



Babylon  
School District

## **7-12 Comprehensive School Counseling Plan**

# Babylon Junior Senior High School



The Babylon Jr/Sr Guidance Plan is designed to be a resource for members of the Babylon Central School District Counseling Department and the Babylon Central School District educational community. The plan supports the overall mission of the School District by promoting student achievement, college and career planning, and personal and social development for every student. Babylon school counselors, using their leadership, advocacy, teaming and collaboration, and data driven decision making skills, will ensure that every student will have access to a quality and equitable education. This plan is aligned with the Common Core Learning Standards, the New York State School Counselor Association's Model Comprehensive K-12 School Counseling Program, the American School Counselor association National Standards for Students and enhanced with practical ideas for activities and assessments.

It is recognized that the development of any program is a process of continuous improvement. This plan assumes that the use of data as a powerful planning tool makes school counseling programs more effective. A properly implemented program focuses school resources on student achievement and increases collaboration between educational professionals within schools.

**Grade School Counselor:**  
Francesca Johnson

**Junior-Senior High School Counselors:**  
Rebecca Cifelli  
Tracy Lesnick  
Suzanne Murphy  
Stephen Vaccaro

## **Benefits of a Comprehensive School Counseling Plan**

Comprehensive developmental school counseling programs have a positive impact on students, parents or guardians, teachers, administrators, boards of education, school counselors and other student services personnel, post-secondary institutions and the community. The benefits to each of these groups include the following:

### **Benefits for Students**

- Assists students in acquiring knowledge and skills in academic, career, and personal/social development.
- Ensures equitable access to educational opportunities.
- Provides strategies for closing the student achievement gap.
- Supports development of skills to increase student success.
- Facilitates career exploration and development.
- Monitors data to facilitate student improvement.
- Fosters advocacy for students.
- Develops decision-making and problem solving skills.
- Assists in acquiring knowledge of self and others.
- Assists in developing effective interpersonal relationship skills.
- Provides school counseling services for every student.
- Encourages positive peer relationships.
- Fosters a connectedness to school.
- Fosters resiliency in students.

### **Benefits for Parents**

- Provides support in advocating for their children's academic, career and personal/social development.
- Supports partnerships in their children's learning and career planning.
- Ensures academic planning for every student.
- Develops a systematic approach for their child's long-range planning and learning.
- Increases opportunities for parent/school interaction.
- Enables parents to access school and community resources.
- Provides informational workshops.
- Connects to community and school-based services.
- Provides data on student progress.

### **Benefits for Teachers**

- Provides an interdisciplinary team approach to address student needs and educational goals.
- Increases collaboration between school counselors and teachers.
- Provides opportunities for co-facilitation of classroom guidance lessons.
- Supports the learning environment.
- Provides consultation to assist teachers in their guidance and advisement role.
- Promotes a team effort to address developmental skills and core competencies.
- Promotes supportive working relationships.
- Increases teacher accessibility to the counselor as a classroom presenter and resource person.
- Positively impacts school climate and the learning environment.

### **Benefits for Administrators**

- Aligns the school counseling program with the school's academic mission.
- Provides a school counseling program promoting student success.
- Provides a proactive school counseling curriculum addressing student needs and enhancing school climate.
- Assists administration to use school counselors effectively to enhance learning and development for all students.
- Uses data to develop school counseling goals and school counselor responsibilities.
- Monitors data for school improvement.
- Enhances community image of the school counseling program.

### **Benefits for the Board of Education**

- Provides a rationale for implementing a school counseling program.
- Ensures that a quality school counseling program is available for every student.
- Demonstrates the need for appropriate levels of funding.
- Articulates appropriate credentials and staffing ratios.
- Supports standards-based programs.
- Provides data about improved student achievement.
- Furnishes program information to the community.
- Provides ongoing information about student acquisition of competencies and standards through school counseling program efforts.

### **Benefits for School Counselors**

- Defines responsibilities within the context of a school counseling program.

- Provides a clearly defined role and function in the educational system.
- Supports access to every student.
- Provides direct service to every student.
- Provides a tool for program management, implementation and accountability.
- Recognizes school counselors as leaders, advocates and change agents.
- Ensures the school counseling program's contribution to the school's mission.

### **Benefits for Student Services Personnel**

- Defines the school counseling program.
- Provides school psychologists, social workers, and other professional student services personnel with a clear understanding of the role of the school counselor.
- Fosters a positive team approach, which enhances cooperative working relationships and improves on individual student success.
- Uses school counseling data to maximize benefit to individual student growth.
- Increases collaboration for utilizing school and community resources.

### **Benefits for Post-secondary Education**

- Enhances articulation and transition of students to post-secondary institutions.
- Prepares every student for advanced educational opportunities.
- Motivates every student to seek a wide range of substantial, post-secondary options, including college.
- Encourages and supports rigorous academic preparation.
- Promotes equity and access to post-secondary education for every student.

### **Benefits for the Community**

- Provides an increased opportunity for collaboration and participation of community members with the school program.
- Builds collaboration, which enhances a student's post-secondary success.
- Creates community awareness and visibility of the school counseling program.
- Enhances economic development through quality preparation of students for the world of work.
- Increases opportunities for business and industry to participate actively in the total school program.
- Provides increased opportunity for collaboration among counselors, business, industry, and communities.
- Provides a potential work force with decision-making skills, pre-employment skills, and increased worker maturity.
- Supports the academic preparation necessary for students' success in the workforce.

*Adapted from the American School Counseling Association National Model*

## **Transformation of School Counseling**

As education changes and the expectations related to the Common Core Standards become greater, the demands on both students and educators also increase. The role of school counseling is evolving to address these changes. The pages that follow will outline a cutting edge, school counseling plan for Babylon Junior Senior High School.

In order to develop and implement a comprehensive and standard-based counseling program, which is proactive and designed to reach and assist every student, a new vision and a wide range of skills are necessary for the contemporary school counselor. By using skills in leadership, advocacy, collaboration and data analysis, counselors can focus on the goal of improving student achievement and creating changes needed to impact the system.

Babylon school counselors will always use their counseling, consultation, and coordination skills. However, as counselor's training and professional development incorporate leadership, advocacy, collaboration, teaming and use of data, a more effective role for school counselors will emerge. By focusing on student achievement, school counselors will become vital educators.

As leaders and advocates, Babylon school counselors are expected to promote, plan, implement, and assess a comprehensive school counseling program. They work to promote student success by closing existing achievement gaps and providing access to a demanding academic program for each student.

The National Standards for School Counseling Programs (1997) and the National Model for School Counseling Programs, both developed by the American School Counseling Association (ASCA), have shifted the focus of counseling from a student-by-student system to a comprehensive and developmental program providing academic, career, and personal/social development for every K – 12 student.

This comprehensive school counseling model offers content, process and accountability methods. School counselors are integral participants in collaborative programs that guide student achievement. Collaborating with teachers, administrators, community members, and families provides school counselors with information that can direct their programs. New York State school counselors with the support of superintendents, principals, and local boards of education, can analyze and assess school counseling programs, implement programs through a variety of delivery systems, and maintain an accountability system that demonstrates effectiveness. It is recommended that the school counselor ratio be 1:250 (maximum). It is also recommended that specialized school counselors, such as At-Risk counselors, have no more than an 8% ratio of the school building's population. Hence, school counselors can play significant roles in closing the achievement gap and profoundly contribute to helping New York maintain its position as one of the finest educational systems in our country.

### **New York State Part 100 Regulations - School Counseling Programs**

A primary goal of the New York State Model for Comprehensive School Counseling Programs is to align school counseling to the objectives of, and the learning standards delineated by, the New York State Education Department (NYSED). As per the New York State Education Department, listed in Part 100 of the Commissioner's Regulations, school counseling/guidance programs are defined as follows:

I) Public Schools: Each school district shall have a guidance program for all students.

II) In grades K-6, the program shall be designed in coordination with the teaching staff to prepare students to effectively participate in their current and future educational programs; to help students who exhibit any attendance, academic, behavioral or adjustment problems; to educate students concerning avoidance of child sexual abuse and to encourage parental involvement.

III) In grades 7-12, the school counseling program shall include the following activities and services:

A.) An annual review of each student's educational progress and career plans, with such reviews conducted with each student individually or with small groups by personnel certified or licensed as school counselors.

B.) Instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselors, or by classroom teachers in cooperation with the school counselor.

C.) Other advisory and individual or group counseling assistance to enable students to benefit from the curriculum to help students develop and implement postsecondary educational and career plans; to help students who exhibit any attendance, academic, behavioral or adjustment problems; to encourage parental involvement, provided that advisory assistance shall be provided by teachers or counselors or by certified teaching assistants under the supervision of counselors or teachers; such individual or group counseling shall be provided by certified or licensed school psychologists or certified or licensed school social workers in cooperation with certified and licensed school counselors.

IV) Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements of this subdivision. Such plan should be filed in the district offices and shall be available for review by any individual. The plan shall present program objectives, which describe expectations of what students will learn from the program; activities to accomplish the objectives; specifications of the staff members and other resources assigned to accomplish the objectives; provisions for the annual assessment of the program results. The plan shall be reviewed annually by the school counselors, and revisions shall be made as necessary.

### **Roles and Responsibilities of the School Counselor**

School Counselors are New York State certified professionals with a Master's Degree in School Counseling or related discipline.

School Counselors responsibilities may include, but are not limited to:



- Counseling students in developing academic, personal, social and college/career plans, goals and skills
- Advocating for students' academic, social, personal, and emotional needs
- Participating in parent - teacher team meetings
- Providing crisis intervention
- Member of CSE, IST, and 504 teams
- Coordinating and administering PSAT and AP testing
- Informing and guiding students on registering for the SAT and ACT
- Presenting classroom instruction on course selection, college preparation/application, career exploration and graduation requirements
- Presenting grade level parent/guardian workshops on the financial aid application process, PSAT score report workshop, and 9<sup>th</sup> grade orientation.
- Counseling students at-risk and exploring alternative programs
- Advising and registering new students
- Coordinating scholarship applications for seniors
- Serving as a liaison for students in alternative programs
- Assisting in Master Schedule development and implementation
- Verifying student diploma requirements and monitor academic progress
- Coordinating Summer School registration
- Mandated reporters for Child Protective Services
- Serving as liaison with NCAA Eligibility Clearinghouse for student athletes
- Maintaining relationships with post-secondary institutions and staying current with post-secondary trends and policies
- Participating in professional development through professional memberships

### **The Comprehensive Model**

The comprehensive school counseling program is a framework for the systemic development, implementation, and evaluation of school counseling programs. The process for delivery of the National Standards linked to the Common Core Standards is accomplished by utilizing each of the four components of the comprehensive model: school counseling curriculum, individual student planning, responsive services, and system support. The comprehensive model identifies the competencies for students and uses varying strategies to deliver the content of the program to every student. Most importantly, the comprehensive program links school counseling to the total educational process.

The ASCA's National Model for School Counseling Programs incorporates the national standards, the comprehensive process and results-based accountability, while considering the developmental needs of every student. The four main components of the model are:

1. **The foundation** of the program which addresses the belief and mission that every student will benefit from the school counseling program.
2. **The delivery system** which defines the implementation process and the components of the comprehensive model (guidance curriculum, individual planning with students, responsive services and system support).
3. **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
4. **The accountability system** which helps school counselors demonstrate the effectiveness of their work in measurable terms such as impacts over time, performance evaluation, and a program audit.

The National Model for School Counseling Programs speaks to the importance of accountability and having an organizational framework that documents and demonstrates “how students are different as a result of the school counseling programs.” A commitment to accountability shifts public perception from questions such as “what do school counselors really do?” to showing how school counselors are key players in the academic success for all students.

## **Babylon School Counseling Department Foundation**

### **Mission Statement**

- To provide a comprehensive, developmental counseling program that targets the academic, career, and personal/social development of all students.
- School Counselors are professional advocates who collaborate with other educators, parents/guardians, and community stakeholders to maximize student potential and academic achievement.
- School Counselors believe that all students are capable of developing and demonstrating the knowledge, skills, abilities, and character needed to participate in a global society as responsible citizens.

## **School Counseling National Domains and Standards**

The National Standards for School Counseling Programs facilitate student development in three broad areas: academic development, career development and personal/social development. Following are the nine national standards adopted by New York State.

### **Academic Development**

*Standard A:* Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.

*Standard B:* Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

*Standard C:* Students will understand the relationship of academics to the world of work and to life at home and in the community.

### **Career Development**

*Standard A:* Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

*Standard B:* Students will employ strategies to achieve future career success and satisfaction.

*Standard C:* Students will understand the relationship between personal qualities, education, training and the world of work.

### **Personal/Social Development**

*Standard A:* Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect themselves and others.

*Standard B:* Students will make decisions, set goals and take necessary action to achieve goals.

*Standard C:* Students will understand safety and survival skills.

## **Babylon School Counseling Department Delivery System**

Delivery system defines the components of the comprehensive model including individual student planning, school counseling curriculum, responsive services/counseling and system support.

**Individual Student Planning** Counselors monitor students' progress so they may achieve success in academic, personal/social, 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:** School counselors monitor individual students' progress.
- **Placement:** Collaborate with school staff in determining the proper educational setting for students as they meet their academic, social and career goals.

**School Counseling Curriculum** The counseling curriculum provides structured developmental experiences designed to address academic, career and personal/social needs of students K-12. This is accomplished through:

- **Classroom Activities:** School counselors present lessons in the classroom setting.
- **Group Activities:** School counselors conduct group activities to address students' particular needs
- **Interdisciplinary Activities:** School counselors participate in teams to develop curriculum across content areas.

**Responsive Services/Counseling** School counselors provide support and interventions to meet the needs of students through:

- **Personal Counseling:** Counselors provide a student maximum privacy to freely explore ideas, feelings and behaviors..
- **Crisis Counseling:** Short term counseling provided to students, families or staff as an immediate intervention to a crisis.
- **Referrals:** Counselors connect families to appropriate resources as needed.
- **Consultation:** School counselors collaborate with families, school staff and community agencies to develop strategies to assist students.

**System Support** Consists of the management activities essential to the success of the school counseling program.

- **Teaming:** School counselors work with teachers and other staff members and participate in district wide and building committees to provide information regarding the needs of students.
- **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 program to the greater community through websites, mailings, newsletters and presentations.
- **Parent and Community Outreach:** School counselors provide ongoing support and information to the greater community regarding students' needs.
- **Research:** School counselors utilize research in the development of their programs and participate in research designed to improve their programs.
- **Program Evaluation:** Counselors collect and analyze data to evaluate the program and continue updating of program activities.