Solvay Union Free School District's

Comprehensive School Counseling Program



"WE DEVELOP CONFIDENT, CONTINUAL LEARNERS WHO ARE CARING COMMUNITY MEMBERS"

Board of Education
Approved June 15, 2015

Solvay Union Free School District
103 Third Street
Solvay, New York 13209

Foreword

The Solvay Union Free School District's School Counseling Department is pleased to present the ***Solvay Union Free School District's Comprehensive School Counseling Program***. This program guide is the result of the review and input of each counselor employed within the District.

We owe thanks to our administration and the Board of Education for allowing us the time and resources to develop this comprehensive plan that will help to insure and support the continued success of our students.

This comprehensive model is the centerpiece of the Solvay Union Free School District's effort to showcase their professional school counseling department. This complete comprehensive model acts as a manual for counselors and administrators in both defining and clarifying the role of a school counselor.

Director of Guidance
William Guercio

School Counselors
Cory Brooks, Kristine DeWaters, Brad Micho, Michele Passalugo-Wales

Solvay Union Free School District Comprehensive School Counseling Program

Table of Contents

1. Transformation of School Counseling
2. NYSED Regulation Part 100.2
3. The Essential Role of the School Counselor
4. The Comprehensive Model
5. School Counseling Program vision, mission & goals
6. ASCA Student Mindsets/Behaviors
7. Delivery System
8. Middle School Counseling Program
9. High School Counseling Program
10. Management and Accountability

Solvay Union Free School District Comprehensive School Counseling Program

Transformation of School Counseling

Why have counseling programs changed?

As education changes and the state standards become greater, the demand on both students and educators increase, our profession reflects those changes. The pages that follow will outline the school counseling program for the Solvay school community.

In order to develop and implement a comprehensive and standard-based counseling program which is proactive and designed to reach and assist every student in Solvay, a vision and a wide range of skills are necessary for the contemporary school counselor. By using expertise 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.

Solvay school counselors will always use their counseling, consultation, and coordination skills. However, because counselor training and professional development incorporates leadership, advocacy, collaboration, teaming and use of data, a more effective role for school counselors has emerged. By focusing on student achievement, school counselors have become vital educators in the Solvay school setting.

As leaders and advocates, Solvay 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. Keeping in mind "students first", Solvay school counselors ensure that every student benefits directly from the school counseling program.

OLD PRACTICE	**NEW PRACTICE**
Counseling Consultation Coordination	Counseling Coordination Consultation Advocacy Teaming and Collaboration Data-driven/Results-based Use of Technology
Service-drive model	***Data-driven and standards-based model***

Solvay Union Free School District Comprehensive School Counseling Program

It is our hope that the Solvay Union Free School District's Comprehensive School Counseling Program will help to improve the continuity of services with students every day. The Solvay School's Counseling Department is dedicated to meeting the needs of the students in each of its buildings.

School Counseling at Solvay Leaves No Child Left Behind

Counseling is a process of helping people by assisting them in making decisions and changing behavior. School counselors work with all students, school staff, families and members of the community as an integral part of the education program. School counseling programs promote school success through a focus on academic achievement, prevention and intervention activities, advocacy, social/emotional development and career development.

As New York State has raised the bar in school improvement, school counselors across the state continue to effectively contribute to the sweeping changes that are impacting students in our schools. In the spirit of *No Child Left Behind* (2002), New York State school counselors apply their professional knowledge and skills to best serve every student so that ***all*** will achieve success in their academics, their personal and social growth and in their career planning pursuits. As leaders and advocates, school counselors work as collaborative members of a team to examine the changes in educational policies and regulations and seek solutions to help each child maximize his or her educational experience. In partnership with school district leaders, teachers, student support personnel, families and community stakeholders, school counselors work in the spirit of collaboration to promote the academic missions of their schools as well as the goals of the New York State Department of Education and *No Child Left Behind*.

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 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 and principals will implement programs through a variety of delivery systems and maintain a system that demonstrates effectiveness. It is recommended that the school counselor ratio be 1:250 (maximum). School counselors can play significant roles in closing the achievement gap and contribute to helping New York maintain its position as one of the finest educational systems in our country.

Solvay Union Free School District Comprehensive School Counseling Program

New York State Part 100 Regulations – School Counseling Programs

As per the New York State Education Department, as detailed in Part 100 of the Commissioner's Regulations, school counseling/guidance programs are defined as follows:

I. 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 support and teaching staff to prepare students to participate effectively in their current and future educational programs, to help students who exhibit any attendance, academic, behavioral or adjustment programs, 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 career planning skills conducted by personnel certified or licensed as school counselor, 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 program to help students develop and implement post-secondary educational and career plans, to help student who exhibit any attendance, academic, behavioral or adjustment problems and to encourage parental involvement, provided that advisory assistance shall be provided

The Essential Role of the School Counselor

All essential educators are committed to providing the optimal educational experience for their students throughout their academic journey. The teacher, administrator and school counselor are all significant to the precise balance needed for the student to attend an optimally functioning school and school system

The teacher has the hands-on position of working with children day to day. They are with students for most of their waking day. As it is with parents, teachers are in the "middle of it all." Because they are concerned with teaching their curriculum, managing the class as a whole, and reporting to the administration, it is sometimes difficult for them to see the needs of the individual student. This is quite understandable; they are managing their class on a macro level, while trying to identify the micro needs of 20 or more students. The administrator is also concerned with the student, but their reality is to bring bureaucracy to a human level and education. They do this while making pivotal business decisions required in any well-running organization. Although they too are concerned with the well-being of the student, their position is often quite removed.

The role of the school counselor is one that is growing with the times. As our society faces increasing financial, cultural, and social challenges, so do our students, teachers and administrators. The school counselor is central to all the participants involved in the education of the child while having the equally important role of identifying the individual needs of all students.

The school counselor is often thought of as the intermediary of the actives contributing to the education of all children, but intermediary often connotes an "after-the-fact" contribution. The school counselor has the challenging role of warding off "situations" or problems in the making for kids and teachers. Their critical function of evaluating and viewing each student with a discerning and caring eye is an important part of the role of the school counselor. Equally as important though, is the counselor's job of working toward finding a solution or path which works for the essential educator and the student not only for the present, but for the future. The school counselor is a partner in the educational journey of the child. By virtue of their training, they are the optimistic link in the academic career of the student. Along with each student, the school counselor through evaluation sees the possibilities, and works with each child through their educational career to help them become their personal best. While the balance between the student, teacher and administrator can, at times, be complicated, the school counselor works hard at maintaining a balance at all levels. It is an indispensable, monumental and forward thinking position, which is irreplaceable in the education of a child.

Solvay Union Free School District Comprehensive School Counseling Program

The Comprehensive Model

The comprehensive school counseling program is a framework for the systematic development, implementation, and evaluation of school counseling programs. 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: school counseling program, 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.

Developmental School Counseling

Recognizing that all children do not develop in a linear fashion according to a certain timetable and understanding the developmental progression of a student's growth throughout the K-12 experience is essential. Developmental school counseling: *"... is for all students, has an organized and planned curriculum, is sequential and flexible, is an integrated part of the total educational process, involves all school personnel, helps students learn more efficiently and effectively, and includes counselors who provide specialized counseling services and interventions*" (Myrick, 1997)

Myrick's developmental approach emphasizes: programs for all students; the importance of using an integrated approach involving all school personnel in the delivery of "guidance activities"; and a school counseling program that is sequential, age appropriate, planned and organized. Thus, the school counseling program must include age appropriate and sequential learning experiences to deliver the standards and competencies to every student.

Results-Based Accountability

"Results-based" counseling is also a competency-based approach. An emphasis is placed on a total pupil service approach. This approach emphasizes the importance of students acquiring competencies to become successful in school and in the transition to postsecondary education and/or employment. At the heart of "result-based" school counseling is accountability to the students and to the building administrator. Management agreements between the principal and the individual counselor are means of measuring accomplishments.

The competencies delivered emphasize early intervention, prevention, and response services. The standards and the competencies guide student growth and achievement in the academic, career, and personal/social domains are an integral part of the individual planning, school counseling program, response services, and system support.

School counseling programs are now organized as an integral and essential part of the broader school mission. The evolution of this comprehensive and developmental model clearly supports the need for school counseling programs to be aligned with and tied to the mission of

schools. School counseling programs promote educational excellence, provide preventative programs and experiences, create a collaborative model that integrates the expertise of school counselors and other pupil personnel, as well as business and community leaders into the total program. Additionally, it is current with the needs and expectations of education agendas and societal issues.

The recently released final version of 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 program, 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 responsibility, 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.

Both the National Model for School Counseling Program and Solvay's Comprehensive School Counseling Program speak 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.

School Counseling Program: Vision, Mission & Goals

The mission of the Solvay Union Free School District's Counseling Center is to provide a comprehensive counseling and guidance plan that will assist all students in acquiring the skills, knowledge and attitudes needed to become successful students, responsible citizens, and lifelong learners.

Philosophy and Belief Statement

The Solvay school counselors believe that every student can learn and all have an equal right to access a certified school counselor and to participate in a comprehensive school counseling program designed to ensure student success. The following principles are the foundation for the Solvay School Counseling Program:

Solvay Union Free School District Comprehensive School Counseling Program

The Solvay School Counselor's believe:

- All students can learn and should be given the opportunity to do so.
- All students have dignity and worth and have the right to a safe, mutually respectful, healthy and orderly learning environment.
- Learning involves the education of the whole person and is a continuous lifelong process.
- All students have the right to participate in the school counseling program.
- Learning requires the active participation, mutual respect and individual accountability of students, teachers, staff, parents and community members.
- Diversity is to be respected and appreciated as we foster unity among our students, faculty, staff and community.
-

The Solvay School Counseling Program will:

- Be student-centered and based on specific goals and developmental student competencies.
- Include education that extends beyond the classroom environment and allows students to develop lifelong skills that can assist them in the pursuit of their life goals.
- Consider all students' ethnic, cultural, racial, sexual orientation and special needs when planning and implementing the school counseling program.
- Be data-driven. The data will be used in assessing the needs and effectiveness of the school counseling programs, driving future program development and evaluation.
-

The Solvay School counselors:

- Will be full-time employees who hold state certification and have a Master's Degree in School Counseling. They will deliver the school counseling programs as outlined in the New York State Counseling Standards of academic, career and personal/social domains.
- Will abide by the professional school counseling ethics as advocated by the American School Counselor Association.
- Will participate in professional development essential to maintaining a high-quality school counseling program.

American School Counselor's Association

Student Mindsets/Behaviors

The ASCA Mindsets & Behaviors are organized in three broad domains: academic, career and social/emotional development. These domains promote mindsets and behaviors that enhance the learning process and create a culture of college and career readiness for all students. The definitions of each domain are as follows:

Academic Development – Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

Solvay Union Free School District Comprehensive School Counseling Program

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.

Social/Emotional Development – Standards guiding school counseling programs to help students manage emotions to learn and apply interpersonal skills.

The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student

Each of the following standards can be applied to the academic, career and social/emotional domains.

Category 1: Mindset Standards
School counselors encourage the following mindsets for all students.

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 teams
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	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	

Solvay Union Free School District Comprehensive School Counseling Program

Delivery System

The Solvay Union Free School District's Comprehensive School Counseling Program is based on the core beliefs, philosophies and missions identified in the foundation. The delivery system describes the activities, interactions and methods necessary to deliver the programs to the school community. Solvay's Comprehensive School Counseling Programs integrate academic, career and personal/social development. The components of a comprehensive school counseling program include individual planning, responsive services, career & college planning and systems support.

School Counseling Program: The guidance program consists of structured development lessons to assist students in achieving the desired competencies and to provide all students with the knowledge and skills appropriate for their development level. The guidance program is infused throughout the school's overall curriculum and is presented systematically through K-12 classroom instruction and group activities.

- **Group activities**: School counselors may conduct large group activities to address particular needs.
- **Interdisciplinary activities**: School counselors participate in teams to develop curriculum across content areas.
- **Career and College awareness**: School counselors, through Naviance, career fairs and individual meetings with students will facilitate career & college exploration.
- **Individual Student Planning:** School counselors coordinate ongoing systematic activities designed to assist students individually in establishing personal goals and developing future plans.
- **Case Management**: School counselors monitor individual student progress.
- **Individual Appraisal**: School counselors use test information and other data to assist students in analyzing and evaluating their interests, skills and abilities.
- **Individual Advisement:** School counselors work directly with students on developing an appropriate educational plan.
- **Placement**: School counselors assist students in determining the proper educational setting as they meet their academic and career goals
- **Responsive Services**: Responsive services, which are the traditional duties of school counselors, consist of activities meeting individual student's immediate needs, usually necessitated by life events, situations and/or conditions in the student's life. These needs require counseling, consultation, referral, peer mediation and/or information.
- **Consultation**: School counselors work with parents, teachers, students and other involved parties to develop strategies to assist students.
- **Personal Counseling**: Provides a student maximum privacy in which to freely explore ideas, feelings, and behaviors.
- **Crisis Counseling**: Provides prevention and interventions. Such counseling is short term in nature, addressing a particular student's concern.
- **Referral**: Counselors refer students and their families to appropriate community agencies when needed.

Solvay Union Free School District Comprehensive School Counseling Program

- **System Supports**: Like organized activity, a school counseling program requires administration and management to establish, maintain and enhance the total counseling program.
- **Professional Development**: School counselors must update knowledge and skills by participating in training, professional meetings, conferences and relevant course work.
- **Program Promotion:** School counselors provide orientation and information regarding the programs to the greater community via websites, counseling newsletters and community presentations.
- **Consultation with teachers and staff**: School counselors work with teachers and other staff members to provide information regarding the needs of a student. School counselors should participate in district committees and in-service programs.
- **Parent and Community Outreach**: School counselors provide ongoing support and information to the greater community regarding student needs.
- **Program Evaluation**: School Counselors collect and analyze data to evaluate the program and continue updating program activities.

DELIVERY SYSTEM CHART

Counseling Curriculum Provides developmental, guidance program content to all SUFSD students 4 - 12th grade	**Responsive Services** Addresses students' immediate concerns.	**Individual Student Planning** Assists students and parents in development of academic and career plans.	**System Support** Includes program, staff and school support activities and services.
Purpose: *Student awareness, skills development and application of skills needed in everyday life.	**Purpose:** *Prevention and intervention	**Purpose:** *Individual student academic and occupational planning, decision making, goal setting and preparing for academic transition.	**Purpose:** *Program delivery and support.
Academics: *Effective learning in school and across the lifespan. *Academic preparation for post-secondary options. *Relationship of academics, work, family and community.	***Academics:*** *Any immediate academic concerns. *School-related concerns including tardiness, absences and truancy, misbehavior, school avoidance, dropout, suspensions.	***Academics:*** *Facilitation and/or interpretation of criterion and norm-referenced tests. *Academic preparation essential for post-secondary options. *Appropriate course selection. *Development of 4 – 12 educational plan. *Development of an educational plan beyond High school including post-secondary selection/ financial aid/scholarships.	***Total Support:*** *School counselor professional development. *Advocacy and public relations for comprehensive school counseling programs. *Program planning and development. *School improvement planning. *Parent involvement and education. *Consultation with staff and community.

Solvay Union Free School District Comprehensive School Counseling Program

		*Use of diverse assessment results	Practices based on research. *Community outreach and involvement. *Data analysis
Career: *Investigate the world of work to make informed decisions *Strategies to achieve future career goals. *Relationship of personal qualities, education, training and work.	***Career:*** *Individual discussions on how current behavior can impact future career goals.	***Career:*** *Utilize career information resources in school and community. *Explore career clusters. *Interest and skill inventories. *Career exploration inventories. *Self-knowledge relating to career choices. *Appropriate course selections, tech prep, including work-based learning.	***Career:*** N/A
Personal/Social: *Interpersonal skills to respect self and others. *Decision-making, setting goals and taking action to achieve goals. *Understanding everyday safety and survival skills.	***Personal/Social:*** *Physical, sexual or emotional abuse issues. *Crises. *Grief, loss and death. *Substance abuse. *Family issues. *Coping with stress. *Relationship concerns. *Divorce. *Legal issues (probation, arrests or incarceration). *Referral plans. *Contact and develop relationships with mental health resources in your area.	***Personal/Social:*** *Skills and competencies related to student and employee success.	***Personal/Social:*** N/A
Counselor Role: *Counseling curriculum implementation (small and large group settings). *Consultation with administration, faculty and other school counselors.	***Counselor Role:*** *Individual counseling *Small-group counseling. *Referrals and collaboration. *Consultation with administration, students, parents, school social worker and community agencies.	***Counselor Role:*** *Assessment *Planning *Placement *Consultation	***Counselor Role:*** *Development and management program. *Coordination. *Develop relationships and partnerships. *Consultation.

Solvay Union Free School District Comprehensive School Counseling Program

Middle School Counseling Program

Academic Domain

Smart Plan for Success

Meet with individual students that are at risk (grades, attendance, behavior) to develop a **S**pecific, **M**easurable, **A**chievable, **R**elevant and **T**imely plan for success.

RTI

Participate in the Response to Intervention (RTI) process to help with the early identification and support of students with learning and behavior needs.

8th Grade H.S Planning

Facilitate meetings with 8th grade students and parents to review high school graduation requirements and develop a 4 year plan including selection of 9th grade courses.

Academic Probation Plans

Students who do not meet the academic eligibility requirements, meet with their school counselor to develop an academic probation plan to regain eligibility and develop steps and strategies for academic success.

SMS Locker Night

Students and parents are invited to attend an event in August where students are given their schedules, meet faculty and staff and are assigned their lockers for the upcoming school year.

SMS AIS Night

Students and Parents are invited to an informational session in October which focuses on all the components of the Academic Intervention Services.

8th Grade Transition Meeting

Incoming Freshman and their parents attend a January event that is designed to help with the transition from middle to high school. During the orientation parents and students are given the opportunity to learn more about the scheduling process, meet faculty and staff, and hear about available courses and electives.

Advanced/Accelerated Night

Parents and students attend a showcase of the advanced and accelerated course offerings at the middle school.

Social- Emotional Domain

Solvay Union Free School District Comprehensive School Counseling Program

Second Step:

Program to help teach and model empathy, communication, and decision making skills that help adolescents navigate around issues such as peer pressure, bullying and friendships.

Career Domain

Naviance: Electronic Career and College Portfolio:

Naviance is a personal electronic portfolio where students can explore career interests, learning styles and college selection options. In their portfolios, students may store their education and work history.

Career Connection Video Conferences

Program that exposes middle school students to different careers through interactive videoconferences with professionals throughout the country.

Resume Writing

Counselors team up with classroom teachers to deliver and teach skills necessary to develop a professional resume.

Enterprise America

Students in 7th grade spend a day running WCNY's Enterprise America City. Here students apply the STEM (science, technology, engineering and math) and financial and civic literacy skills they have learned to run the city's 14 businesses and City Hall.

Responsive Services – Middle School

- Each School Counselor will be available to meet the needs of students and the school community during a time of crisis. School counselors must make themselves available to all students presenting with a crisis. This responsibility takes priority over any other school counseling responsibility. *(Responsive services include, but are not limited to death, divorce, violence, classroom disruption, homelessness, suicidal ideation and school anxiety.)*
- Each School Counselor is responsible for assisting team teachers in RTI referral process and presenting requests. Each counselor is a core member of the RTI team and is required to attend regular meetings.
- Each School Counselor will be available to students requesting individual support and/or mediating situations among a group of students.

Individual Student Planning – Middle School

- Each School Counselor will hold individual meetings with students in danger of failing two or more academic subjects.
- Each School Counselor is responsible for scheduling and facilitating parent/teacher conferences upon requests of teachers and/or parents.
- Each counselor will be available and provide assistance in transition of students described as "new entrants".

Solvay Union Free School District Comprehensive School Counseling Program

- Each School Counselor is to support and collaborate with classroom teachers to meet the academic, social and emotional needs of the students. At the Middle School, each counselor will attend team meetings with teachers.
- Each School Counselor is to collaborate and consult with building administrators to provide academic, social and emotional interventions as needed.
- Each School Counselor is responsible for each student's individual course selection process and schedule development.
- Each School Counselor is responsible for attending Committee on Special Education meeting for their individual students and reflecting their individual academic goals and programming in the student's daily schedule.

System Support – Middle School

- Each Middle School Counselor is responsible for implementing effective communication with all stakeholders.
- Each Middle School Counselor should utilize newsletters and electronic communications to inform the whole school community of the school counseling programming.
- Each Middle School Counselor should utilize the school counseling website to promote their programs. School counselors should update their own postings on the district website monthly.
- Middle School Counselors must update knowledge and skills by participating in training, professional meetings and conferences and relevant courses work.
- Middle School Counselors should join the American School Counselors Association and the New York State School Counselors Association.

High School Counseling Program

Freshman

8th Grade Transition Meeting

Incoming Freshman and their parents attend a January event that is designed to help with the transition from middle to high school. During the orientation, parents and students are given the opportunity to learn more about the diploma requirements, scheduling process, meet faculty and staff, and hear about available courses and electives.

Freshman Orientation

Students and parents attend an August program geared towards providing schedules, lockers, expectations and welcoming them to the High School.

Freshman Review Meetings

Solvay Union Free School District Comprehensive School Counseling Program

The high school counselors will meet individually with each freshman reviewing course selection, required coursework, grades, graduation requirements, post-secondary planning and school involvement outside the classroom.

Naviance: Electronic Career and College Portfolio:

Naviance is a personal electronic portfolio where students can explore career interests, learning styles and college selection options. In their portfolios, students may store their education and work history.

Sophomore

Vocational Tours/Planning

Sophomores attend presentation and tours of OCM BOCES exploring vocational programs that meet academic requirements and vocational training.

College Speakers

Sophomores will be invited to Syracuse University. This visit will expose students to the college experience. Sophomores will participate in a panel discussion with a minimum of 4 college admission counselors reviewing college admission requirements.

Naviance: Electronic Career and College Portfolio:

Naviance is a personal electronic portfolio where students can explore career interests, learning styles and college selection options. In their portfolios, students may store their education and work history.

Program Review

Individual counseling meeting with all Sophomores to review diploma requirements, required coursework and college/career planning.

Juniors

PSAT/NMSQT

Standardized test preparation – the Preliminary SAT®/National Merit Scholarship Qualifying Test is a co-sponsored program by the College Board and National Merit Scholarship Corporation (NMSC). PSAT/NMSQT is a standardized test that provides firsthand practice for the SAT Reasoning Test™. It also gives students a chance to enter National Merit Scholarship Corporation (NMSC) scholarship programs.

The PSAT/NMSQT measures:

- critical reading skills
- math program-solving skills
- writing skills

The PSAT/NMSQT is administered on site at the school during October of every school year.

Naviance: Electronic Career and College Portfolio:

Solvay Union Free School District Comprehensive School Counseling Program

Naviance is a personal electronic portfolio where students can explore career interests, learning styles and college selection options. In their portfolios, students may store their education and work history.

College and Career Meetings

Counselors meet with Juniors to establish a plan to research and develop a list of appropriate college or vocational training options that is in line with their career interests.

College Planning Night

Juniors and their parents are invited to attend an evening program focused on college preparation and what colleges look for in making admissions decisions. This program is offered at the high school and features college admissions representatives.

College Fair

Students and their parents are informed about and encouraged to attend the National College Fair at Onondaga Community College. Counselors help students in advance of the event to prepare a targeted list of colleges to visit and a list of possible questions to ask the college representatives.

Program Review

Individual counseling meetings with all Juniors to review diploma requirements, required coursework remaining to be taken. Course requests are made for the senior year schedule which are consistent with the student's postsecondary goals. College and career planning is further discussed.

Seniors

Senior Program Review

Individual counseling meetings auditing each senior's transcript, college and/or career plan as well as their graduation track.

Financial Aid Night

Students and parents are invited to attend an open discussion with a college financial aid expert. This program is formatted as a presentation in the computer lab with a "hands-on" approach to completing the FAFSA application. Financial Aid Night is held in January of every year.

College Planning Night

Seniors and their parents are invited to attend an evening program focused on the Senior Year timeline, college preparation, making requests for transcripts and teacher/counselor recommendations, completing on-line common applications, scholarship and financial aid information, etc. This program is offered at the High School during the month of September.

Solvay Union Free School District Comprehensive School Counseling Program

At-Risk Communication

Parents of students at-risk of not graduating are informed by letter and phone call. Communication of each child's at-risk status will begin promptly after the first marking period. Counselors continue to monitor the progress of these students throughout the year with additional parent contact as necessary.

College Application Process

Counselors are responsible for letters of recommendation, SAT/ACT scores, transcript requests and all other requirements related to the completion of each students college application.

ACCESS-VR

Students with learning and/or physical disabilities will meet with an ACCESS-VR counselor. High school counselors will help students complete the application, schedule and attend meetings with parents, students and the ACCESS-VR representative to establish transition services.

Scholarships

Counselors along with the departments clerical support are responsible for maintaining a current database of college scholarships that is effectively communicated to students and parents. This includes processing the NY State Academic Excellence Scholarship. Counselors are also members of the high school scholarship committee for Dollars for Scholars.

Responsive Services - High School

- Each School Counselor will be available to meet the needs of students and the school community during a time of crisis. School counselors will make themselves available to all students presenting with a crisis. This responsibility takes priority over any other school counseling responsibility. (Responsive services include, but are not limited to death, divorce, violence, classroom disruption, homelessness, suicidal ideation and school anxiety).
- Each School Counselor will be available to students requesting individual support and/or for situations requiring mediation among a group of students.
- Each School Counselor will hold no less than 2 individual meetings per year with students in danger of failing two or more academic subjects.
- Each School Counselor is responsible for scheduling and facilitating parent/teacher conferences upon requests of teachers and/or parents or by their own recommendation.
- Each counselor will be available and provide assistance in transition of students described a "new entrants".
- Each School Counselor will support and collaborate with classroom teachers to meet the academic, social and emotional needs of the students.
- Each School Counselor is to collaborate and consult with building administrators to provide academic, social and emotional interventions as needed.

Solvay Union Free School District Comprehensive School Counseling Program

- Each School Counselor is responsible for the student's individual course selection process and schedule development.
- Counselors will attend Student Support Team meetings to advocate for students socio-emotional and/or academic needs.
- Each School Counselor is responsible for attending Committee on Special Education meetings for their individual students and reflecting their individual academic goals and programming in the student's daily schedule.
- Counselors are involved in the development and implementation of the Master Schedule. This includes communicating and collaborating with building administrators and teachers.
- Each counselor is responsible for coordinating Homebound Instruction as necessary.
- Each High School Counselor is responsible for implementing a strong communication program at their level.
- Counselors will utilize various forms of communication to inform the whole school community of the school counseling programming.
- Each High School Counselor should utilize the school counseling website to promote their programs.
- High School Counselors must update knowledge and skills by participating in training, professional meetings and conferences and relevant courses work.
- High School counselors meet each month, together with the principal, to discuss data on seniors who are or who may become at risk of not graduating.
- High School Counselors should join the American School Counselors Association and the New York State School Counselors Association.

Solvay Union Free School District Comprehensive School Counseling Program

Districtwide
Management & Accountability

Intertwined with the delivery system is the management system, which incorporates organizational processes and tools to ensure the program is organized, concrete, clearly delineated and reflective of the school's needs.

- **Management agreements** ensure effective implementation of the delivery system to meet students' needs. These agreements, which address how the school counseling program is organized and what will be accomplished, should be discussed with and approved by designated school administrators at the beginning of each school year and reviewed at the end of each school year.

- **Use of Data:** A comprehensive school counseling program is data-driven to ensure every student receives the benefits of the school counseling program. School counselors must show that each activity implemented as part of the program was developed from analysis of students, needs, achievement and/or related data.

- **Use of Time:** District counselors recognize the value of direct service (contact) with students in addition to indirect service. School counselors time and resources are limited and therefore should be protected.

- **Use of Calendars:** Monthly calendars and timelines will be utilized by counselors to guide program delivery

Using Data in School Counseling Programs
Data informs, confirms progress, and can reveal shortcomings in student performance. Using data enables school counselors to work in tandem with building administrators and faculty to close the achievement gap through systemic change. By using data, school counselors present a picture of the current status of student needs and issues and then examine the practices that can lead to higher levels of student success.

School counselors will evaluate programs and demonstrate accountability by collecting and using data that link the programs to both student achievement and school improvement. This process will strengthen the relationship between the school counseling program and the instructional program. It is important to use all three of the following types of data:

- Process data (i.e. number of students in a given group)
- Perception data (i.e. needs assessments or surveys)
- Results data (i.e. proof of change in student competency such as graduation rates, attendance, etc.)

Solvay Union Free School District Comprehensive School Counseling Program

Results Reports – These reports include the process, perception and results data to ensure school counseling programs are carried out, analyzed for effectiveness and modified as needed. Sharing these reports with stakeholders serves to advocate for the students and program. Immediate, intermediate and long-range results are collected and analyzed for the program improvement.

The results reports organizes school counseling to demonstrate the relationship between the school counseling program to the instructional program. School counselors use reflective skills, collaboration and teaming, and data analysis to become action researchers and show how the school counseling program impacts school improvement.

Program Audit - The Solvay Union Free School District School Counseling Department will self-audit their program yearly in June, in conjunction with school administrator's input, as a guide to evaluate, adjust and improve the comprehensive programming.