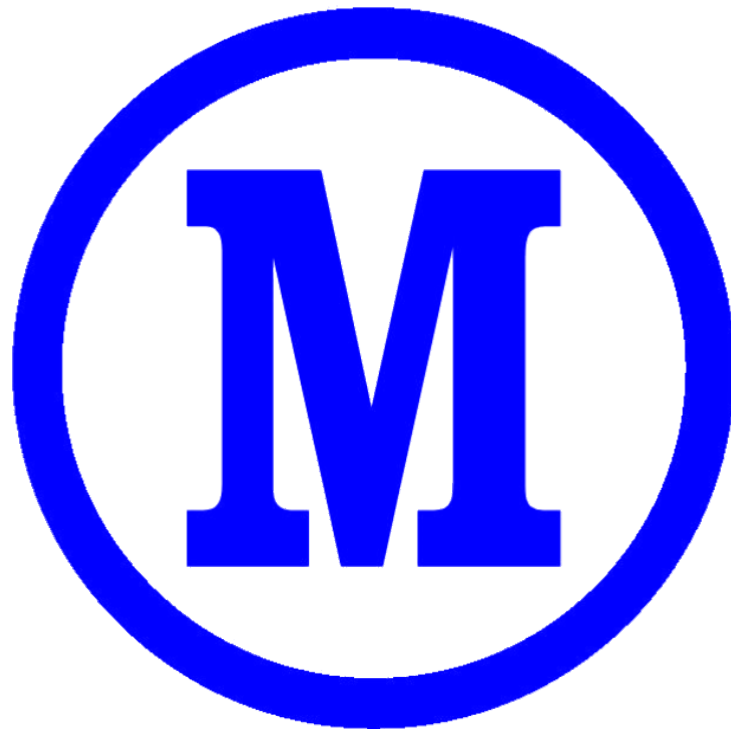


**Mayfield Central School District**

**Comprehensive School Counseling Program**



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# **I. NEW YORK STATE PART 100.2(j) REGULATIONS- SCHOOL COUNSELING PROGRAMS**

AMENDMENT TO THE REGULATIONS OF THE COMMISSIONER OF EDUCATION EFFECTIVE JULY 1, 2019

Amendments to subdivision (j) of section 100.2 of the Regulations of the Commissioner of Education were adopted by the Board of Regents effective July 1, 2017. The amended regulations govern comprehensive developmental school counseling programs beginning with the 2019-2020 school year. The full text of the regulations is available here:

<http://www.regents.nysed.gov/common/regents/files/517brca14.pdf>

## **Part 100.2 (j)(2) Comprehensive developmental school counseling regulations:**

### **Program Regulations**

1. Each school district shall have a comprehensive developmental school counseling/guidance program for all students in kindergarten through grade 12.
2. Each school district shall ensure that all students in grades kindergarten through 12 have access to a certified school counselor.
3. For all grades kindergarten through 12, district and building level comprehensive developmental school counseling/guidance programs shall prepare students to participate effectively in their current and future educational programs as age appropriate.
4. The program shall be designed to address multiple student competencies including career/college readiness standards, academic, and social-emotional developmental standards

### **The Services**

#### **For Students in Grades K-5**

1. In grades kindergarten through five, the program shall be designed by a certified school counselor in coordination with the teaching staff and any appropriate pupil personnel service providers.
2. The program shall be designed for the purpose of preparing students to participate effectively in their current and future educational programs, to provide information related to college and careers, and to assist students who may exhibit challenges to academic success, including but not limited to attendance and behavioral concerns.
3. The program shall also, where appropriate, make a referral to a properly licensed professional and/or certified pupil personnel service provider, as appropriate, for more targeted supports.

#### **For Students in Grades 6-12**

1. For students in grades six through twelve, certified school counselors shall provide an annual individual progress review plan, which shall reflect each student's educational progress and career plans.
  - a. For a student with a disability, the plan shall be consistent with the student's individualized education program.

### **For All Students in Grades K-12: School Counseling/Guidance Core Curriculum**

1. School counseling/guidance core curriculum instruction shall be for the purpose of addressing student competencies related to career/college readiness, academic skills and social-emotional development by a certified school counselor.
2. Other direct student services which may include, but need not be limited to, responsive services, crisis response, group counseling, individual counseling, appraisal, assessment and advisement, for the purpose of enabling students to benefit from the curriculum, assisting students to develop and implement postsecondary education and career plans, assisting students who exhibit attendance, academic, behavioral or adjustment concerns and encouraging parental involvement.
3. Nothing herein shall prohibit certified or licensed school psychologists or certified or licensed school social workers pursuant to Part 80 of the Commissioner's regulation from providing other direct student services within their applicable scope of practice.
4. Indirect student services may include but need not be limited to, referrals to appropriately licensed or certified individuals, consultation, collaboration, leadership, advocacy, and teaming.

### **The Plan**

1. Each school district shall develop district-wide and building-level comprehensive developmental school counseling/guidance plans which set forth the manner in which the district shall comply with the requirements of this subdivision.
2. Such district and building level plans shall be developed by and under the direction of a certified school counselor(s) and be updated annually, available for review at the district offices at each school building and made available on the district's website.
3. Each plan shall be developed annually and shall include program objectives, activities, program development and maintenance planning, school counseling curriculum, professional development planning, evaluation methods based on data analysis of program results and closing the gap analysis reports to inform program improvement, and assessment of the resources necessary to support positive student outcomes.
4. Each plan shall also include the preparation of a program outcomes report that includes an analysis of all systematic components of a comprehensive developmental school counseling/guidance program as defined by this subdivision. Such report shall be annually presented to the board of education.

### **Advisory Council**

1. Each district shall establish a comprehensive developmental school counseling/guidance program advisory council to be comprised of representative stakeholders (such as parents, members of the board of education, school building and/or district leaders, community-based service providers, teachers, certified school counselors, and other pupil personnel service providers in the district including school social workers and/or school psychologists).
2. The advisory council shall meet no less than twice a year for the purpose of reviewing the comprehensive developmental school counseling/guidance program plan and advising on the implementation of the school counseling/guidance program.

3. The advisory council shall create and submit an annual report to the Board of Education.

## **II. THE COMPREHENSIVE MODEL**

The comprehensive school counseling program is a framework for the systematic development, implementation, and evaluation of school counseling services. The comprehensive school counseling plan was designed in a way that acknowledges the work of school counselors as advocates for students, creates results-based counseling programs that support students, helps to close learning gaps, and provides a foundation for our school district, ensuring that our students are prepared to meet the academic, social-emotional, and college and career challenges that await them. These efforts not only support students in meeting academic standards, but are integral in providing a safe and secure environment for learning and enhancing student resiliency.

## **III. MAYFIELD CENTRAL SCHOOL DISTRICT COUNSELING PLAN**

The Mayfield Central School District Comprehensive School Counseling plan has been written to reflect an organizational framework and approach based upon the American School Counselor Association (ASCA) National Model, the New York State Curriculum Framework, New York State Standards, and current best practices. The school counselors have created this plan to reflect the specific needs and goals of our school district. The language that is used in the document is derived from the ASCA National Model and provides structure and a basis for evaluation for the school counseling program.

This Comprehensive School Counseling Plan has been prepared for approval by the Board of Education with the understanding that the plan will be reviewed on an annual basis. As a district, we will continue to collect information to document and assess our district-wide counseling efforts and revise and adjust the plan to meet our student body needs.

## **IV. THE ROLE OF THE SCHOOL COUNSELOR**

School counselors have a unique role within the district. They strive to ensure that each student has the opportunity to reach his/her full potential in a safe and supportive learning environment. Counselors are student centered, data-driven professionals, who are committed to working collaboratively with students, parents/guardians, school personnel, administrators, and community members to promote healthy personal development and academic success of students. The Mayfield school counselors are professionals with a master's degree plus a certificate of advanced study for permanent certification in school counseling. The Mayfield school counselors are uniquely qualified to address the developmental needs of all students through a comprehensive school counseling program addressing the academic, career, and social-emotional development of all students.

## **V. STUDENT MINDSETS AND BEHAVIORS**

School counselors facilitate the growth and development of students in three important domains: academic, social-emotional, and college and career development. The domains are derived from ASCA's National Standards for Student Success. As a result of the comprehensive developmental counseling program, students should demonstrate the following mindsets and behaviors in each of the three domains:

- **Academic Development-** Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.
- **Social-Emotional Development-** Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.
- **College and Career Development-** Standards guiding school counseling programs to help students 1) understand the connection between school and the world of work and 2) plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the lifespan.

School counselors use these standards to assess student growth and development, guide the development of strategies and activities and create a program that helps students achieve their highest potential. To operationalize the standard, school counselors select competencies that align with the specific standards and become the foundation for classroom lessons, small groups and activities addressing student developmental needs. The competencies directly reflect the vision, mission and the goals of the comprehensive school counseling program and align with the school's academic mission.

## **VI. MAYFIELD CENTRAL SCHOOL COUNSELING DEPARTMENT FOUNDATION**

### **A. Mayfield Central School District Mission Statement**

The mission of the Mayfield Central Schools is to ensure that all students will acquire the academic and social skills to enable them to function successfully as productive citizens. All students can learn.

### **B. School Counseling Mission Statement**

The mission of the Mayfield Jr/Sr High School Counseling Department is to engage all students in a comprehensive school counseling program that empowers all students to achieve their highest potential and to prepare them to function successfully as productive citizens. The school counseling program delivers a comprehensive, data-driven program that helps all students learn regardless of background or individual circumstance. This is to ensure all students gain the knowledge, skills, and attitudes necessary for academic success, career exploration, and social/emotional development becoming valuable members of society. In collaboration with other educators and community stakeholders, school counselors will advocate for equity, access,

and success for every student, encouraging student self-advocacy and accountability and promoting the development of citizenship that embraces excellence of character.

### **C. School Counseling Vision Statement**

Students of the Mayfield Jr/Sr High School comprehensive school counseling program possess the academic knowledge, skills, and self-awareness to be lifelong learners as well as empathetic and successful citizens.

### **D. Mayfield School Counselor Belief Statements**

Counselors at Mayfield believe that:

- All students can achieve and should receive equitable support for their personal growth and academic endeavors
- All students have dignity and worth
- All students are individuals and learn at their own pace
- All students should be accounted for and feel valued so their academic and emotional readiness is nurtured and they become ready to make impactful change on the world
- All students deserve to be members of a school community that is culturally compassionate and celebrates their unique qualities
- All students deserve the collaborative efforts of the school support team, all parents, administrators, community members, counselors, and teachers
- The school counselor will advocate for all students
- The school counselor will collaborate with families, stakeholders, and community resources to meet student needs and assist student development
- The school counselor will use data to design, implement, evaluate, and continuously improve the comprehensive school counseling program
- The school counselors will abide by the ASCA Ethical Standards for School Counselors to make informed decisions based on the highest moral principles.

## **VII. MAYFIELD CENTRAL SCHOOL COUNSELING DEPARTMENT DELIVERY SYSTEM**

### **A. Direct Student Services**

School counselors plan and evaluate school counseling curriculum that addresses academic, career, and personal/social needs of students. The curriculum promotes knowledge, attitudes, and skills of student competencies appropriate to student developmental levels. This is accomplished through:

- Classroom activities: School counselors present lessons in the classroom
- Group activities: School counselors can conduct group activities outside of the classroom to address students' particular needs

#### **1. Individual Student Planning**

Individual student planning consists of ongoing systemic activities designed to help

students establish personal goals and develop future plans, such as individual learning plans and graduation plans. This may be accomplished through:

- Individual Appraisal: Work with students in analyzing and evaluating abilities, interests, skills, and achievement.
- Individual Advisement: Work directly with students on achieving success in personal, social, academic, and career areas.
- Case Management: Monitor individual student progress.
- Placement: Collaborate with school staff in determining the best educational setting for students as they meet their academic and social goals

## **2. Responsive Services**

School counselors provide support and interventions to meet the needs of students. School counselors at Mayfield Central School District are trained to recognize and respond to the immediate needs of all students. Students may be referred to school counselors by parents/guardians, school personnel, administrators, and students themselves. Counselors assess emerging needs that are presented to them and then determine the appropriate course of action. Responsive services are include, but are not limited to:

- Short-term individual or small group counseling: Counseling is provided for students experiencing social, emotional, personal, or academic difficulties.
- Crisis Counseling: Short term counseling that is provided to students as an immediate intervention to a crisis. Referrals to outside agencies are made as necessary.
- Peer mediation: Should students be in a conflict that is disruptive to their school day, counselors may hold a mediation at the consent of the students in order to resolve the conflict at hand and allow students to continue with their school day without continued problems.

## **B. Indirect Student Services**

School counselors provide indirect student services as a means to support student achievement and to promote equity and access for all students. While students are beneficiaries of indirect services, school counselors work with a variety of people to deliver these services. Indirect student services include:

- Referrals: School counselors provide families with a variety of resources, both inside and outside of the school, to better serve students.
- Consultation: School counselors collaborate with families, school staff, and community agencies to develop interventions for students.
- Interdisciplinary activities: School counselors collaborate with school staff to implement curriculum across content areas.

## **1. System Support**

School counselors assess the effectiveness of the counseling program. This is accomplished through:



- Teaming: School counselors participate in district wide and building committees
- Professional development: School counselors regularly participate in training, conferences, and meetings to update knowledge and skills.
- Program promotion: School counselors provide orientation and information regarding the programs to the school community
- Program management and evaluation: School counselors regularly collect and analyze data to evaluate the program and continue updating program activities.

## VIII. MAYFIELD CENTRAL SCHOOL COUNSELING DEPARTMENT MANAGEMENT SYSTEM

The management system incorporates organizational processes and tools to ensure that the Mayfield school counseling program is organized, concrete, clearly delineated, and reflective of the school's needs.

**A. Program Implementation:** The school counselors, in collaboration with the building principal, will decide how students will be assigned to counselors to ensure that each student has access to the counseling program. In addition school counselors will allocate time to:

- Deliver and plan guidance lessons
- Provide individual student planning
- Provide responsive services
- Manage system support

**B. Annual Agreement/Annual Goals:** The school counselors and the building principal and/or director of student services will create an annual agreement that outlines the organization and focus of the school counseling program. The annual agreement ensures formal discussion between the school counselors and administration about the alignment of school counseling program goals with the goals of the school. School counseling program activities are reviewed on an annual basis and may be updated/revised as necessary in order to meet yearly goals.

**C. Use of Data:** The focus and direction of the comprehensive school counseling program is based on student needs as determined through a review of the schools' data. Understanding and using data are essential to ensuring equitable services and that every student receives the benefits of the school counseling program (ASCA National Model). A comprehensive school counseling program requires school counselors to be proficient in the collection, analysis and interpretation of student achievement, attendance and behavioral data. School counselors implement activities and lessons based on the data collection and analysis.

**D. Use of Delivery Maps:** The Mayfield School Counselor Department's annual delivery map provides a framework for the school counseling program and helps guide the counselors in their

daily and weekly tasks. In addition to contributing to the effective use of the counselor’s time, the delivery map is a valuable tool in establishing their responsibilities, documenting activities, workload, and program outcome. The yearly delivery map also allows school staff, parents/guardians, and stakeholders to know what programs are provided and when.

**E. Use of Time:** The primary focus of the school counselor is meeting the needs of the students. Counselors recognize the value of delivery of services to students. According to the American School Counselor Association it is recommended that school counselors spend 80% of their time in direct student services. The remaining time should be allocated for indirect student services, program management, foundation, and accountability, as well as school support services.

**IX.** Below is a list of appropriate and inappropriate school counseling activities based on the American School Counselor Association (ASCA):

<u>Appropriate Activities for School Counselors</u>	<u>Inappropriate Activities for School Counselors</u>
<ul style="list-style-type: none"> <li>● Individual student academic program planning</li> <li>● Interpreting student test scores.</li> <li>● Providing counseling to students who are tardy or absent</li> <li>● Collaborating with teachers to present school counseling core curriculum lessons</li> <li>● Collaborate with teachers to address student needs.</li> <li>● Analyzing grade-point averages in relationship to achievement</li> <li>● Interpreting student records</li> <li>● Providing teachers with suggestions for effective classroom management</li> <li>● Ensuring student records are maintained as per state and federal regulations</li> <li>● Helping the school principal identify and resolve student issues, needs and problems</li> <li>● Providing individual and small-group counseling services to students</li> <li>● Advocating for students at individual education plan meetings, student study teams and school attendance review boards</li> <li>● Analyzing disaggregated data</li> <li>● Collaborate with administration in meeting with struggling students</li> </ul>	<ul style="list-style-type: none"> <li>● Coordinating paperwork and data entry for all new students.</li> <li>● Coordinating cognitive, aptitude and achievement testing programs</li> <li>● Signing excuses for students who are tardy/absent</li> <li>● Performing disciplinary actions or assigning discipline consequences</li> <li>● Sending students home who are not appropriately dressed</li> <li>● Teaching classes when teachers are absent</li> <li>● Computing grade point averages</li> <li>● Maintaining student records</li> <li>● Supervising classrooms or common areas</li> <li>● Keeping clerical records</li> <li>● Assisting with duties in principal’s office</li> <li>● Providing therapy or long-term counseling in schools to address psychological disorders</li> <li>● Coordinating schoolwide individual education plans, student study teams, and school attendance review boards</li> <li>● Serving as a data entry clerk</li> <li>● Working on the Master Schedule during the academic year</li> </ul>