

Fishers Island School

Comprehensive Developmental School Counseling Program



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K-12 Regulatory changes for NY State

- Beginning with the **2019-2020** school year, **all NY school districts must have a comprehensive developmental school counseling program**.
- The program must be **designed by a certified school counselor** in coordination with teaching staff and any appropriate pupil personnel service providers, 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 or behavioral concerns, and where appropriate make a referral to a properly licensed professional, as appropriate, for more targeted supports.
- The program must be **updated annually**, be made available for review at the school and **on the district's website**.
- **The district-wide comprehensive developmental school counseling program must 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.
- The **program must include: a program outcomes report** that includes analysis of systematic components of a comprehensive school counseling program **annually presented to the board of education**.
- The program **must establish a program advisory council** comprised of representative stakeholders, **meet at least 2x a year** for reviewing the program plan and advising on implementation of the program, and **submit annual report to the board of education**.
- Ensure **all students K-12 have access** to a certified school counselor.
- For **all students grades 6-12**, a certified school counselor must provide an **annual individual progress review plan**, which shall reflect each students' education progress and career plans. For a student with a disability, the plan shall be consistent with the student's individualized education plan (IEP).
- **School counseling core curriculum** delivered through regular preK-12 developmentally appropriate school counseling classroom lessons.

- **Other direct student services** may include, but need not be limited to:
 1. Responsive services
 2. Crisis response
 3. Group counseling
 4. Individual counseling
 5. Appraisal, assessment and advisement
 6. Assist students to develop and implement postsecondary education and career plans (Individual Student Planning)
 7. Assist students who exhibit attendance, academic, behavioral or adjustment concerns and encouraging parental involvement

- **Indirect services** may include consultation, collaboration, data management, and referrals to outside agencies and resources.

*** Why did NYSED select the ASCA National Model?**

- *Reinforces the importance of delivering a comprehensive, developmental and results-based program*
- *States the importance of having an accountability system and an organizational framework*
- *Links the work of school counselors to student success*
- *Connects us to educational accountability*
- *Aligned with the 2016 ASCA Ethical Standards*
- *Universally accepted in all 50 states and several foreign nations*

ASCA Model for Comprehensive School Counseling Programs

American School Counselor Association Domains:

1. **Academic**
2. **Social/Emotional**
3. **Career**

ASCA Mindsets and Behaviors: (next page)

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.

- M 1.** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- M 2.** Self-confidence in ability to succeed
- M 3.** Sense of belonging in the school environment
- M 4.** Understanding that postsecondary education and life-long learning are necessary for long-term career success
- M 5.** Belief in using abilities to their fullest to achieve high-quality results and outcomes
- M 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
B-LS 1. Demonstrate critical-thinking skills to make informed decisions	B-SMS 1. Demonstrate ability to assume responsibility	B-SS 1. Use effective oral and written communication skills and listening skills
B-LS 2. Demonstrate creativity	B-SMS 2. Demonstrate self-discipline and self-control	B-SS 2. Create positive and supportive relationships with other students
B-LS 3. Use time-management, organizational and study skills	B-SMS 3. Demonstrate ability to work independently	B-SS 3. Create relationships with adults that support success
B-LS 4. Apply self-motivation and self-direction to learning	B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards	B-SS 4. Demonstrate empathy
B-LS 5. Apply media and technology skills	B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals	B-SS 5. Demonstrate ethical decision-making and social responsibility
B-LS 6. Set high standards of quality	B-SMS 6. Demonstrate ability to overcome barriers to learning	B-SS 6. Use effective collaboration and cooperation skills
B-LS 7. Identify long- and short-term academic, career and social/emotional goals	B-SMS 7. Demonstrate effective coping skills when faced with a problem	B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams
B-LS 8. Actively engage in challenging coursework	B-SMS 8. Demonstrate the ability to balance school, home and community activities	B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary
B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	B-SMS 9. Demonstrate personal safety skills	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participate in enrichment and extracurricular activities	B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	

Introduction

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 and social/emotional and career development.

American School Counselor Association

Mission Statement

Fishers Island School Mission Statement:

Fishers Island School provides each student with an enriching and personalized learning environment embedded in our caring community. Our highly effective staff cultivate a sense of integrity and self-discipline, through an appreciation of the rights and responsibilities of well-informed citizens.

Fishers Island School Comprehensive Developmental School Counseling Program Mission Statement:

We strive to fulfill the unique academic, social-emotional, and college/career needs of each student through our comprehensive, proactive, and developmentally appropriate program, by acting as student advocates who will partner with students, parents, faculty, administrators, and the community, to help each student become a confident, productive member of society.

Vision

Fishers Island School Comprehensive Developmental School Counseling Program Vision:

We believe that:

- Every student can learn, grow, contribute, and succeed.
- Every student will be provided a safe and nurturing learning environment.
- Every student will benefit from a comprehensive developmental school counseling program that is vital to academic success and the development of positive coping skills.
- Every student will be prepared to develop meaningful relationships with peers and adults.
- Every student will be prepared for success in post-secondary pursuits
- Every student will be prepared to be positive contributors and leaders within the community.

Comprehensive Developmental School Counseling Program (CDSCP)

Delivery System (Adapted from ASCA National Model)

School Counseling Curriculum:

- Provides comprehensive developmental school counseling program content in a systematic way to all students preK-12 for the purpose of student awareness, skill development and application of skills needed in everyday life.
- Includes School Counseling Curriculum implementation through classroom lessons, structured groups, or consultation.
- Addresses Academic, Career, and Personal/Social areas such as learning through the life span, academic preparation for post secondary options, relationship of school, work, family and community life, college and career exploration, interpersonal skills to respect self and others, everyday safety, stress management, and healthy living skills.

Responsive Services:

- Addresses the immediate concerns of students for the purpose of prevention and intervention.
- Includes individual counseling, small group counseling, referral and consultation with outside agencies and mental health resources.
- Focuses on Academic and Personal/Social areas such as absences, tardiness, behavioral concerns, abuse, crisis intervention, grief, loss, substance abuse, family issues, divorce, stress management, relationship concerns, etc.

Individual Student Planning:

- Assists students and parents in the development of academic and career plans for the purpose of individual student academic and career planning, decision making, goal setting and preparing for academic transitions.
- Includes assessment, planning, placement and consultation.
- Focuses on Academic, Career and Personal/Social areas such as course selection, interpretation of testing, individual academic planning, preparation for post-secondary options, exploration of career options, interest and skill inventories, self knowledge related to career choices, work-based learning including job shadowing and internships, skills and competencies related to student and employee success.

System Support:

- Provides program, staff and school support activities and services for the purpose of program delivery and support.
- Includes development and management of program, coordination, relationship and partnership development, and consultation.
- Encompasses advocacy, public relations, advisory committee, program planning and development, evaluation and assessment, documentation, school improvement planning, parent involvement, consultation with staff and administration, research based practices, community outreach and data analysis.

Comprehensive Developmental School Counseling Program Benefits

Benefits for Students

- Increases number of students able to participate in the school counseling process.
- Increases opportunities for consistent counseling services throughout the school year.
- Increases opportunities for counselor-student interaction.
- Increases academic performance.
- Increases knowledge of self and others.
- Develops decision-making skills.
- Promotes knowledge in career exploration and development.
- Increases student retention
- Decreases mental health crises
- Increases college completion rates for graduates

Benefits for Parents/Guardians

- Increases an awareness of the nature and scope of the school counseling program.
- Improves communications between home and school.
- Increases opportunities for collaboration and cooperation between parents and school staff.
- Increases knowledge of what assistance parents and their children can receive from the counselor and school.
- Further involves parents/guardians in their child's educational development and long-range planning.

Benefits for School Counseling Personnel

- Clearly defines role and function.
- Provides opportunities to reach all students.
- Creates a tool for program management.
- Clearly defines responsibilities and activities for specific student competencies and outcomes.
- Creates public awareness and visibility of school counseling program functions.

Benefits for Teachers

- Encourages positive, supportive working relationships with other teachers and counselor.
- Provides a team effort to address student needs and core competencies.
- Increases the likelihood of academic success for all students.

Benefits for Administrator

- Provides program structure with specific content.
- Provides a means of evaluating the school counseling program.
- Enhances the image of the school counseling program in the school and community.
- Increases program accountability and student impact.

Benefits for Business, Industry and Labor

- Provides increased opportunities for collaboration among counselors and business, industry and labor communities.
- Enhances the role of the counselor as a resource person.
- Increases opportunities for business, industry and labor to participate actively in the school program.
- Provides a potential workforce with decision-making skills, pre-employment skills and increased worker maturity.

Needs Assessment

(Survey of FIS staff, conducted August 2017- (Findings based on 11 responses)

Topic Areas of Greatest Need Identified (>50% responded with a rating of 5-10):

- Character Education
- Social and Relationship Skills
- Managing Feelings
- Self-esteem (understanding and accepting self)
- Self-control
- Bullying
- Conflict Resolution
- Problem Solving and Decision-Making
- Academic Performance
- Organization/Study Skills
- Career Awareness and Exploration
- College and Career Planning
- Divorce/Family Changes
- Grief and Loss
- Mental Health
- Multicultural/Diversity Awareness
- Substance Abuse
- Parent Outreach/Support

Service Delivery Areas of Greatest Need Identified (>50% responded with a rating of 5-10):

- Individual and Small Group Counseling
- Providing Information on Social, Emotional, Behavioral Issues
- Developmental Classroom Counseling Lessons
- Providing Support for Student Behavior Plans
- Assisting with Parent Conferences

Areas of School Counseling Program Strength (as of August 2017):

- Career and College Planning/Preparation
- SAT/PSAT/ACT administration
- Tuition Student Selection Process

Areas for School Counseling Program Development/Enhancement:

- Social/emotional skills curriculum at elementary level
- Support to ensure ALL students have a thoughtful plan college or career
- Work to build increased student independence (academically and socially/emotionally)
- Earlier career development/exploration programming for students
- Student-focused mental health supports, curriculum for awareness/prevention
- Greater support for IEP students in areas of social/emotional skills and in IEP meetings
- Stress management for students (very high level of stress among FIS students)
- Acting as a resource to staff, parents, students and providing greater communication

Timeline for Development of CDSCP:

SPRING 2018:

- Develop broad goals and program framework
- Order additional Naviance features to support proposed program

SUMMER 2018

- Order Student Success Skills Curriculum (evidence based)

FALL 2018

- Develop specific program aspects (Scope and Sequence) once curriculum arrives

2018-2019 SCHOOL YEAR

- Present the proposed program to the School Board for approval
- Create new FIS School Counseling Advisory Council (to include: parents, teachers, students, community members, parents of FIS graduates, FIS graduates, outside agency/mental health professionals, 2 school board members)
- Unofficially implement (revise/adjust as needed)

2019-2020 SCHOOL YEAR

- Officially implement CDSC Program

SUMMER 2021

- attend ASCA's RAMP CAMP to begin RAMP Approval process
- Develop a timeline for **RAMP (Recognized American School Counselors Association Model Program submission)** national recognition process.
- ASCA recommends 2 years with a comprehensive program officially in place before beginning the RAMP application process

2021-2022 SCHOOL YEAR

- Officially begin RAMP approval process

SUMMER 2022

- *RAMP submission is either approved or asked to revise/resubmit/find a mentor

Scope and Sequence of FIS School Counseling Curriculum K-12

PreK-6 (Elementary)

Personal/Social Emotional Development

- Students will increase self-awareness and an appreciation for the uniqueness of self and others
- Students will develop pro-social skills for appropriate interactions with others
- Students will develop an understanding of positive character traits (honesty, trustworthiness, respect, citizenship, responsibility)
- Students will develop an understanding of feelings and will communicate them to others in appropriate ways
- Students will recognize potential stressors, signs of stress in the body, and develop effective coping skills for use with real life stressors
- Students will develop effective listening/communication skills
- Students will demonstrate empathy
- Students will identify personal safety skills
- Students will demonstrate an understanding of the characteristics of a good friend.
- Students will develop conflict resolution skills
- Students will recognize the role of helpers in the school/community to aid with problems

Academic Development

- Students will develop a positive attitude toward learning and acquire necessary skills for academic success
- Students will understand the need for self-control and the acceptance of responsibility for one's behavior
- Students will be aware of school rules and make appropriate behavior decisions
- Students will develop effective problem-solving and decision making skills
- Students will develop independence on age-appropriate tasks
- Students will develop self-monitoring skills with regard to self control, interpersonal relations, and work ethic
- Students will develop an understanding of the benefits of working cooperatively with others to achieve results
- Students will develop success-oriented work habits (i.e. following directions, focusing on a task, and completing assignments)
- Students will begin to recognize and practice organizational and time management skills
- Students will understand that health (sleep, exercise, proper nutrition) impacts learning
- Students will recognize the role of the student planner in promoting personal organization and academic responsibility

Career/College Development

- Students will demonstrate life-planning skills consistent with needs interests and abilities
- Students will develop an understanding for the work of family members, school personnel and community members
- Students will begin exploring important jobs that are necessary in their community
- Students will understand how work ethic relates to work in school, at home, and in the community
- Students will begin to understand one's personal strengths and how to use those to help achieve goals
- Students will learn how to relate classroom learning to the development of future goals

7-8 (Middle School)

Personal/ Social Emotional Development

- Students will develop positive and supportive relationships with other students
- Students will develop relationships with adults that support success
- Students will demonstrate empathy and display respect for others
- Students will demonstrate the ability to assume responsibility
- Students will demonstrate self-discipline and self-control
- Students will demonstrate effective coping skills when faced with a problem
- Students will develop skills to effectively balance school, home and community activities
- Students will demonstrate an understanding of peer pressure, teasing, bullying and harassment, as well as an repertoire of skills to handle each
- Students will develop an understanding of the differences between aggressiveness and assertiveness and its role in conflict resolution
- Students will demonstrate an understanding of risky vs healthy behaviors

Academic Development

- Students will develop time-management, organizational and study skills
- Students will demonstrate creativity
- Students will apply media and technology skills
- Students will demonstrate the ability to work independently
- Students will demonstrate the ability to overcome barriers to learning
- Students will develop an understanding of a growth vs fixed mindset, as well as the importance of grit
- Students will develop self-advocacy skills within the school setting
- Students will demonstrate understanding of the transition to high school expectations

Career/College Development

- Students will explore a wide range of career options through interest inventories/ learning styles/self exploration/career exploration
- Students will set long-term and short-term academic and personal goals
- Students will demonstrate understanding of the importance of involvement in extracurricular activities in terms of creating a healthy balance, and future high school and college/career success

9-12 (High School)

Personal/ Social Emotional Development

- Students will demonstrate ethical decision making and social responsibility
- Students will use leadership and teamwork skills to work effectively in diverse teams
- Students will participate in enrichment and extracurricular activities
- Students will demonstrate the ability to delay gratification for long-term rewards
- Students will demonstrate social maturity and behaviors appropriate to the situation and environment
- Students will use effective oral and written communication and listening skills
- Students will demonstrate advocacy skills and the ability to assert self, when necessary
- Students will demonstrate perseverance to achieve long- and short-term goals
- Students will demonstrate effective coping skills when faced with a problem
- Students will demonstrate the ability to balance school, home and community activities

Academic Development

- Students will demonstrate critical-thinking skills to make informed decisions
- Students will apply self-motivation and self-direction to learning
- Students will set high standards of quality and actively engage in challenging coursework
- Students will gather evidence and consider multiple perspectives to make informed decisions
- Students will use effective collaboration and cooperation skills
- Students will use leadership and teamwork skills to work effectively in diverse teams

Career/College Development

- Students will identify long-term and short-term academic, career and personal goals
- Students will demonstrate the ability to manage transitions and the ability to adapt to changing situations and responsibilities
- Students will develop a resume and understand the importance of it
- Students will demonstrate an understanding of the testing utilized for college and career development and planning (PSAT, SAT, ACT)
- Students will develop an understanding of financial planning necessary for college and career training (FAFSA, NY Excelsior, Scholarships, student loans, etc.)
- Students will write an essay for use with college, training program, or job applications
- Students will develop an understanding of the college application process and timelines
- Students will participate in local college, training program, and career tours, visits and fairs
- Students will demonstrate understanding of core academic skills, employability skills, and technical and job specific skills

Communication and Program Support

Communication

The CDSCP will be available online for students, parents and other stakeholders to review. A program brochure will be created to be shared with current and prospective students at the Open House and recruiting events. The brochure and full program description will also be available in outside the School Counseling office in the School Counseling Resource library.

Community Outreach

Counselors work to develop connections with local community support agencies as well as local post-secondary education, work, and military options for students. They act as a resource for students and families about local and regional opportunities for outside mental health supports, social services, and college and career options.

Referral System

Any student desiring services from the School Counselor can make a request in person or in writing (using the self-referral form) at the Counseling office. Additionally, referrals for support for a student can be made by parents, faculty or administrators.

Confidentiality

Information shared with the School Counselor is confidential, except in certain circumstances. A counselor protects confidentiality of information received in the counseling relationship as specified by federal and state laws, written policies and applicable ethical standards. Limits to confidentiality exist to protect the safety and well-being of students. Information can and will be shared with appropriate person, agency or authority using the following guideline and circumstances:

- Potential harm to self- a belief or information that an individual student is in danger of hurting oneself, or is in danger of being hurt by someone else.
- Potential harm to others- a belief or information that a student is in danger of hurting someone else.
- Suspected child abuse/neglect/maltreatment- a belief or information that a child under the age of 18 has been abused, neglected or maltreated by a person responsible for the care of the child. **School Counselors are Mandated Reporters** (legally required to report).
- Legal Jurisdiction- a law or court order disclosed information
- Informed Consent- the permission by a legally responsible adult to consult with others in order to provide even more effective counseling services.

School Counselor Supervision/Evaluation

School Counselor supervision should be conducted in a manner consistent with established professional standards for the field. The evaluation of the School Counselor's performance should be conducted by a trained counselor supervisor and the building administrator. Instruments appropriate to the role and performance of school counselors should be used as part of the evaluation process.

Program Evaluation and Review

The CDSCP must be updated annually. Any updates or changes must be available for review at the school and on the district's website. The program must include an outcomes report that includes analysis of components of the program. This review must be presented annually to the board of education.

Advisory Council

The CDSCP must establish a program advisory council comprised of representative stakeholders including students, teachers, administrators, school board members, community members, local mental health professionals, graduates and parents of graduates. The council will meet twice a year to review the program plan and advise on implementation. The council's annual report will be submitted to the board of education.

Professional Development

School Counselors are regularly involved in updating professional knowledge and skills of best practices within the field. This may involve participating in school inservice-training, attending professional meetings or conferences, completing postgraduate coursework, and contributing to professional journals.

Curriculum Sources to support the FIS
Comprehensive Developmental School Counseling Program

Student Success Skills: (preK-12) goal setting, planning and progress monitoring, creating a caring and supportive classroom community, cognitive and memory skills, performing under pressure, building healthy optimism

Naviance: (5-12) college and career exploration and planning:

- **Achieveworks-** assessing personality types, learning styles inventory, and unique intelligences, increasing self awareness.
- **Curriculum-** lessons on college search and application process, financing, personal growth, etc.
- **Student/Family Connection-** assigned tasks, learning styles and inventories, College Application Process linked with the Common Application, etc.
- **RoadTrip Nation-** Career exploration and character development video library.
- **Other-** Career Clusters, Goal Setting, Resume Builder, etc.

Zones of Regulation: (K-6) self regulation, self-management, anger control, self control

Coping Cat: (K-12) recognizing feelings, understanding anxiety, recognizing stress in the body, faulty thinking, thinking traps, practice, goal setting to overcome anxiety

Instant Help Workbooks for Teens: (6-12) Evidence-based workbooks to teach teens effective skills for dealing with a variety of mental health issues and life challenges such as depression, anxiety, stress, anger, self harm, self-esteem, mindfulness, executive functioning, body image, perfectionism, shyness, etc.

Additional Curriculum Resources: (K-12) Step it Up 2 Thrive, OpenCircle.org, 7 Habits of Highly Effective Teens, Fixed/Growth Mindset, Grit Research, ASCA, etc.

