |  |  |  |     |  |
| Summer Safety                              |     |         |             |          |          |             |          |             |          |                |       |     |  |  |  |     |  |  |  |  |     |  |  |  |  |     |  |  |  |     |  |  |  |     |  |  |     |  |  |  |  |     |  |
| Character Star Awards                      |     |         |             |          |          |             |          |             |          |                |       |     |  |  |  |     |  |  |  |  |     |  |  |  |  |     |  |  |  |     |  |  |  |     |  |  |     |  |  |  |  |     |  |
| Drug and Alcohol Survey (every other year) |     |         |             |          |          |             |          |             |          |                |       |     |  |  |  |     |  |  |  |  |     |  |  |  |  |     |  |  |  |     |  |  |  |     |  |  |     |  |  |  |  |     |  |
| Climate Survey                             |     |         |             |          |          |             |          |             |          |                |       |     |  |  |  |     |  |  |  |  |     |  |  |  |  |     |  |  |  |     |  |  |  |     |  |  |     |  |  |  |  |     |  |
| Child Sexual Abuse Avoidance Education     |     |         |             |          |          |             |          |             |          |                |       |     |  |  |  |     |  |  |  |  |     |  |  |  |  |     |  |  |  |     |  |  |  |     |  |  |     |  |  |  |  |     |  |

# Bolton Central School Counseling Department

Middle School > Middle School > Guidance > Middle School Scope and Sequence

Borgh, Michelle

| Unit:                                      | Aug | Sep     | Oct         | Nov      | Dec   | Jan            | Feb      | Mar         | Apr      | May            | Jun   |
|--|-----|---------|-------------|----------|-------|----------------|----------|-------------|----------|----------------|-------|
|  | 1 2 | 3 4 5 6 | 7 8 9 10 11 | 12 13 14 | 15 16 | 17 18 19 20 21 | 22 23 24 | 25 26 27 28 | 29 30 31 | 32 33 34 35 36 | 37 38 |
| Wellness Committee                         |     |         |             |          |       |                |          |             |          |                |       |
| Classrooming                               |     |         |             |          |       |                |          |             |          |                |       |
| Individual Counseling                      |     |         |             |          |       |                |          |             |          |                |       |
| Small Group Counseling                     |     |         |             |          |       |                |          |             |          |                |       |
| DMVA                                       |     |         |             |          |       |                |          |             |          |                |       |
| Olweus                                     |     |         |             |          |       |                |          |             |          |                |       |
| RRI  |     |         |             |          |       |                |          |             |          |                |       |
| Backpack Program                           |     |         |             |          |       |                |          |             |          |                |       |
| Scheduling                                 |     |         |             |          |       |                |          |             |          |                |       |
| Administrative Meetings                    |     |         |             |          |       |                |          |             |          |                |       |
| Adirondack School Counseling Meetings      |     |         |             |          |       |                |          |             |          |                |       |
| CSE/504 Meetings                           |     |         |             |          |       |                |          |             |          |                |       |
| School Safety Team                         |     |         |             |          |       |                |          |             |          |                |       |
| Parent Conferences                         |     |         |             |          |       |                |          |             |          |                |       |
| Attendance Committee                       |     |         |             |          |       |                |          |             |          |                |       |
| Linkage and Referral Services              |     |         |             |          |       |                |          |             |          |                |       |
| Back to School Night                       |     |         |             |          |       |                |          |             |          |                |       |
| 3 Week Grade Review                        |     |         |             |          |       |                |          |             |          |                |       |
| Middle School Survival Skills              |     |         |             |          |       |                |          |             |          |                |       |
| 100 Good For Drugs                         |     |         |             |          |       |                |          |             |          |                |       |
| 100 Good For Violence                      |     |         |             |          |       |                |          |             |          |                |       |
| Career Education                           |     |         |             |          |       |                |          |             |          |                |       |
| Holiday Assistance                         |     |         |             |          |       |                |          |             |          |                |       |
| Breakfast of Champions                     |     |         |             |          |       |                |          |             |          |                |       |
| Drug and Alcohol Survey (every other year) |     |         |             |          |       |                |          |             |          |                |       |
| Annual Individual Student Meetings         |     |         |             |          |       |                |          |             |          |                |       |
| Olweus Survey                              |     |         |             |          |       |                |          |             |          |                |       |
| Child Sexual Abuse Avoidance Education     |     |         |             |          |       |                |          |             |          |                |       |
| Awards Assembly                            |     |         |             |          |       |                |          |             |          |                |       |



# Bolton Central School Counseling Department

High School > High School > Guidance > High School Scope and Sequence

Clark, Denise

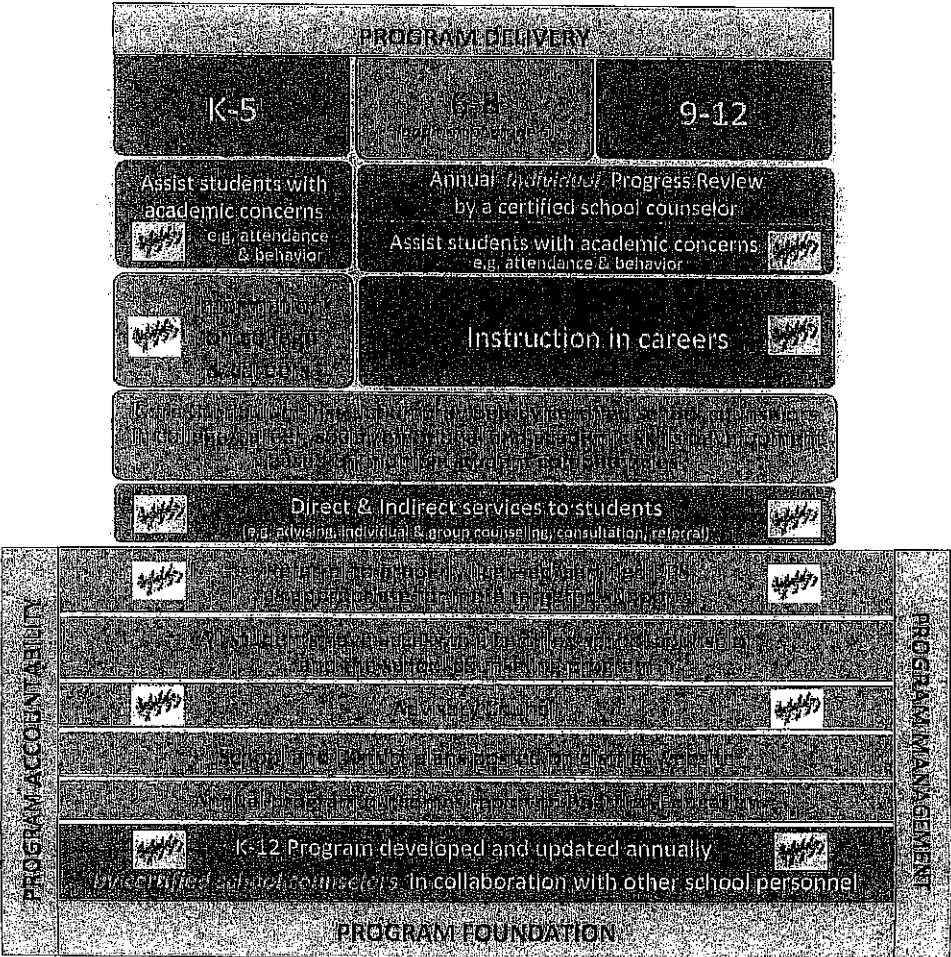
| Unit:                                      | Aug | Sep |   |   |   |   | Oct |   |   |    |    | Nov |    | Dec |    | Jan |    |    |    |    | Feb |    |    | Mar |    |    |    | Apr |    |    | May |    | Jun |    |    |    |    |    |
|--|-----|-----|---|---|---|---|-----|---|---|----|----|-----|----|-----|----|-----|----|----|----|----|-----|----|----|-----|----|----|----|-----|----|----|-----|----|-----|----|----|----|----|----|
|  | 1   | 2   | 3 | 4 | 5 | 6 | 7   | 8 | 9 | 10 | 11 | 12  | 13 | 14  | 15 | 16  | 17 | 18 | 19 | 20 | 21  | 22 | 23 | 24  | 25 | 26 | 27 | 28  | 29 | 30 | 31  | 32 | 33  | 34 | 35 | 36 | 37 | 38 |
| Career Counseling                          |     |     |   |   |   |   |     |   |   |    |    |     |    |     |    |     |    |    |    |    |     |    |    |     |    |    |    |     |    |    |     |    |     |    |    |    |    |    |
| Career Conferences                         |     |     |   |   |   |   |     |   |   |    |    |     |    |     |    |     |    |    |    |    |     |    |    |     |    |    |    |     |    |    |     |    |     |    |    |    |    |    |
| CPSC Programs                              |     |     |   |   |   |   |     |   |   |    |    |     |    |     |    |     |    |    |    |    |     |    |    |     |    |    |    |     |    |    |     |    |     |    |    |    |    |    |
| Academic Improvement Planning Meeting      |     |     |   |   |   |   |     |   |   |    |    |     |    |     |    |     |    |    |    |    |     |    |    |     |    |    |    |     |    |    |     |    |     |    |    |    |    |    |
| Financial Aid Evening                      |     |     |   |   |   |   |     |   |   |    |    |     |    |     |    |     |    |    |    |    |     |    |    |     |    |    |    |     |    |    |     |    |     |    |    |    |    |    |
| Fall College Fair                          |     |     |   |   |   |   |     |   |   |    |    |     |    |     |    |     |    |    |    |    |     |    |    |     |    |    |    |     |    |    |     |    |     |    |    |    |    |    |
| Career Fair                                |     |     |   |   |   |   |     |   |   |    |    |     |    |     |    |     |    |    |    |    |     |    |    |     |    |    |    |     |    |    |     |    |     |    |    |    |    |    |
| College Visits                             |     |     |   |   |   |   |     |   |   |    |    |     |    |     |    |     |    |    |    |    |     |    |    |     |    |    |    |     |    |    |     |    |     |    |    |    |    |    |
| Teachers/Sophomores Parent Night           |     |     |   |   |   |   |     |   |   |    |    |     |    |     |    |     |    |    |    |    |     |    |    |     |    |    |    |     |    |    |     |    |     |    |    |    |    |    |
| Junior Parent Evening                      |     |     |   |   |   |   |     |   |   |    |    |     |    |     |    |     |    |    |    |    |     |    |    |     |    |    |    |     |    |    |     |    |     |    |    |    |    |    |
| Career Education                           |     |     |   |   |   |   |     |   |   |    |    |     |    |     |    |     |    |    |    |    |     |    |    |     |    |    |    |     |    |    |     |    |     |    |    |    |    |    |
| Group Counseling                           |     |     |   |   |   |   |     |   |   |    |    |     |    |     |    |     |    |    |    |    |     |    |    |     |    |    |    |     |    |    |     |    |     |    |    |    |    |    |
| Individual Counseling                      |     |     |   |   |   |   |     |   |   |    |    |     |    |     |    |     |    |    |    |    |     |    |    |     |    |    |    |     |    |    |     |    |     |    |    |    |    |    |
| Small Group Counseling                     |     |     |   |   |   |   |     |   |   |    |    |     |    |     |    |     |    |    |    |    |     |    |    |     |    |    |    |     |    |    |     |    |     |    |    |    |    |    |
| Parent Conferences                         |     |     |   |   |   |   |     |   |   |    |    |     |    |     |    |     |    |    |    |    |     |    |    |     |    |    |    |     |    |    |     |    |     |    |    |    |    |    |
| Linkage and Referral Services              |     |     |   |   |   |   |     |   |   |    |    |     |    |     |    |     |    |    |    |    |     |    |    |     |    |    |    |     |    |    |     |    |     |    |    |    |    |    |
| Drug and Alcohol Survey (every other year) |     |     |   |   |   |   |     |   |   |    |    |     |    |     |    |     |    |    |    |    |     |    |    |     |    |    |    |     |    |    |     |    |     |    |    |    |    |    |
| Spring College Visits                      |     |     |   |   |   |   |     |   |   |    |    |     |    |     |    |     |    |    |    |    |     |    |    |     |    |    |    |     |    |    |     |    |     |    |    |    |    |    |
| Alumni Survey                              |     |     |   |   |   |   |     |   |   |    |    |     |    |     |    |     |    |    |    |    |     |    |    |     |    |    |    |     |    |    |     |    |     |    |    |    |    |    |
| DATA                                       |     |     |   |   |   |   |     |   |   |    |    |     |    |     |    |     |    |    |    |    |     |    |    |     |    |    |    |     |    |    |     |    |     |    |    |    |    |    |
| Observation                                |     |     |   |   |   |   |     |   |   |    |    |     |    |     |    |     |    |    |    |    |     |    |    |     |    |    |    |     |    |    |     |    |     |    |    |    |    |    |
| Back to School Night                       |     |     |   |   |   |   |     |   |   |    |    |     |    |     |    |     |    |    |    |    |     |    |    |     |    |    |    |     |    |    |     |    |     |    |    |    |    |    |
| PTA/Parent Meeting                         |     |     |   |   |   |   |     |   |   |    |    |     |    |     |    |     |    |    |    |    |     |    |    |     |    |    |    |     |    |    |     |    |     |    |    |    |    |    |
| IEP  |     |     |   |   |   |   |     |   |   |    |    |     |    |     |    |     |    |    |    |    |     |    |    |     |    |    |    |     |    |    |     |    |     |    |    |    |    |    |
| Scheduling                                 |     |     |   |   |   |   |     |   |   |    |    |     |    |     |    |     |    |    |    |    |     |    |    |     |    |    |    |     |    |    |     |    |     |    |    |    |    |    |
| Administrative Meetings                    |     |     |   |   |   |   |     |   |   |    |    |     |    |     |    |     |    |    |    |    |     |    |    |     |    |    |    |     |    |    |     |    |     |    |    |    |    |    |
| Administrative School Counseling Meetings  |     |     |   |   |   |   |     |   |   |    |    |     |    |     |    |     |    |    |    |    |     |    |    |     |    |    |    |     |    |    |     |    |     |    |    |    |    |    |
| Attendance Committee                       |     |     |   |   |   |   |     |   |   |    |    |     |    |     |    |     |    |    |    |    |     |    |    |     |    |    |    |     |    |    |     |    |     |    |    |    |    |    |
| Annual Individual Student Meetings         |     |     |   |   |   |   |     |   |   |    |    |     |    |     |    |     |    |    |    |    |     |    |    |     |    |    |    |     |    |    |     |    |     |    |    |    |    |    |
| Wellness Committee                         |     |     |   |   |   |   |     |   |   |    |    |     |    |     |    |     |    |    |    |    |     |    |    |     |    |    |    |     |    |    |     |    |     |    |    |    |    |    |
| Spring College Fair                        |     |     |   |   |   |   |     |   |   |    |    |     |    |     |    |     |    |    |    |    |     |    |    |     |    |    |    |     |    |    |     |    |     |    |    |    |    |    |
| Child Sexual Abuse Avoidance Education     |     |     |   |   |   |   |     |   |   |    |    |     |    |     |    |     |    |    |    |    |     |    |    |     |    |    |    |     |    |    |     |    |     |    |    |    |    |    |
| Awards Assembly                            |     |     |   |   |   |   |     |   |   |    |    |     |    |     |    |     |    |    |    |    |     |    |    |     |    |    |    |     |    |    |     |    |     |    |    |    |    |    |

# Bolton Central School Counseling Department

References:

The Bolton Central School counseling program is built on a strong foundation. 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. The Bolton Central School counseling program is based on the New York State Part 100 Regulations and the ASCA School Counselor Professional Standards & Competencies outlined in the mindsets and behaviors which follow:

**New + Old Requirements 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)**



|      |  |                |
|------|--|----------------|
| Key: | New regulation   | Old regulation |
|      | Team approach: e.g. teachers, school social workers, school psychologists. |                |

## Bolton Central School Counseling Department

The ASCA School Counselor Professional Standards & Competencies outline the mindsets and behaviors school counselors need to meet the rigorous demands of the school counseling profession and the needs of pre-K-12 students. These standards and competencies help ensure new and experienced school counselors are equipped to establish, maintain and enhance a comprehensive school counseling program addressing academic achievement, career planning, and social/emotional development. These standards and competencies can be used in a variety of ways, including:

### School counselors

- Self-assess their own mindsets and behaviors
- Formulate an appropriate professional development plan

### School administrators

- Guide the recruitment and selection of competent school counselors
- Develop or inform meaningful school counselor performance evaluation

### School counselor education programs

- Establish benchmarks for ensuring school counseling students graduate with the knowledge, skills and attitudes needed to develop a comprehensive school counseling program

### Organization of the ASCA School Counselor

#### Professional Standards & Competencies

The ASCA School Counselor Professional Standards & Competencies are organized by mindset standards and behavior standards and competencies. The standards are broader topics that describe the knowledge, attitude and skills school counselors need to implement a comprehensive school counseling program. The competencies are more specific and measurable indicators of the behavior standards.

## Bolton Central School Counseling Department

**Mindsets:** The mindset standards include beliefs school counselors hold about student achievement and success. Although it may be possible to measure these beliefs, the mindsets are more readily recognized through the behaviors a school counselor demonstrates as a result of the implementation of a comprehensive school counseling program. Therefore, the mindset standards do not have correlating competencies.

**Behaviors:** The behavior standards include essential behaviors school counselors demonstrate through the implementation of a comprehensive school counseling program including:

1. **Professional foundation** – the essential skills that are the basis of a school counselor's professional orientation.
2. **Direct and indirect student services** – interactions that are provided directly to students or indirectly for students in collaboration with families, teachers, administrators, other school staff, and education stakeholders.
3. **Planning and evaluation** – activities necessary for the design, implementation and evaluation of the comprehensive school counseling program. Each behavior standard has specific competencies that are measurable indicators of the broader standard. These competencies can be used to further define the behaviors necessary for the implementation of a comprehensive school counseling program.

The mindsets and behaviors standards are found in the following chart, and the behavior competencies are listed afterwards.

### ASCA SCHOOL COUNSELOR PROFESSIONAL STANDARDS & COMPETENCIES

## ASCA School Counselor Professional Standards & Competencies

### MINDSETS

School counselors believe:

## Bolton Central School Counseling Department

M 1. M 2. M 3. M 4. M 5.

M 6. M 7.

Every student can learn, and every student can succeed.

Every student should have access to and opportunity for a high-quality education.

Every student should graduate from high school prepared for postsecondary opportunities.

Every student should have access to a comprehensive school counseling program.

Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators, other school staff and education stakeholders.

School counselors are leaders in the school, district, state and nation.

Comprehensive school counseling programs promote and enhance student academic, career and social/emotional outcomes.

### BEHAVIORS

School counselors demonstrate the following standards in the design, implementation and evaluation of a comprehensive school counseling program.

| Professional Foundation  | Direct and Indirect Student Services   | Planning and Evaluation  |
|--|--|--|
| B-PF 1. Apply developmental, learning, counseling and education theories   | B-SS 1. Design and implement instruction aligned to ASCA Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual settings | B-PE 1. Create school counseling program beliefs, vision and mission statements aligned with the school and district |
| B-PF 2. Demonstrate understanding of educational systems, legal issues, policies, research and trends in education | B-SS 2. Provide appraisal and advisement in large-group, classroom, small-group and individual settings  | B-PE 2. Identify gaps in achievement, attendance, discipline, opportunity and resources                              |
| B-PF 3. Apply legal and ethical principles of the school counseling profession                                     | B-SS 3. Provide short-term counseling in small-group and individual settings   | B-PE 3. Develop school counseling program goals based on student data  |
| B-PF 4. Apply school counseling professional standards and   | B-SS 4. Make referrals to appropriate school and community resources   | B-PE 4. Develop and implement action plans aligned with program goals  |

# Bolton Central School Counseling Department

|   |  |   |
|---|--|---|
| competencies  |  | and student data  |
| B-PF 5. Use ASCA Mindsets & Behaviors for Student Success to inform the implementation of a comprehensive school counseling program   | B-SS 5. Consult to support student achievement and success   | B-PE 5. Evaluate and report program results to the school community   |
| B-PF 6. Demonstrate understanding of the impact of cultural, social and environmental influences on student success and opportunities | B-SS 6. Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success | B-PE 6. Use time appropriately according to national recommendations and student/school data                              |
| B-PF 7. Demonstrate leadership through the development and implementation of a comprehensive school counseling program                |  | B-PE 7. Establish agreement with the principal and other administrators about the comprehensive school counseling program |
| B-PF 8. Demonstrate advocacy in a comprehensive school counseling program   |  | B-PE 8. Establish and convene an advisory council for the comprehensive school counseling program                         |
| B-PF 9. Create systemic change through the implementation of a comprehensive school counseling program                                |  | B-PE 9. Use appropriate school counselor performance appraisal process  |

## ASCA SCHOOL COUNSELOR PROFESSIONAL STANDARDS & COMPETENCIES

B-PF 1. Apply developmental, learning, counseling and education theories

## Bolton Central School Counseling Department

1. Use human development theories to have an impact on developmental issues affecting student success
2. Use learning theory to support student achievement and success, including students with diverse learning needs
3. Use established and emerging evidence-based counseling

theories and techniques that are effective in a school setting to promote academic, career and social/emotional development, including but not limited to rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems

4. Use counseling theories and techniques in individual, small-group, classroom and large-group settings to promote academic, career and social/emotional development
5. Use career development theories to promote and support postsecondary planning
6. Use principles of multi-tiered systems of support within the context of a comprehensive school counseling program to provide instruction and interventions matched to student need

### B-PF 2. Demonstrate understanding of educational systems, legal issues, policies, research and trends in education

1. Explain the organizational structure and governance of the American educational system as well as cultural, political and social influences on current educational practices
2. Explain educational systems, philosophies and theories and current trends in education, including federal and state legislation
3. Explain and/or inform the process for development of policy and procedures at the building, district, state and national levels
4. Explain the history of school counseling to create a context for the current state of the profession and comprehensive school counseling programs

## Bolton Central School Counseling Department

5. Explain the nature of academic, career and social/emotional counseling in schools and the similarities and differences between school counseling and other fields of counseling, such as mental health, marriage and family, substance abuse counseling, social work and psychology, within a continuum of care
6. Delineate the roles of student service providers, such as school social worker, school psychologist or school nurse, and identify best practices for collaborating to have an impact on student success
7. Articulate a rationale for a comprehensive school counseling program
8. Use education research to inform decisions and programming
9. Use current trends in technology to promote student success

### **B-PF 3. Apply legal and ethical principles of the school counseling profession**

- a. Practice within the ethical principles of the school counseling profession in accordance with the ASCA Ethical Standards for School Counselors
- b. Adhere to the legal responsibilities of the role of the school counselor including the unique legal and ethical principles of working with minor students in a school setting
- c. Adhere to the ethical and statutory limits of confidentiality
- d. Full legal and ethical obligations to families, teachers, administrators and other school staff
- e. Consult with school counselors and other education, counseling and legal professionals when ethical and legal questions arise
- f. Resolve ethical dilemmas by employing an ethical decision- making model in accordance with the ASCA Ethical Standards for School Counselors
- g. Model ethical behavior
- h. Engage in continual professional development to inform and guide ethical and legal work

### **B-PF 4. Apply school counseling professional standards and competencies**



## Bolton Central School Counseling Department

- a. Stay current with school counseling research and best practices
- b. Conduct and analyze self-appraisal and assessment related to school counseling professional standards and competencies
- c. Use personal consultation and supervision to promote professional growth and development
- d. Develop a yearly professional development plan to ensure engagement in professional growth opportunities related to relevant professional standards and competencies and personal limitations

### **B-PF 5. Use ASCA Mindsets & Behaviors for Student Success standards to inform the implementation of a comprehensive school counseling program**

1. Select ASCA Mindsets & Behaviors for Student Success standards to address student needs demonstrated in data
2. Prioritize ASCA Mindsets & Behaviors for Student Success standards aligned with school improvement goals
3. Select or create competencies aligned with the ASCA Mindsets & Behaviors for Student Success and the Common Core State Standards or other state-specific standards

### **B-PF 6. Demonstrate understanding of the impact of cultural, social and environmental influences on student success and opportunities**

- a. Demonstrate basic knowledge and respect of differences in

customs, communications, traditions, values and other traits among students based on race, religion, ethnicity, nationality, sexual orientation, gender identity, physical or intellectual ability and other factors

## ASCA SCHOOL COUNSELOR PROFESSIONAL STANDARDS & COMPETENCIES

3

### **PROFESSIONAL FOUNDATION, cont.**

2. Explain how students' cultural, social and economic background may affect their academic achievement, behavior, relationships and overall performance in school
3. Maintain and communicate high expectations for every student, regardless of cultural, social or economic background

## Bolton Central School Counseling Department

4. Explain the dynamics of cross-cultural communications and demonstrate the ability to communicate with persons of other cultures effectively
5. Collaborate with administrators, teachers and other staff in the school and district to ensure culturally responsive curricula and student-centered instruction
6. Understand personal limitations and biases, and articulate how they may affect the school counselor's work

### **B-PF 7. Demonstrate leadership through the development and implementation of a comprehensive school counseling program**

1. Identify sources of power and authority and formal and informal leadership
2. Identify and demonstrate professional and personal qualities and skills of effective leaders
3. Apply a model of leadership to a comprehensive school counseling program
4. Create the organizational structure and components of an effective school counseling program aligned with the ASCA National Model
5. Apply the results of a school counseling program assessment to inform the design and implementation of the comprehensive school counseling program
6. Use leadership skills to facilitate positive change for the comprehensive school counseling program
7. Delineate the role of the school counselor and the school counseling program in the school crisis plan
8. Serve as a leader in the school and community to promote and support student success
9. Participate in the school improvement process to bring the school counseling perspective to the development of school goals

### **B-PF 8. Demonstrate advocacy for a comprehensive school counseling program**

1. Model school counselor advocacy competencies to promote school counseling program development and student success
2. Advocate responsibly for school board policy and local, state and federal statutory requirements in students' best interests
3. Explain the benefits of a comprehensive school counseling program for all stakeholders, including students, families, teachers, administrators and other school staff, school boards, department of education, school counselors, school counselor educators, community stakeholders and business leaders
4. Articulate and provide rationale for appropriate activities for school counselors
5. Articulate and provide rationale for discontinuation of inappropriate activities for school counselors
6. Use data (e.g., closing-the-gap reports) to promote reduction in student-to-school-counselor ratios and reduction of inappropriate non-school-counseling-related tasks
7. Participate in school counseling and education-related professional organizations

## Bolton Central School Counseling Department

### **B-PF 9. Create systemic change through the implementation of a comprehensive school counseling program**

1. Act as a systems change agent to create an environment promoting and supporting student success
  2. Use data to identify how school, district and state educational policies, procedures and practices support and/or impede student success
  3. Use data to demonstrate a need for systemic change in areas such as course enrollment patterns; equity and access; and achievement, opportunity and/or information gaps
  4. Develop and implement a plan to address personal and/or institutional resistance to change that better supports student success
- 

### **B-SS 1. Design and implement instruction aligned to the ASCA Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual settings**

1. Use student, school and district data to identify achievement, attendance and discipline issues to be addressed through instruction
2. Evaluate cultural and social trends when developing and choosing curricula Identify appropriate evidence-based curricula aligned to the ASCA Mindsets & Behaviors for Student Success or select/ develop other materials informed by research and best practice if evidence-based materials do not exist
3. Demonstrate pedagogical skills, including culturally responsive classroom management strategies, lesson planning and personalized instruction
4. Create lesson plans identifying activities to be delivered, standards to be addressed, to whom activities will be delivered, how they will be delivered and how data will be evaluated to determine impact on student outcomes
5. Use a variety of technologies in the delivery of lessons and activities
6. Engage with school administrators, teachers and other staff to ensure the effective implementation of instruction
7. Analyze data from lessons and activities to determine impact on student outcomes

### **B-SS 2. Provide appraisal and advisement in large-group, classroom, small-group and individual settings**

1. Develop strategies to provide appraisal and advisement to students and families about attaining the ASCA Mindsets & Behaviors for Student Success
2. Use assessments to help students understand their abilities, values and career interests

## Bolton Central School Counseling Department

3. Include career opportunities, labor market trends and global economics to help students develop immediate and long-range plans
4. Help students cross reference individual assessment results (e.g. MBTI, Holland Code, ASVAB, O\*Net) with occupational/career goals
5. Help students understand how academic performance relates to the world of work, family life and community service
6. Help students understand the importance of postsecondary education and/or training as a pathway to a career
7. Help students and families navigate postsecondary awareness, exploration, admissions and financial aid processes
8. Connect students to workplace experiences to deepen understandings and explore career interests

### **B-SS 3. Provide short-term counseling in small-group and individual settings**

- a. Use data to identify students in need of counseling intervention
- b. Provide support for students, including individual and small-group counseling, during times of transition, heightened stress, critical change or other situations impeding student success
- c. Explain the difference between appropriate short-term counseling and inappropriate long-term therapy
- d. Explain the impact of adverse childhood experiences and trauma, and demonstrate techniques to support students who have experienced trauma
- e. Respond with appropriate intervention strategies to meet the needs of the individual, group or school community before, during and after crisis response

### **B-SS 4. Make referrals to appropriate school and community resources**

1. Maintain a list of current referral resources, consistent with school and district policies, for students, staff and families to effectively address academic, career and social/emotional issues
2. Communicate the limits of school counseling and the continuum of mental health services
3. Articulate why diagnoses and long-term therapy are outside the scope of school counseling

### **B-SS 5. Consult to support student achievement**

## Bolton Central School Counseling Department

and success

1. Gather information on student needs from families, teachers, administrators, other school staff and community organizations to inform the selection of strategies for student success
2. Share strategies that support student achievement with families, teachers, administrators, teachers, school staff and community organizations
3. Consult with school counselors and other education and counseling professionals when questions of school counseling practice arise
4. Facilitate in-service training or workshops for families, administrators, other school staff, teachers or other stakeholders to share school counseling expertise

**B-SS 6. Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success**

1. Partner with others to advocate for student achievement and educational equity and opportunities
2. Explain the potential for dual roles with families and other caretakers
3. Identify and involve appropriate school and community professionals as well as the family in a crisis situation
4. Supervise school counseling interns consistent with the

principles of the ASCA School Counseling Professional Standards & Competencies

**B-PE 1. Create school counseling program beliefs, vision and mission statements aligned with the school and district**

1. Analyze personal, school, district and state beliefs, assumptions and philosophies about student success
2. Compose a personal beliefs statement about students, families, teachers, school counseling programs and the educational process consistent with the school's educational philosophy and mission
3. Analyze the school's vision and mission
4. Create a school counseling vision statement describing a future world where student outcomes are successfully achieved
5. Create a school counseling mission statement aligned with school, district and state missions

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6. Communicate the vision and mission of the school counseling program to administrators, teachers, other school staff and stakeholders

### **B-PE 2. Identify gaps in achievement, attendance, discipline, opportunity and resources**

1. Collect and analyze data to identify areas of success or gaps between and among different groups of students in achievement, attendance, discipline and opportunities Review, disaggregate and interpret student achievement, attendance and discipline data to identify and implement interventions as needed
2. Create goals based on student, school and/or district data to close the achievement, opportunity and/or information gaps

### **B-PE 3. Develop school counseling program goals based on student data**

1. Use achievement, attendance and/or discipline data to create school counseling program goals aligned with school improvement plans
2. Write goals in a measurable format such as the SMART goal format, and include baseline and target data within the goal statement
3. Use student data and results from survey tools to monitor and refine school counseling program goals
4. Communicate program goals to administrators, teachers, other school staff and stakeholders

### **B-PE 4. Develop and implement action plans aligned with program goals and student data**

1. Design and implement school counseling action plans aligned with school and school counseling program goals and student data
2. Determine appropriate students for the target group of action plans based on student, school and district data
3. Identify appropriate ASCA Mindsets & Behaviors for Student Success standards addressing needs identified in action plans
4. Select evidence-based curricula and activities to accomplish objectives, or select/develop other materials informed by research and best practice if evidence-based materials do not exist

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5. Identify appropriate resources needed to implement action plans
6. Identify intended impact on academics, attendance and discipline as result of action plan implementation
7. Explain basic research sampling, methodology and analysis concepts as they relate to research outcomes and action research

### ~~B-PE 5. Evaluate and report program results to the school community~~

- a. Explain concepts related to program results and accountability within a comprehensive school counseling program
- b. Review progress toward school counseling program goals
- c. Analyze data to evaluate school counseling program effectiveness and to inform program development
- d. Collaborate with members of the school counseling team and with administration to decide how school counseling programs are evaluated and how results are shared
- e. Use data to demonstrate the value the school counseling program adds to student achievement
- f. Use presentation skills to share effectiveness data and results of action plans and activities with administrators, advisory councils, teachers, faculty and staff, families, school boards and stakeholders

### ~~B-PE 6. Use time appropriately according to national recommendations and student/school data~~

- a. Articulate the distinction between direct and indirect student services
- b. Assess use of time in direct and indirect student services and program management and school support to determine how much time is spent in each school counseling program component
- c. Articulate the best use of a school counselor's time to meet student needs as identified through student data and program goals
- d. Organize and manage time to effectively implement a comprehensive school counseling program using skills including scheduling, publicizing and prioritizing time
- e. Create annual and weekly calendars to plan activities reciting school counseling program goals
- f. Identify, evaluate and participate in fair-share responsibilities

### ~~PLANNING AND EVALUATION, cont.~~

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### B-PE 7. Establish agreement with the principal and other administrators about the comprehensive school counseling program

1. Complete management templates for the school counseling program with other members of the school counseling staff
2. Discuss school counseling annual agreement with the principal and/or supervising administrator to formalize the delivery, management and accountability of the comprehensive school counseling program
3. Explain and model the appropriate role of the school counselor and the organization of the school counseling program
4. Explain school counseling program goals, their basis in student data and their alignment with the school improvement plan
5. Advocate for the appropriate use of school counselor time based on national recommendations and student needs
6. Finalize the school counseling annual agreement after presentation to and discussion with the principal and/or supervising administrator

### B-PE 8. Establish and convene an advisory council for the comprehensive school counseling program

1. Determine appropriate education stakeholders for representation on the advisory council
2. Develop effective and efficient advisory council meeting agendas to inform stakeholders about the comprehensive school counseling program
3. Explain and discuss school data, school counseling program assessment and school counseling program goals with the advisory council
4. Record advisory council meeting notes, and distribute as appropriate
5. Analyze and incorporate feedback from the advisory council related to school counseling program goals as appropriate

### B-PE 9. Use appropriate school counselor performance appraisal process

1. Explain and advocate for appropriate school counselor performance appraisal process based on school counselor standards and implementation of the comprehensive school counseling program
2. Explain how school counseling activities fit within categories of a performance appraisal instrument
3. Utilize components of the ASCA National Model to document data-informed, student-focused activities that demonstrate evidence of meeting standards of performance appraisal instruments

American School Counselor Association (2019). ASCA School Counselor Professional Standards & Competencies. Alexandria, VA: Author.