

AUBURN ENLARGED CITY SCHOOL DISTRICT COMPREHENSIVE SCHOOL COUNSELING PLAN



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INTRODUCTION

School counselors are an integral part of the overall school mission. They work collaboratively with all school staff, families, and community members to support the academic, career, and social-emotional needs of all students. School counselors develop, deliver, and assess their comprehensive developmental school counseling program in an effort to help all students reach their fullest potential personally, academically and professionally. Their work is guided by the American School Counselor Association (ASCA) National Model Framework, which is a data-informed model designed to improve student outcomes.

(<https://www.schoolcounselor.org>)

The Comprehensive School Counseling Program Development Team

Mrs. Jane Stryker	Student Services Curriculum Facilitator & School Counselor (Auburn High School)
Mr. Steven Crosby	School Counselor (Auburn High School)
Mr. Gregory Walker	School Counselor (Auburn High School)
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Mrs. Heather Justian	School Counselor (Casey Park Elementary School)
Mrs. Laura Gaparini	School Counselor (Genesee Elementary School)
Mrs. Michele Kmiecjak	School Counselor (Herman Avenue Elementary School)
Ms. Alyssandra Orfano	School Counselor (Owasco Elementary School)
Mrs. Ariana Suhr	School Counselor (Seward Elementary School)

DISTRICT MISSION

The mission of the Auburn Enlarged City School District is to develop citizens that are capable of meeting the challenges of their future by providing equitable, fiscally sound educational opportunities necessary to develop confident life-long learners.

DISTRICT GOALS

High Quality Curriculum and Instruction

The Auburn Enlarged City School District will develop a framework and implement high quality curriculum, instruction, and a balanced assessment model for all students. All staff will implement evidence-based practices including high-yield instructional strategies that increase higher order thinking, collaboration and creativity, and student engagement.

Leadership and Innovation

All members of the Auburn Enlarged City School District and community are valued and seen as contributors to the goals of the district. Allocation of resources will support job-embedded professional development dedicated to promoting creative problem solving and critical thinking. We will seek to leverage emergent ideas and insights to realize measurable achievement gains for educators and students.

Systems Thinking

The Auburn Enlarged City School District will continually create benchmarks for success that align targeted resources to evaluate and enrich the quality of our instructional programs. Each student will be provided equitable access to meet and exceed the standards for college and career readiness.

NEW YORK STATE EDUCATION DEPARTMENT AMENDED 100.2 (J) SCHOOL COUNSELING REGULATIONS


To access this document, please click on the link below:

[School Counseling Regulation Guidance Document](#)

COMPARISON CHART BETWEEN OLD NYS COUNSELING REGULATIONS AND AMENDED REGULATIONS EFFECTIVE JULY 1, 2019

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)

PROGRAM DELIVERY		
K-5	6-8 <i>(addition of grade 6)</i>	9-12
Assist students with academic concerns e.g. attendance & behavior	Annual <i>Individual</i> Progress Review by a certified school counselor	
	Assist students with academic concerns e.g. attendance & behavior	
Information on college & careers	Instruction in careers	
Core Curriculum instruction provided by certified school counselors in college/career, social/emotional and academic skills development based on multiple student competencies		
Direct & Indirect services to students (e.g. advising, individual & group counseling, consultation, referral)		
PROGRAM ACCOUNTABILITY	Referral to properly licensed/certified PPS as appropriate for more targeted supports	
	All students have access to a certified school counselor and the school counseling program	
	Advisory Council	
	School and District plans posted on district website	
	Annual program outcomes report to Board of Education	
	K-12 Program developed and updated annually <i>by certified school counselors</i> in collaboration with other school personnel	
PROGRAM FOUNDATION		
PROGRAM MANAGEMENT		

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

BENEFITS OF A COMPREHENSIVE SCHOOL COUNSELING PROGRAM

The benefits of a comprehensive, developmental K-12 school counseling program are as follows:

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

THE ROLES OF STUDENT SERVICES TEAM MEMBERS

THE ROLE OF THE SCHOOL COUNSELOR

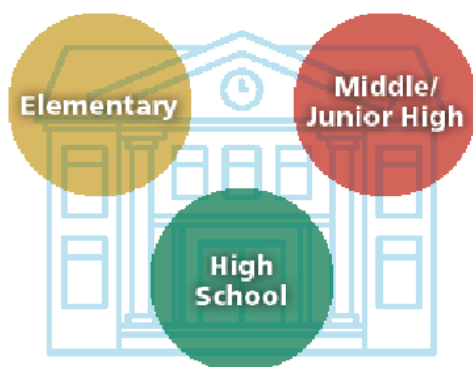


The Role of the School Counselor

Who are School Counselors?

School counselors are certified/licensed educators who improve student success for ALL students by implementing a comprehensive school counseling program.

EMPLOYED AT ALL LEVELS



Also employed in district supervisory positions; and school counselor education positions



SCHOOL COUNSELOR QUALIFICATIONS

- ▶ Hold, at minimum, a master's degree in school counseling
- ▶ Meet the state certification/licensure standards
- ▶ Fulfill continuing education requirements
- ▶ Uphold ASCA ethical and professional standards



For more information, resources please visit www.schoolcounselor.org



LEADERSHIP TEAM MEMBERS

School counselors are vital members of the education team and maximize student success.

School counselors help all students:

- apply academic achievement strategies
- manage emotions and apply interpersonal skills
- plan for postsecondary options (higher education, military, work force)

Appropriate duties include providing:

- individual student academic planning and goal setting
- school counseling classroom lessons based on student success standards
- short-term counseling to students
- referrals for long-term support
- collaboration with families/teachers/ administrators/ community for student success
- advocacy for students at individual education plan meetings and other student-focused meetings
- data analysis to identify student issues, needs and challenges

IDEAL CASELOAD

250 students per school counselor



THE ROLE OF THE SCHOOL SOCIAL WORKER

THE ROLE OF A SCHOOL SOCIAL WORKER

School Social Workers are the link between school and community in providing services to students, families and school personnel to promote and support students' academic and social success.

SERVICES TO SCHOOL PERSONNEL

- Assessing students with mental health concerns.
- Developing staff in-service training programs.
- Assisting teachers with classroom management.



SERVICES TO STUDENTS

- Providing crisis intervention.
- Develop intervention strategies to increase academic success.
- Help conflict resolution and anger management.
- Helping children develop social-emotional skills.

SERVICES TO PARENTS/FAMILIES

- Interview the family to assess problems affecting the child's education.
- Work with parents to facilitate support in their children's school adjustment.
- Alleviate family stress for the child to function more effectively in school.



SERVICES TO DISTRICTS

- Develop alternative programs for drop-outs, truants, delinquents, etc.
- Identify and report child abuse and neglect
- Providing prevention programs for school violence, substance abuse, & teen pregnancy.
- Helping districts assess school climate and develop school safety plans.

SCHOOL-COMMUNITY LIAISON


- Obtain and coordinate community resources to meet students' needs.
- Helping school districts receive adequate support from social and mental health agencies.
- Coordinate systems of care to provide wrap-around services.



School Social Work
Association of America

SSWAA.ORG

THE ROLE OF THE SCHOOL PSYCHOLOGIST



Who Are _____

SCHOOL PSYCHOLOGISTS?

Helping Children Thrive • In School • At Home • In Life

WHAT DO SCHOOL PSYCHOLOGISTS DO?

School psychologists provide direct support and interventions to students; consult with teachers, families, and other school-employed mental health professionals (i.e., school counselors, school social workers) to improve support strategies; work with school administrators to improve school-wide practices and policies; and collaborate with community providers to coordinate needed services.

School psychologists help schools successfully:

Improve Academic Achievement

- Promote student motivation and engagement
- Conduct psychological and academic assessments
- Individualize instruction and interventions
- Manage student and classroom behavior
- Monitor student progress
- Collect and interpret student and classroom data
- Reduce inappropriate referrals to special education.

Promote Positive Behavior and Mental Health

- Improve students communication and social skills
- Assess student emotional and behavioral needs
- Provide individual and group counseling
- Promote problem solving, anger management, and conflict resolution
- Reinforce positive coping skills and resilience
- Promote positive peer relationships and social problem solving
- Make referrals to and coordinate services with community-based providers

Support Diverse Learners

- Assess diverse learning needs
- Provide culturally responsive services to students and families from diverse backgrounds
- Plan appropriate Individualized Education Programs for students with disabilities
- Modify and adapt curricula and instruction
- Adjust classroom facilities and routines to improve student engagement and learning
- Monitor and effectively communicate with parents about student progress

Create Safe, Positive School Climates

- Prevent bullying and other forms of violence
- Support social-emotional learning
- Assess school climate and improve school connectedness
- Implement and promote positive discipline and restorative justice
- Implement school-wide positive behavioral supports
- Identify at-risk students and school vulnerabilities
- Provide crisis prevention and intervention services

Strengthen Family-School Partnerships

- Help families understand their children's learning and mental health needs
- Assist in navigating special education processes
- Connect families with community service providers when necessary
- Help effectively engage families with teachers and other school staff
- Enhance staff understanding of and responsiveness to diverse cultures and backgrounds
- Help students transition between school and community learning environments, such as residential treatment or juvenile justice programs

Improve School-Wide Assessment and Accountability

- Monitor individual student progress in academics and behavior
- Generate and interpret useful student and school outcome data
- Collect and analyze data on risk and protective factors related to student outcomes
- Plan services at the district, building, classroom, and individual levels

COMPONENTS OF THE ASCA NATIONAL MODEL

The standards that define the school counseling profession are professional standards and student standards. They are included in the Define component of the ASCA National Model and guide the work that school counselors do. They help school counselors determine the knowledge, attitudes and skills they want students to learn by their participation in the school counseling program.

[ASCA National Model: A Framework for School Counseling Programs 5th Ed.](#)

DEFINE

To view individual standards, click on links below:

[STUDENT STANDARDS - ASCA MINDSETS & BEHAVIORS](#)

[SCHOOL COUNSELOR PROFESSIONAL STANDARDS AND COMPETENCIES](#)

[AMERICAN SCHOOL COUNSELORS ASSOCIATION ETHICAL STANDARDS FOR SCHOOL COUNSELORS](#)

NEW YORK STATE STANDARDS

To view individual standards, click on links below:

[NEW YORK STATE HEALTH, PHYSICAL EDUCATION AND FAMILY CONSUMER SCIENCES](#)

[NEW YORK STATE CAREER AND OCCUPATIONAL STUDIES STANDARDS](#)

[NEW YORK STATE SOCIAL EMOTIONAL LEARNING: ESSENTIAL FOR LIFE](#)

[NEW YORK STATE SOCIAL EMOTIONAL LEARNING BENCHMARKS](#)

[NEW YORK STATE STANDARDS AND INSTRUCTION](#)

PROGRAM FOCUS

Beliefs: The school counselors of the Auburn Enlarged City School District believe...

All students have the ability to learn and improve their level of achievement.

The school counseling staff delivers programs and services that meet the developmental needs of all students through a comprehensive counseling services plan.

The school counselor has the responsibility to advocate for every student on an individual or systemic level to promote the academic, career and social-emotional development of all students.

The planning, management, delivery and evaluation of program activities is carried out by New York State Certified School Counselors.

School report card data, school improvement plans, survey data (perception data) and needs assessment results are used to evaluate and improve the comprehensive school counseling program.

The American School Counselor Association Ethical Standards guide the work of the school counselors on a daily basis.

Vision:

Students of the Auburn Enlarged City School District demonstrate the attitude, knowledge and skills to reach their individual postsecondary academic, career and social-emotional goals. Upon leaving high school, they are prepared with the skills necessary to enter higher education, military or the work force - college and career ready.

Mission:

The mission of the Auburn Enlarged City School District School Counselors is to provide equitable access to all aspects of the comprehensive school counseling program. Through our programs, students receive academic, career and social-emotional counseling services that inspire lifelong learning and help them meet the challenges of the 21st century.

PROGRAM PLANNING:

School counselors will collect and assess school achievement and behavioral data to inform their program decisions. They will then identify and document who participated in the program activities, what they learned (Mindsets & Behaviors) and how that learning impacted student achievement, attendance or discipline. A variety of program planning and assessment tools provided by the creators of the ASCA National Model and New York State School Counselors Association (NYSSCA) are available to document the various components of the school counseling program.

Goal Statements:

Using achievement, attendance and discipline data along with supplemental data when applicable (e.g, needs assessment, opinion surveys), school counselors will collaborate with building administration each school year to set a goal to improve student outcomes.

Planning Tools:

School Counseling Program Data Priorities- used to identify specific needs to focus on through the school counseling program.

Action Plans - plans used to effectively and efficiently implement the school counseling program and meet the annual student outcome goal.

- o Achievement Gap Plan and Data Report

Lesson Plan and Data Report - plans used for single lessons, multiple unit lessons, small group planning.

Calendars - Annual and weekly calendars available to document counseling activities.

Annual Administrative Conference - used to document the formal discussion of outcome data and the goal statement for the upcoming school year.

Use-of-Time Calculator - used to calculate time spent in direct student service, indirect student service, program planning, school support activities and non-school counseling activities.

Advisory Council Templates - used to document advisory council activities.

School Counseling Advisory Council Agenda

School Counseling Advisory Council Minutes

NYSSCA Curriculum Map - used to obtain an overview of all program activities K-12.

DELIVER

School counselors deliver their program through both direct and indirect student services.

Direct Student Services - In-person or direct interactions between school counselors and students.

- o Instruction
- o Appraisal and Advisement
- o Counseling

Indirect Student Services – Are provided on behalf of students through the school counselor's interactions with others.

- o Referrals
- o Consultation
- o Collaboration

MANAGE

The Manage component guides school counselors through design, planning and implementation of the school counseling program. School counselors manage their program by focusing on how they:

- plan for each and every student to learn the ASCA Student Standards
- identify and address achievement gaps
- plan and monitor their time
- educate and advocate for the school counseling program

School counselors use data to inform school counseling program development, implementation and assessment. The data helps school counselors:

- Monitor student access, life-readiness and academic success
- Identify students who are having difficulties with mindsets and behaviors for success
- Identify achievement and opportunity gaps
- Assess the effectiveness of school counseling program activities
- Educate decision-makers and education partners about the school counseling program's impact

School counselors use three categories of data to plan for and report results of the school counseling program.

ASSESS

School counselors regularly assess their own skills and their program to determine its effectiveness in enhancing access, life-readiness and academic success for each and every student.

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