UNION SPRINGS CENTRAL SCHOOL DISTRICT

**Union Springs Central School District
Comprehensive K-12 School Counseling Program
2019-2020**

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K-12 Comprehensive School Counseling Program

2019-2020

I. INTRODUCTION

A. Brief Description of the School District

Union Springs Central School District is located on State Route 90, overlooking Cayuga Lake. The district serves a predominantly middle class rural area, made up of farmland and small population centers. The district comprises the villages of Union Springs and Cayuga and all, or parts, of the townships of Aurelius, Springport, Fleming, Scipio, and Ledyard. The northern edge of the district is adjacent to the city limits of Auburn. The district currently encompasses three schools: AJ Elementary (Grades PK-5), and Union Springs Middle (Grades 6-8), High (Grades 9-12). Approximately 860 students PK-12 are enrolled in the district. Union Springs Central School District consistently achieves a graduation rate near ninety percent. Thirty percent of our students participate in the free and reduced lunch program and ten percent of our student population receives Special Education services.

B. K-12 Counseling Program Overview

As school counselors, our focus is on educating the whole child in the areas of academics, social-emotional, and career development. Through collaboration with staff, families, agencies/community organizations, local businesses, and local colleges we believe each student can be successful. We will provide programming that is proactive and preventative in nature at all grade levels. We will maintain proper professional development in order to stay current with academic, career, college and social-emotional trends in order to meet the needs of our school community.

C. District Administrative Supervisors, Principals, and Department Members

District Leaders
Jarett Powers, Superintendent of Schools
Sheila LaDouce, Elementary School Principal
Michael Wurster, Middle School Principal
Charles Walker, High School Principal

Counselors
Hannah Russell, Elementary School (PK-5)
Julie DeWolf, Middle School (6-8)
Julia Cole, High School (9-10)
Nina Darnell, High School (11-12)/
Career & College Counselor

II. PROGRAM FOUNDATION

A. School Counseling Program Focus

1. Core Beliefs

a. The school counselors believe that every child can achieve, if provided with equal access to participate in a comprehensive school counseling plan committed to academic development, career/college exploration, and social-emotional development.

b. The hopes, dreams, gifts, talents, differences, and special needs of all students are considered when planning and implementing school-wide and individual programs and services.

c. The Union Springs Central School District school counselors are committed to student wellness, career exploration and development, and college planning, as well as collegiality, collaboration, communication and parental involvement. We are mandated reporters who are trained to recognize incidence of child abuse, substance abuse and provide appropriate supports. We believe a Trauma Informed Approach should be used while advocating for students.

d. With the support of students, parents, teachers, counselors, psychologists, nurses, school leaders, staff, and community members an effective School Counseling Program will be developed and implemented with fidelity.

e. We will use data to inform program decisions, strategically design services, and to continually evaluate delivery and effectiveness. Data collected will include, but will not be limited to, attendance records, free and reduced lunch data, first generation college bound, exam and academic scores, student and parent surveys.

f. The Union Springs Central School District School Counselors follow the national model and standards of the American School Counselor Association (ASCA), including Foundation (Mission, Beliefs, and Philosophy); Delivery (Guidance Curriculum and Individual Student Planning, Responsive Services, and Support Services); Management (Agreements, Use of Data, Action Plans, and Use of Time and Calendars); and Accountability (Results Reports, School Counselor Performance Standards, and Program Audit). They also follow the professional standards of the New York State School Counselors Association (NYSSCA).

All programs and services are guided by five important norms, including accessibility, relationships, individuality, transformation, and responsibility, as well as the ethics and values such as care, concern, connections, and commitment to the common good.

2. Shared Vision Statement
Every student leaves our building as well-adjusted individuals, who are ready to meet the challenges in their professional and personal lives. They are equipped with the character, skills, and established supports to ensure that they are well-rounded and engaged. Our

students are multidimensionally successful; they are able to develop and achieve goals across all areas of their lives. Each individual student, regardless of barriers, has developed self-awareness and understanding of their individual strengths and abilities, which they can harness to become empowered.

3. Mission Statement
Our mission as School Counselors at Union Springs Central School District is to provide a comprehensive counseling program aligned with the NYSSCA and ASCA standards that address the academic, personal/social, and career needs of all students. A continuum of supports will be aligned at all grade levels to ensure all students have access to a school counselor. Our goal is to foster life-long learners and responsible, culturally aware, and productive members of society through:

- Academic Support
- Individual/Group Counseling
- Career/College Exploration
- Character Education
- Community-School Partnership
- Promoting a safe and nurturing learning environment

We will facilitate this through collaboration with educators, administrators, parents, and community members.

4. Program Goals
SMART Goals will be identified after a fall goal setting survey based on these topics:
   a. Academic: All students will be able to identify at least one academic strength and academic weakness to guide individual student goals.
   b. Social-Emotional: All students will be able to identify at least one coping strategy to utilize as needed in their daily lives.
   c. College/Career: All students will be able to identify at least one career area of interest.

B.   Student Competencies
We adopt the ASCA Mindsets and Behaviors and comply to New York State Part 100 Regulations. This will allow a continuum of supports that will be addressed at all grade levels by core curriculum, small group instruction and/or closing-the-gap approaches. Data collection of student needs, supports, and understanding will be reviewed each year. School counselor competencies and ethical standards will also be reviewed annually.

C.   ASCA Professional School Counselor Competencies
The ASCA School Counselor Competencies outline the knowledge, abilities, skills, and attitudes that ensure school counselors are equipped to meet the rigorous demands of the profession and the needs of pre-K-12 students. These competencies help ensure new and experienced counselors are equipped to establish, maintain, and enhance a comprehensive

school counseling program addressing academic achievement, career planning, and personal/social development.

D.   ASCA Ethical Standards

- Each person has the right to be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations including: ethnic/racial identity, age, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.

- Each person has the right to understand the magnitude and meaning of his/her educational choices and how those choices will affect future opportunities.

- Each person has the right to privacy and thereby the right to expect the school-counselor/student relationship to comply with all laws, policies and ethical standards pertaining to confidentiality in the school setting.

III. PROGRAM MANAGEMENT

A. School Counseling Program Assessment

As recommended by ASCA, The School Counseling Program Assessment will be reviewed annually as a school counseling team.

B. School Counselor Competencies Assessments

Each year, the school counselors will assess their own competencies and formulate their own professional development plan by completing and reviewing the School Counselor Competencies Assessment.

C. Use-of-Time Assessment

As recommended by ACSA, counselors will utilize the Use-of-Time chart template to assess use of time two weeks out of each school year, to ensure that the school counselor time is distributed appropriately between direct and indirect services, program management and school support. At minimum, 80% of the time a school counselor is working should be performing direct and indirect service, and less that 20% of the time should be utilized for program management and school support.

D. Annual Agreement

It is the responsibility of each school counselor in the district to draft an annual agreement to be signed, in collaboration with their supervising administrator within the first two months of every school year. This agreement will include a rationale for their use of time based on data and goals as well as lists of the school counselor roles and responsibilities and areas for professional development. This agreement will reflect the school counseling mission and program goals.

E. Advisory Council

School Counselors best practice would ensure that the Advisory Council will consist of stakeholders who will meet bi-annually to review and advise on the Comprehensive School Counseling Program. As School Counselors this council will be formulated in the 2019-20 school year. Stakeholders that we would like to participate as representatives on this council would include: teachers of different grade levels, board of education members, administrators, parents or guardians, other student support faculty, and community members.

F. Use of Data

An annual school data profile will be completed, which tracks student achievement, attendance, and behavior data. This data collection and analysis will inform program goals. Program decisions will be dependent on the collected process, perception, and outcome data. The data and results will be organized in an accessible format.

G. Action Plans

Action plan templates will be utilized to develop data-informed curriculum, small-group, and closing-the-gap action plans, which are consistent with the program goals and competencies. Projected results of each action plan will have process, perception, and outcome data, which will be stated in terms of what the student will demonstrate.

H. Curriculum Lesson Plans

School counselors use curriculum lesson plan templates, as provided by ASCA, to develop and implement classroom activities for the courses they teach and guidance lessons they provide.

I. Calendars

Annual and weekly calendars will be developed at each level that indicate activities of the comprehensive school counseling program. The distribution of each counselor's time will align with the aforementioned use-of-time assessment.

IV. PROGRAM DELIVERY

Direct Services (>80% of time)

1. **School Counseling Core Curriculum**
   a. Classroom Lessons
   b. Schoolwide Events
2. **Individual Student Planning**
   a. Individual Annual Progress Reviews with 6th-12th grade students
   b. College/Career Planning
   c. Students with Disabilities Planning
3. **Responsive Services**
   a. <u>Counseling:</u> School Counselors will provide individual and small-group counseling to students identified as needing support in the areas of academics, social/emotional concerns, and career/college preparation. Counseling is goal-focused and short-term. Counselors are trained to identity students needing a long-term therapeutic intervention due to more severe mental health needs and will make appropriate referrals.
   b. <u>Crisis Response:</u> School counselors will meet with students in crisis due to sudden situations, and provide follow-up interventions/preventative care.

Indirect Service (<20% of time)

1. **Consultations**
   As a student advocate, counselors will consult with school staff members to provide information and develop interventions that support student achievement. School counselors will also serve as consultants on matters of social-emotional and college/career matters.
2. **Referrals**
   Counselors will provide information to students and families regarding resources in the community and beyond that may assist in academic, social/emotional, and/or career/college issues.
3. **Collaboration**
   - The Middle School Counselor will meet with core area teachers during "team" meeting times to review student progress/concerns and develop necessary interventions when needed.

- High School Counselors will meet with teachers during "RtI" meetings to review student progress/concerns and develop necessary interventions.
- Counselors may serve on shared decision committees and Student Support team, At-Risk Team, and Mental Health Task Force committees to work with various parties invested in the achievement and well-being of the students**.**
- Counselors arrange conferences between parents and teachers to bridge communication from school to home with the intent to increase student achievement.
- Counselors will provide parent workshops to educate parents on various topics concerning college planning, course planning, and transition planning.

V. ACCOUNTABILITY

A. Data Tracking

The school data profile will be analyzed annually. The results and their implications will be considered for making program improvements. School counselors will also analyze their use-of-time assessment to adjust school counseling plan.

B. Program Results (Process, Perception and Outcome Data)
- Small group, curriculum and closing-the-gap results will be collected and analyzed.
- Program Results will be shared with administration

C. Evaluation & Improvement
- School Counselor Competencies Assessment will be conducted annually to guide professional development
- School Counseling Program Assessment will be conducted/reviewed annually to guide programming
- School Counselor Performance Appraisal will be conducted annually by the supervising administrator to evaluate counselor
- Student Needs Assessment will be reviewed annually.

VI. APPENDIX

A. Program Assessment 2018-19

School Counseling Program Assessment

FOUNDATION			
CRITERIA	No	In Progress	Yes
Beliefs			
a. Indicates an agreed-upon belief system about the ability of all students to achieve			x
b. Addresses how the school counseling program meets student developmental needs			x
c. Addresses the school counselor's role as an advocate for every students			x
d. Identifies persons to be involved in the planning, managing, delivery and evaluation of school counseling program activities			x
e. Includes how data informs program decisions			x
f. Includes how ethical standards guide the work of school counselors			x
Vision Statement			

Criteria	No	In Progress	Yes
a. Describes a future where school counseling goals and strategies are being successfully achieved			x
b. Outlines a rich and textual picture of what success looks like and feels like			x
c. Is bold and inspiring			x
d. States best possible student outcomes			x
e. Is believable and achievable			x
Mission Statement			
a. Aligns with the school's mission statement and may show linkages to district and state department of education mission statements			x
b. Written with students as the primary focus			x
c. Advocates for equity, access and success of every student			x
d. Indicates the long-range results desired for all students			x
Program Goals			
a. Promote achievement, attendance, behavior and/or school safety			x
b. Are based on school data		x	
c. Address schoolwide data, policies and practices to address closing-the-gap issues		x	
d. Address academic, career and personal/social development			x
ASCA Student Standards and Other Student Standards			
a. Standards, competencies and indicators from ASCA Student Standards are identified and align with program mission and goals			x
b. Standards and competencies selected from other standards (state/district, 21st Century, Character Ed, etc.) align with ASCA Student Standards, program mission and goals as appropriate			x
School Counselor Professional Competencies and Ethical Standards			x
a. ASCA School Counselor Competencies have been reviewed			x
b. ASCA Ethical Standards for School Counselors have been reviewed			x

PROGRAM MANAGEMENT

CRITERIA	No	In Progress	Yes
School Counselor Competencies Assessment			
School counselor competencies assessment has been completed	x		
School Counseling Program Assessment			
School counseling program assessment has been completed			x
Use-of-Time Assessment			
a. Use-of-time assessment completed twice a year		x	
b. Direct and indirect services account for 80 percent of time or more		x	

c. Program management and school support activities account for 20 percent of time or less		x	
Annual Agreement			
a. Created and signed by the school counselor and supervising administrator within first two months of school			x
b. One agreement per school counselor		x	
c. Provides rationale for use of time based on data and goals	x		
d. Reflects school counseling program mission and program goals		x	
e. Lists school counselor roles and responsibilities		x	
f. Identifies areas for school counselor professional development		x	
Advisory Council			
a. Membership includes administrator and representatives of school and community stakeholders	x		
b. Meets at least twice a year and maintains agenda and minutes	x		
c. Advises on school counseling program goals, reviews program results and makes recommendations	x		
d. Advocates and engages in public relations for the school counseling program	x		
e. Advocates for school counseling program funding and resources	x		
Use of Data			
a. School data profile completed, tracking achievement, attendance, behavior and safety data		x	
b. School data inform program goals		x	
c. School counseling program data (process, perception, outcome) are collected and reviewed and inform program decisions		x	
d. Organizes and shares data/results in a user-friendly format (e.g., charts)	x		
Action Plans (Curriculum, Small Group and Closing the Gap)			
a. Data are used to develop curriculum, small-group and closing-the-gap action plans using action plan templates	x		
b. Action plans are consistent with the program goals and competencies	x		
c. Projected results (process, perception and outcome) data have been identified	x		
d. Projected outcome data are stated in terms of what the student will demonstrate	x		
Curriculum Lesson Plan			
Curriculum lesson plan templates are used to develop and implement classroom activities	x		
Calendars (Annual and Weekly)			
a. Indicate activities of a comprehensive school counseling program			x

	No	In Progress	Yes
b. Reflect program goals and activities of school counseling curriculum, small-group and closing-the-gap action plans		x	
c. Are published and distributed to appropriate persons		x	
d. Indicate fair-share responsibilities		x	
e. Weekly calendar aligns with planned use of time in the annual agreement		x	

DELIVERY

CRITERIA	No	In Progress	Yes
Direct student services are provided (Strategies to include instruction, group activities, appraisal, advisement, counseling and crisis response)			x
a. Deliver school counseling curriculum lessons to classroom and large groups			x
b. Provide appraisal and advisement to assist all students with academic, career and personal/social planning			x
c. Provide individual and/or group counseling to identified students with identified concerns or needs			x
Indirect student services are provided to identified students (Strategies to include referrals, consultation, collaboration)			x
Direct and indirect service provision amounts to 80 percent or more of the school counselor's time			x

ACCOUNTABILITY

CRITERIA	No	In Progress	Yes
Data Tracking			
a. School data profile is analyzed, and implications for results over time are considered		x	
b. Use-of-time assessment is analyzed and implications are considered		x	
Program Results (Process, Perception and Outcome Data)			
a. Curriculum results report is analyzed, and implications are considered		x	
b. Small-group results reports are analyzed, and implications are considered		x	
c. Closing-the-gap results reports are analyzed, and implications are considered		x	
d. Program results are shared with stakeholders		x	
Evaluation and Improvement			
a. School counselor competencies assessment informs self-improvement and professional development		x	
b. School counseling program assessment informs program improvement		x	
c. School counselor performance appraisal is conducted and informs improvement		x	
d. Program goal results are analyzed, and implications considered		x	

B. Program Delivery

The school counselor(s) will spend approximately the following time in each component area to ensure the delivery of the school counseling program.

Delivery	Planned Use		Recom-mended
Direct Services to Students	**25%** of time delivering school counseling core curriculum	Provides developmental curriculum content in a systematic way to all students	**80% or more**
	20% of time with individual student planning	Assist students in the development of educational, career, and personal plans	
	10% of time with responsive services	Addresses the immediate concerns of students	
Indirect Services to Students	**25%** of time providing referrals, consultation, and collaboration	Interacts with others to provide support for student achievement	
Program Planning and School Support	**20%** of time with foundation, management and accountability and school support	Includes planning and evaluating the school counseling program and school support activities	**20% or less**

C. Professional Collaboration

The school counseling staff will meet with the following groups during the designated times.

Group	Weekly/Monthly	Coordinator & Members
Counseling HS Department team	Weekly	Nina Darnell Julia Cole
School faculty and staff presentations	Quarterly	Nina Darnell Julia Cole Julie DeWolf Hannah Russell
School Counselor Advisory Council	Bi-Annually	Nina Darnell Hannah Russell Julia Cole Julie DeWolf
Administration	Weekly	Nina Darnell Hannah Russell Julia Cole Julie DeWolf

Subject area departments and/or grade level teams	Elementary School - B.I.T. Meetings Middle School -Weekly (through team meetings) High School –Monthly RtI meetings	Nina Darnell Julie DeWolf Julia Cole Hannah Russell
MS/HS "At-Risk" meetings	Weekly	Nina Darnell Julia Cole Julie DeWolf Joe DeWolf Dan Smith Jim Hodges Trish Vaughn
Cayuga Area Counselors Association	Quarterly	Nina Darnell Julia Cole Julie DeWolf