

NORTHERN BEDFORD COUNTY SCHOOL DISTRICT

SCHOOL COUNSELING PLAN

2016

This district-wide school counseling plan has been written and submitted for administrative approval in September 2016. This plan is submitted in accordance with the PA Chapter 339 and shall incorporate the American School Counselors Association national model development guideline and the Career Education and Work Standards of Education.

I. SCHOOL COUNSELING STAFF AND ASSIGNMENTS

- Amy Muldoon, Elementary School Counselor (PK-5)
- Teresa Crawford, Middle/High School Counselor (6-12)
- Emily Swanseen, Middle/High School Counselor (6-12)

II. SCHOOL COUNSELING DEPARTMENT CORE BELIEFS

To implement the comprehensive K-12 Developmental Guidance Program, the school counselors are committed to upholding the Northern Bedford County School District Mission Statement and Belief Statements.

Belief statements held by the school counselors will influence how they:

- work with students;
- develop, implement and manage the school counseling program;
- act as an agent of systemic change; and
- establish the school counseling philosophy.

The school counselors at Northern Bedford County School District believe that all students:

- have dignity, worth and deserve respect;
- deserve equal access to the school counseling program;
- deserve a counselor that will advocate, support and protect students' best interest against any infringement on the educational program;
- should have access to a full-time, state-certified, masters-degree-level school counselor in grades Kindergarten – 12 to deliver the school counseling curriculum.

III. PHILOSOPHY OF THE SCHOOL COUNSELING DEPARTMENT

The K-12 comprehensive school counseling program at Northern Bedford County School District will:

- be based on specified goals and developmental student competencies for grades K-12;
- be planned and coordinated by school counseling staff with input from our other school,

- parent and community representatives;
- utilize the many community resources to deliver programs;
- use data to drive program development and evaluation;
- actively monitor students' outcomes and progress.

The school counselors of Northern Bedford County School District will maintain a strong ethical foundation that protects students and their families by:

- abiding by the professional school counseling ethics as advocated by the American School Counselor Association and
- participating in professional development activities essential to maintain a quality school counseling program.

IV. SCHOOL COUNSELING DEPARTMENT MISSION STATEMENT

Our mission as school counselors is to provide a comprehensive K-12 Developmental Guidance Program that will assist all students in acquiring the skills, knowledge and attitudes needed to become effective students, responsible citizens, productive workers and lifelong learners. Our comprehensive program is an integral part of the district's overall educational process. The program addresses the academic, career, and personal/social development of all students.

NORTHERN BEDFORD COUNTY SCHOOL DISTRICT MISSION STATEMENT

The mission of the Northern Bedford County School District is to uphold high standards to educate each student for life as a responsible member of a global society.

V. ROLE OF THE SCHOOL PERSONNEL AND COMMUNITY IN THE SCHOOL-COUNSELING PROGRAM

A comprehensive K-12 school counseling program needs the involvement of a district advisory council in order to make a measurable impact on student achievement. The NBC Advisory Council will be comprised of at least 8 people who have a vested interest in the school counseling program. The council will represent all levels within the district: elementary, middle and high school level programs. Communication between these groups will strengthen the K-12 school counseling program.

The advisory council is a link between the school counseling program and the various groups to be served. Representatives of the advisory councils should reflect the diversity of the school/community and should include the stakeholder groups of:

- Students
- Parents/Guardians

- Educators/Administrators/School Board
- Business/Community Representatives
- Postsecondary Representatives

The Advisory Council:

- Serves in a leadership role to support the mission and goals of the school counseling program;
- Provides a communication link between the school counseling program and the five stakeholder groups;
- Acts as a resource and support for the school counseling program;
- Reviews data and provides feedback on the effectiveness of the school counseling program.

As leaders of an effective advisory council, the NBC school counselors will:

- Communicate the role of the advisory council to the members;
- Establish the goals for the advisory council prior to the selection of its members;
- Organize meetings with a goal driven agenda;
- Present yearly goals and objectives of the school counseling program to the advisory council;
- Review data to plan for program improvement and delivery.

VI. ROLE OF THE SCHOOL COUNSELOR

The role of the counselor in the Northern Bedford County school district is integral to the educational program and seeks to ensure a positive and fulfilling experience for all students. As leaders in their buildings, the counselors will encourage and empower students to make productive and successful decisions. As advocates, school counselors believe, support, and promote every student's goal to achieve success. School counselors will collaborate with all stakeholders both inside and outside the school system to bring people together for the common good of all students. Through the analysis of various data sources, the implementation of school-wide programs and facilitation of community resources, school counselors act as agents of systemic change.

The school counselors are certified professionals whose education provides them with the unique qualifications to address the academic, career and personal/social development needs of students. As a professional, Pennsylvania counselors must abide by the Ethical Standards for School Counselors as advocated by the American School Counselors Association and the Pennsylvania School Counselors Association.

VII . PROGRAM DELIVERY

□ Elementary Level

<p><u>School Counseling Curriculum</u> Provides developmental, comprehensive guidance program content in a systematic way to all students K-12.</p>	<p><u>Prevention, Intervention and Responsive Services</u> Addresses students' immediate concerns</p>	<p><u>Individual Student Planning</u> Assists students in development of academic and career plans</p>	<p><u>System Support</u> Includes program, staff and school support activities and services</p>
<p><i>Purpose</i></p> <ul style="list-style-type: none"> ○ Student awareness, skill development and application of skills needed to achieve success in everyday life. 	<p><i>Purpose</i></p> <ul style="list-style-type: none"> ○ Prevention and intervention to groups and/or individuals 	<p><i>Purpose</i></p> <ul style="list-style-type: none"> ○ Individual student academic and career planning, decision making, goal setting and preparing for academic transitions. 	<p><i>Purpose</i></p> <ul style="list-style-type: none"> ○ Program delivery and support
<p>Academic</p> <ul style="list-style-type: none"> ○ Effective learning in school and across the life span ○ Communication skills: asking for help; accepting respecting and appreciating individual differences ○ Working independently as well as cooperatively to achieve a goal ○ Relationship of academics, work, family and community 	<p>Academic</p> <ul style="list-style-type: none"> ○ Any immediate academic concerns ○ School-related concerns including attendance, discipline, drop-out prevention, etc. ○ RtII, Small group counseling, ESAP, and individual counseling 	<p>Academic</p> <ul style="list-style-type: none"> ○ Facilitation and/or interpretation of assessment data ○ Understanding academic strengths related to careers ○ Development of an educational plan ○ Participate in developing reading instruction unique to each learner through RtII 	<p>Total Program</p> <ul style="list-style-type: none"> ○ School counselor professional development ○ Advocacy and public relations for comprehensive school counseling programs ○ Advisory committee ○ Develop character education plan, scope and sequence for all students ○ Program planning and development ○ Suicide prevention awareness ○ Implement Olweus bullying prevention program, responses and strategies ○ Maintenance of school counseling calendar of events and department website ○ Evaluation and assessment of comprehensive school counseling program and student results ○ Participation in district strategic planning
<p>Career</p> <ul style="list-style-type: none"> ○ Investigate the world of work to make informed decisions and to achieve future goals ○ Identify relationship between personal qualities, education, training and work 	<p>Career</p> <p>Meet interests for career exploration through visiting authors, career speakers, and Career Cafés.</p>	<p>Career</p> <ul style="list-style-type: none"> ○ Develop a career portfolio ○ Explore career clusters ○ Complete interest and skill inventories ○ Complete career searches ○ Utilize career information resources in school and community ○ Explore self knowledge related to career choices 	<ul style="list-style-type: none"> ○ Participation in district strategic planning ○ Integration of ASCA and CEW standards across curriculum ○ Encourage and develop increased parent involvement in education ○ Collaboration and instructing on age-appropriate issues with administration, staff and community ○ Practices based on research ○ Community outreach and involvement ○ Data analysis and related action plans
<p>Personal/Social</p> <ul style="list-style-type: none"> ○ Interpersonal skills to respect self and others, making and keeping friends ○ Identify and express feelings ○ Decision making, setting goals and taking action to achieve goals ○ Understanding everyday safety/survival skills 	<p>Personal/Social</p> <ul style="list-style-type: none"> ○ Relationship concerns ○ Crisis response ○ Bullying prevention and preventing/addressing unlawful harassment within the Olweus model ○ Development and implementation of character education program ○ Grief, loss and death ○ School refusal/avoidance 	<p>Personal/Social</p> <ul style="list-style-type: none"> ○ Skills and competencies related to student success ○ Teach skills and competencies based on student need ○ Creation of individual behavior modification plans 	<ul style="list-style-type: none"> ○ Integration of ASCA and CEW standards across curriculum ○ Encourage and develop increased parent involvement in education ○ Collaboration and instructing on age-appropriate issues with administration, staff and community ○ Practices based on research ○ Community outreach and involvement ○ Data analysis and related action plans

	<ul style="list-style-type: none"> ○ Substance abuse ○ Family issues ○ Coping with stress/anxiety ○ Divorce/family changes ○ Social development ○ Child abuse and related issues ○ Referral plan ○ Contact and develop relationships with community resources 		
Counselor Role <ul style="list-style-type: none"> ○ School counseling curriculum development and implementation ○ Classroom or structured groups ○ Consultation and collaboration 	Counselor Role <ul style="list-style-type: none"> ○ Individual counseling ○ Group counseling ○ Class meetings ○ Referral ○ Consultation/Collaboration ○ ESAP team ○ Olweus team ○ RtII team ○ Parent conferences 	Counselor Role <ul style="list-style-type: none"> ○ Assessment ○ Planning ○ Placement ○ Consultation/Collaboration ○ RtII team 	Counselor Role <ul style="list-style-type: none"> ○ Develop and manage program ○ Coordination ○ Develop relationships and partnerships ○ Consultation/Collaboration
Recommended Time 35%-45%	Recommended Time 30%-40%	Recommended Time 5%-10%	Recommended Time 10%-15%
Estimated Actual Time 30%	Estimated Actual Time 40%	Estimated Actual Time 20%	Estimated Actual Time 10%

□ Middle School Level

<u>School Counseling Curriculum</u> Provides developmental, comprehensive guidance program content in a systematic way to all students K-12.	<u>Responsive Services</u> Addresses students' immediate concerns	<u>Individual Student Planning</u> Assists students in development of academic and career plans	<u>System Support</u> Includes program, staff and school support activities and services
<i>Purpose</i> <ul style="list-style-type: none"> ○ Student awareness, skill development and application of skills needed in everyday life. 	<i>Purpose</i> <ul style="list-style-type: none"> ○ Prevention and intervention 	<i>Purpose</i> <ul style="list-style-type: none"> ○ Individual student academic and career planning, decision making, goal setting and preparing for academic transitions. 	<i>Purpose</i> <ul style="list-style-type: none"> ○ Program delivery and support
Academic <ul style="list-style-type: none"> ○ Effective learning in school and across the life span ○ Academic preparation for post-secondary options ○ Relationship of academics, work, family and community 	Academic <ul style="list-style-type: none"> ○ Any immediate academic concerns ○ School-related concerns including attendance, discipline, drop-out prevention, etc. 	Academic <ul style="list-style-type: none"> ○ Facilitation and/or interpretation of assessment data ○ Academic preparation essential for post-secondary options ○ Understanding academic strengths related to careers ○ Appropriate course selection ○ Development of an educational plan 	Total Program <ul style="list-style-type: none"> ○ School counselor professional development ○ Advocacy and public relations for comprehensive school counseling programs ○ Advisory committee ○ Program planning and development ○ Evaluation and assessment of comprehensive school counseling program and student results

		<ul style="list-style-type: none"> ○ Development of a career portfolio ○ Development of a post-secondary plan 	<ul style="list-style-type: none"> ○ Participation in district strategic planning ○ Integration of ASCA and CEW standards across curriculum ○ Encourage and develop increased parent involvement in education ○ Collaboration and instructing on age-appropriate issues with administration, staff and community ○ Practices based on research ○ Community outreach and involvement ○ Implement bullying prevention program and strategies ○ Maintenance of school counseling calendar of events and department website ○ Data analysis and related action plans
<p>Career</p> <ul style="list-style-type: none"> ○ Investigate the world of work to make informed decisions and to achieve future goals ○ Identify relationship between personal qualities, education, training and work 	<p>Career</p> <ul style="list-style-type: none"> ○ Meet interests for career exploration through job shadowing, career speakers, post-secondary representatives, etc. 	<p>Career</p> <ul style="list-style-type: none"> ○ Utilize career information resources in school and community ○ Explore career clusters ○ Complete interest and skill inventories ○ Complete career searches ○ Explore self knowledge related to career choices ○ Select appropriate courses and programs of study ○ Explore careers through job shadowing and/or internships ○ Develop career portfolio 	
<p>Personal/Social</p> <ul style="list-style-type: none"> ○ Interpersonal skills to respect self and others ○ Decision making, setting goals and taking action to achieve goals ○ Understanding everyday safety/survival skills 	<p>Personal/Social</p> <ul style="list-style-type: none"> ○ Relationship concerns ○ Crisis response ○ Bullying prevention and preventing/addressing unlawful harassment ○ Grief, loss and death ○ School refusal/avoidance ○ Substance abuse ○ Family issues ○ Coping with stress ○ Suicide awareness/prevention ○ Divorce and family issues ○ Legal issues (probation, arrest, incarceration) ○ Child abuse and related issues ○ Referral plan ○ Contact and develop relationships with community resources 	<p>Personal/Social</p> <ul style="list-style-type: none"> ○ Skills and competencies related to student success 	
<p>Counselor Role</p> <ul style="list-style-type: none"> ○ School counseling curriculum implementation ○ Classroom or structured groups ○ Consultation and collaboration 	<p>Counselor Role</p> <ul style="list-style-type: none"> ○ Individual counseling ○ Group counseling ○ Class meetings ○ Referral ○ Consultation/Collaboration ○ SAP team 	<p>Counselor Role</p> <ul style="list-style-type: none"> ○ Assessment ○ Planning ○ Placement ○ Consultation/Collaboration 	<p>Counselor Role</p> <ul style="list-style-type: none"> ○ Develop and manage program ○ Coordination ○ Develop relationships and partnerships ○ Consultation/Collaboration
Recommended Time 25%-35%	Recommended Time 30%-40%	Recommended Time 15%-25%	Recommended Time 10%-15%
Estimated Actual Time	Estimated Actual Time	Estimated Actual Time	Estimated Actual Time

□ High School Level

<p><u>School Counseling Curriculum</u> Provides developmental, comprehensive guidance program content in a systematic way to all students K-12.</p>	<p><u>Responsive Services</u> Addresses students' immediate concerns</p>	<p><u>Individual Student Planning</u> Assists students in development of academic and career plans</p>	<p><u>System Support</u> Includes program, staff and school support activities and services</p>
<p><u>Purpose</u> ○ Student awareness, skill development and application of skills needed in everyday life.</p>	<p><u>Purpose</u> ○ Prevention and intervention</p>	<p><u>Purpose</u> ○ Individual student academic and career planning, decision making, goal setting and preparing for academic transitions.</p>	<p><u>Purpose</u> ○ Program delivery and support</p>
<p>Academic ○ Effective learning in school and across the life span ○ Academic preparation for post-secondary options ○ Relationship of academics, work, family and community</p>	<p>Academic ○ Any immediate academic concerns ○ School-related concerns including attendance, discipline, drop-out prevention, etc.</p>	<p>Academic ○ Facilitation and/or interpretation of assessment data ○ Academic preparation essential for post-secondary options ○ Understanding academic strengths related to careers ○ Appropriate course selection ○ Development of an graduation plan ○ Development of a career portfolio ○ Development of a post-secondary plan</p>	<p>Total Program ○ School counselor professional development ○ Advocacy and public relations for comprehensive school counseling programs ○ Advisory committee ○ Program planning and development ○ Evaluation and assessment of comprehensive school counseling program and student results ○ Participation in district strategic planning ○ Integration of ASCA and CEW standards across curriculum ○ Encourage and develop increased parent involvement in education ○ Collaboration and instructing on age-appropriate issues with administration, staff and community ○ Practices based on research ○ Community outreach and involvement ○ Implement bullying prevention program and strategies ○ Maintenance of school counseling calendar of events and department website ○ Data analysis and related action plans</p>
<p>Career ○ Investigate the world of work to make informed decisions and to achieve future goals ○ Identify relationship between personal qualities, education, training and work</p>	<p>Career ○ Meet interests for career exploration through job shadowing, career speakers, post-secondary representatives, etc.</p>	<p>Career ○ Utilize career information resources in school and community ○ Explore career clusters ○ Complete interest and skill inventories ○ Complete career searches ○ Explore self knowledge related to career choices ○ Select appropriate courses and programs of study ○ Explore careers through job shadowing and/or internships ○ Develop career portfolio</p>	
<p>Personal/Social ○ Interpersonal skills to respect self and others</p>	<p>Personal/Social ○ Relationship concerns ○ Crisis response</p>	<p>Personal/Social ○ Skills and competencies related to student success</p>	

<ul style="list-style-type: none"> ○ Decision making, setting goals and taking action to achieve goals Understanding everyday safety/survival skills 	<ul style="list-style-type: none"> ○ Bullying prevention and preventing/addressing unlawful harassment ○ Grief, loss and death ○ Substance abuse ○ School refusal/avoidance ○ Family issues ○ Coping with stress ○ Suicide awareness/prevention ○ Divorce and family changes ○ Legal issues (probation, arrest, incarceration) ○ Child abuse and related issues ○ Referral plan ○ Contact and develop relationships with community resources 		
<p>Counselor Role</p> <ul style="list-style-type: none"> ○ School counseling curriculum implementation ○ Classroom or structured groups ○ Consultation and collaboration 	<p>Counselor Role</p> <ul style="list-style-type: none"> ○ Individual counseling ○ Group counseling ○ Class meeting ○ Referral ○ Consultation/Collaboration ○ SAP team 	<p>Counselor Role</p> <ul style="list-style-type: none"> ○ Assessment ○ Planning ○ Placement ○ Consultation/Collaboration 	<p>Counselor Role</p> <ul style="list-style-type: none"> ○ Develop and manage program ○ Coordination ○ Develop relationships and partnerships ○ Consultation/Collaboration
Recommended Time 15%-25%	Recommended Time 25%-35%	Recommended Time 25%-35%	Recommended Time 15%-20%
Estimated Actual Time	Estimated Actual Time	Estimated Actual Time	Estimated Actual Time

VIII. APPENDIX

- A. Classroom Guidance Action Plan, Elementary School
- B. Curriculum Action Plan, Middle/High School
- C. CEW Standards and Crosswalk
- D. Elementary School Counseling Master Calendar
- E. MS/HS School Counseling Master Calendar
- F. Counselor Recommendations
- G. Counselor Job Descriptions