



Averill Park Central School District
K-12 Comprehensive School Counseling-
Guidance Program
2020-2021

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INTRODUCTION

The Averill Park Central School District serves the needs of elementary & secondary level students residing in the towns of Berlin, Brunswick, East Greenbush, Nassau, North Greenbush, Poestenkill, Sand Lake, Schodack and Stephentown. Encompassing a 120 square mile area within a twenty-minute drive of Albany and Troy, New York, the district educates over 2,700 students.

Combining the qualities of a rural suburban setting with the benefit of a strong and vibrant community, the district is committed to student learning and achievement in its three elementary schools (Poestenkill, Miller Hill - Sand Lake, West Sand Lake), its middle school (Algonquin) and its High School.

DISTRICT MISSION: To meet the needs of and create opportunities for every student every day.

DISTRICT VISION: To create passionate learners who contribute positively to their community and the world

DISTRICT GOALS 2019-2020:

Goal #1: Students will graduate college and career ready

Goal #2: Students will productively engage in their school community

Goal #3: Students will be digitally fluent by demonstrating the ability to live productively and safely in a technology-influenced society

K-12 Counseling Program Overview

Each of the Averill Park District five school buildings has certified school counselors & school psychologists to support the academic, social emotional and planning needs of the students and families.

Counseling Advisory Council

The Advisory Council will meet at least 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 to provide recommendations to district administration and the counseling department.

Membership may include representative stakeholders, but is not limited to:

Assistant Superintendent for Teaching and Learning

Director of Special Education and Support Services

Elementary & Secondary Building Leadership

Counseling Department Team Leader

K-5/6-12 Counselor(s)/Psychologists(s)

Parent(s)

BOE member(s)

Elementary/Secondary Teacher(s)

Outside agency provider(s)

The Comprehensive Model

The Comprehensive Model provides a framework for the creation of a comprehensive school counseling program that: ensures all students have access to a rigorous education, clearly defines the knowledge and skills students will acquire as a result of the program, is systemically delivered to all students, is based on and evolves via data-driven decision making, and is implemented by state certified school counselors.

The process for delivery of the National Standards linked to the New York State Learning Standards is accomplished by utilizing each of the four components of the comprehensive model. The four main components of the model include the following:

The foundation of the program, which addresses the belief and mission that every student will benefit from the school counseling program.

The management system that presents the organizational process and tools needed to deliver a comprehensive school counseling program. These processes and tools include agreements or responsibilities, use of data, action plans, time and task analysis, and monthly calendars.

The delivery system that defines the implementation process and the components of the comprehensive model (ie: counseling curriculum, individual planning with students, responsive services and system support).

The accountability system that helps school counselors demonstrate the effectiveness of their work in measurable terms such as impacts over time, performance evaluation, and a program audit.

Averill Park Comprehensive School Counseling Plan: Foundation

Counseling Department Vision Statement:

Every student will acquire the academic, career and personal/social skills to reach their fullest educational potential and successfully manage their lives as healthy, responsible, competent and productive citizens who respect themselves and others.

Counseling Department Mission Statement:

Given the changing needs of families and students, in support of the district's mission and goals, the counseling staff will provide a comprehensive and developmentally appropriate program to address: social and emotional skill building, overcome social, emotional, & cultural obstacles to learning, college and career readiness. Every student and family will be provided with resources and tools to assist them on their individual path towards graduation.

The Program:

1. The Averill Park School District's comprehensive developmental counseling programs includes all students K-12.
2. All Averill Park students K-12 have access to a certified school counselor.
3. The Averill Park K-12 counseling program is designed in coordination with the teaching staff to prepare students to actively participate in their current and future educational programs; address career/college readiness standards, academic, and social/emotional development standards.
4. The Averill Park Central School District counseling staff work to foster each student's social, emotional, academic, career development to maximize their educational potential.
5. Will engage families to support the needs of their child.

Professional Competencies:

Counselor Competencies and Ethics-The Averill Park School Counselors will reference the ASCA School Counselor Competencies (2010) as an outline of the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate their comprehensive, developmental, results-based school counseling

programs. Counselors are preparing students aligning with the ASCA K-12 College- and Career-Readiness Standards for Every Student.

Category 1: Mindset Standards School counselors encourage the following mindsets for all students.		
<ol style="list-style-type: none"> 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being 2. Self-confidence in ability to succeed 3. Sense of belonging in the school environment 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes 6. Positive attitude toward work and learning 		
Category 2: Behavior Standards Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.		
Learning Strategies	Self-Management Skills	Social Skills
1. Demonstrate critical-thinking skills to make informed decisions	1. Demonstrate ability to assume responsibility	1. Use effective oral and written communication skills and listening skills
2. Demonstrate creativity	2. Demonstrate self-discipline and self-control	2. Create positive and supportive relationships with other students
3. Use time-management, organizational and study skills	3. Demonstrate ability to work independently	3. Create relationships with adults that support success
4. Apply self-motivation and self-direction to learning	4. Demonstrate ability to delay immediate gratification for long term rewards	4. Demonstrate empathy
5. Apply media and technology skills	5. Demonstrate perseverance to achieve long- and short-term goals	5. Demonstrate ethical decision making and social responsibility
6. Set high standards of quality	6. Demonstrate ability to overcome barriers to learning	6. Use effective collaboration and cooperation skills
7. Identify long- and short-term academic, career and social/ emotional goals	7. Demonstrate effective coping skills when faced with a problem	7. Use leadership and teamwork skills to work effectively in diverse team
8. Actively engage in challenging coursework	8. Demonstrate the ability to balance school, home and community activities	8. Demonstrate advocacy skills and ability to assert self, when necessary
9. Gather evidence and consider multiple perspectives to make informed decisions B- B-SS	9. Demonstrate personal safety skills	9. Demonstrate social maturity and behaviors appropriate to the situation and environment
10. Participate in enrichment and extracurricular activities	10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	

Averill Park Comprehensive School Counseling Plan: Management System

The management system incorporates the organizational process and tools needed to deliver a comprehensive school counseling program. These processes and tools include: agreements or responsibilities, use of data, action plans, time and task analysis, and monthly calendars. These assessments and tools help school counselors develop, implement and evaluate their school counseling program based on clearly defined priorities reflecting student needs (ASCA, 2012).

Use of Time

The use-of-time assessment helps the school counselor determine how much time is spent in each of the components of the ASCA National Model. School counselors at Averill Park understand the importance of providing services to students and maintaining a school counseling program that is driven by student needs. With this in mind, K-12 counselors will complete the Use-of-Time assessment twice per year. It is recommended that school counselors spend 80% of their time in delivery of direct services to students. The remaining time is spent for Foundation, Management and Accountability.

A sample time assessment may look like:

		School Counseling Core Curriculum	Individual Student Planning	Responsive Services	Referrals/ Consultation/ Collaboration	Program Foundation, Management and Accountability	Fair-Share Responsibility	Non-School-Counseling Tasks
3								
4	7-7:15 a.m.							
5	7:16-7:30 a.m.							
6	7:31-7:45 a.m.							
7	7:46-8 a.m.							
8	8:01-8:15 a.m.							
9	8:16-8:30 a.m.							
10	8:31-8:45 a.m.							
11	8:46-9 a.m.							

A electronic link can be found [HERE](#)

Use of Calendars

School Counselors use monthly calendars to organize and provide programming to all students. The monthly calendar tasks are reviewed with building leadership during monthly meetings.

Electronic template can be found [HERE](#)

Use of Data

The focus and direction of the comprehensive counseling program is data driven. School counselors must show that each activity implemented is part of the program and was developed from analysis of the student's needs, achievements and/or related data. To do this, school counselors need to review and discuss data driven needs for the student population. This may include review of graduation rates, attendance, and standardized test scores. For every desired competency and result there must be a plan for how the desired competency will be achieved. Each action plan should be developed with building leadership to include: competencies addressed, description of activity, timeline in which the activity will be completed, who is responsible for delivery, means of evaluating student success, and expected results.

Averill Park Comprehensive School Counseling Plan: Delivery System

Multi-Tiered System of Supports (MTSS)

Multi-Tiered System of Supports (MTSS) is a culturally responsive, evidence-based framework implemented in K–12 schools using a proactive data-based problem solving approach to integrate academic and behavioral instruction and intervention at tiered intensities to improve the learning and social/emotional functioning of all students. Early assessment and intervention for these students can help them catch up with their peers sooner. The key components of MTSS include:

- Universal screening of all students early in the school year
- Tiers of interventions that can be amplified in response to levels of need
- Ongoing data collection and continual assessment
- Schoolwide approach to expectations and supports

Within the framework of a data-informed school counseling program school counselors augment their collaboration and coordination to meet the needs of all students and identify students who are at risk for not meeting academic and behavioral expectations. School counselors collaborate across student service disciplines with teachers, administrators and families to design and implement plans to address student needs and to promote students' academic, career social/emotional success (American School Counselor Association [ASCA], 2019). Data are collected and analyzed to determine the effectiveness of the learning supports for continual improvement efforts over time. MTSS offers school counselors opportunities to have a lasting impact on student academic success and behavior development while integrating the framework within a school counseling program.

The application of MTSS aligns with the role of school counseling at any grade level and can be used across multiple domains such as academic, college/career and/or social/emotional development, based on the ASCA National Model. The School Counselor's Role National Model serves as the foundation that assists school counselors in the academic, career and social/ emotional development of students through the implementation of a school counseling program by:

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- Providing all students with a standards-based school counseling curriculum to address universal academic, career and social/emotional development
 - Analyzing academic, career and social/emotional development data to identify struggling students
 - Identifying and collaborating on research-based intervention strategies implemented by school staff
 - Evaluating academic and behavioral progress after interventions
 - Revising interventions as appropriate
 - Referring to school and community services as appropriate
 - Collaborating with administrators, other school professionals, community agencies and families in the design and implementation of MTSS
 - Advocating for equitable education for all students and working to remove systemic barriers

Where MTSS interacts with school counseling programs the school counselor can serve in roles of supporter and/or intervener (Ockerman, Mason, & Feiker-Hollenbeck, 2012). In the supporting role, the school counselor may provide indirect student service by presenting data or serving as a consultant to a student support team. In intervener role, the school counselor may provide direct student service through the delivery component of the ASCA National Model.

MTSS tiers help schools to organize levels of supports based on intensity so that students receive necessary instruction, support, and interventions based on need. As such, student identities are not based on tier levels. Instead, individuals are identified as students in need of supports. This helps educators to respond appropriately and provide students with the assistance they need to prosper in the classroom.

During the 2020-21 school year, supporting the social emotional needs of students is critical. Students have been out of school for 6 months and have needed to adjust to new routines for daily living. The use of ongoing assessment of student needs and a multilayered system of interventions are more critical than ever as schools support the changing needs of students.

Direct Counseling Core Curriculum

The counseling curriculum provides developmental activities that address academic, career and personal/social/cultural needs of students K-12. This is accomplished through:

- Classroom Activities: School Counselors present lessons in the classroom
- Group Activities: School Counselors conduct group activities outside of the classroom to address particular student needs

Individual Student Planning

Counselors monitor students' progress so they may achieve success in academic, personal/social/cultural, and career areas. This may be accomplished through:

- Individual or Small Group Appraisal: Work with students in analyzing and evaluating abilities, interests, skills and achievement
- Individual or Small Group Advisement: Work directly with students on achieving success in personal/social, academic and career areas
- Case Management: Monitor individual student's progress

Responsive Services

School counselors provide support and interventions to meet the needs of students. This is accomplished through:

- Individual and Small Group Counseling: Counseling is provided for students experiencing social, emotional, personal, or academic difficulties. Assisting students in navigating a diverse cultural world.
- Crisis Counseling: Short term counseling that is provided to students, families or staff as an immediate intervention to a crisis.

Indirect Student Services

- Referrals: School counselors provide families with a variety of resources, both inside and outside of school to better serve students.
 - Consultation: School counselors collaborate with families, school staff and community agencies to develop interventions for students.
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Naviance- College & Career Planning	x	X	x	x		x				
Scheduling	x			x	x	x	x		x	x
Student Support Meetings focused discussions on the needs of the whole child.	x	X	x	x	x	x	x	x	x	x
New Entrant Orientation for students and families	x									
Evening Presentations - Financial Aid - Transcript Review - College Planning Night		X	x		x					
Freshman Scheduling Meetings with families					x					
Sophomore Scheduling Meetings with families						x				
Junior Scheduling Meetings with families							x			
Senior Meetings	x	X								
Mentor- peer tutoring	x	X								
Food Insecurities Support	x	X	x	x	x	x	x	x	x	x
Transition Activities for gr 8 to 9	x				x	x			x	x
No Place for Hate Initiative	x	X	x	x	x	x	x	x	x	x

Averill Park Comprehensive School Counseling Plan: Accountability System

To achieve the best results for students, Averill Park counselors will regularly evaluate their program to determine its effectiveness. Averill Park counselors use accountability strategies to monitor student achievement and to evaluate and improve the school counseling program. The school counseling program components may be accessed through data analysis, program results and evaluation and improvement. The accountability system serves to answer the question, “How are students different as a result of the school counseling program?” (ASCA, 2012)

Data Analysis

K-12 school counselors will use data from the New York State Report Card and other corresponding information to drive programming and changing needs. Areas for data analysis could look at the district school profile, Naviance post-secondary planning, SchoolTool achievement outcomes and other student-management information. Use of Time assessment will be used to gauge the alignment of the school counselor’s time related to program goals.

Program Results

Goals for the program are to implement pre- and post-surveys for the curriculum to inform decisions about future programming. The Averill Park Advisory Council will review the program results to assess areas that need improvement and those programs that have shown success for continued implementation.

Evaluation and Improvement

The school counseling program assessment will be used to identify new program goals and modify existing goals to reflect the trends of each school year.
