

Revised July 31, 2020

Tully Central School District K-12 Comprehensive Counseling Plan



Tully Central Schools
Education Today For Tomorrow's Challenges

Tully Central School District
20 State Street
Tully, New York 13159

www.tullyschools.org

New York State Part 100 Regulations – School Counseling Programs

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

New Requirement
Beginning with the 2019-2020 school year, each school district shall have a comprehensive developmental school counseling/guidance program for all students in grades kindergarten (K) through grade 12. Each school district shall also ensure that all students in grades kindergarten through twelve have access to a certified school counselor(s).
Beginning with the 2019-2020 school year, in grades kindergarten through five, the program shall be designed by a certified school counselor in coordination with teaching staff and any appropriate pupil personnel service providers.
Beginning with the 2019-2020 school year, for students in grades six through twelve, certified school counselors shall provide an annual individual progress review plan, which shall reflect each student’s educational progress and career plans. For a student with disability, the plan shall be consistent with the student’s individualized education program.
Beginning with the 2019-2020 school year, each school district shall develop district-wide and building-level comprehensive developmental school counseling/guidance plans which set forth the manner for compliance with this subdivision. Such district and building level plans shall be updated annually, available for review at the district offices and each school building, and made available on the district’s website.
Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements. Each school district shall establish a comprehensive developmental school counseling/guidance program advisory council to be comprised of representative stakeholders (such as parents, members of the Board of Education, school building and/or district leaders, community based service providers, teachers, certified school counselors, and other pupil personnel providers in the district including school social workers and/or school psychologists). The advisory council shall meet no less than twice each year for the purpose of reviewing the comprehensive developmental school counseling/guidance program plan and advising on the implementation of the school counseling/guidance program.

Tully Central School District Board of Education Policy 8230

Guidance Program: A District plan for the K through 12 guidance program shall be filed in the District Office and be made available for public review. This plan shall be subject to annual review and revised as necessary in the following areas:

- a) Identification of guidance program objectives;
- b) Activities to accomplish the objectives;
- c) Identification of staff members and other resources to accomplish the objectives;
- d) Provisions for the annual assessment of program results.

Guidance Program (K through 6): A coordinated guidance program in grades K through 6 shall be developed and implemented including the following activities and services:

- a) Prepare students to participate effectively in their current and future educational programs;
- b) Help those students exhibiting any attendance, academic, behavioral or adjustment problems;
- c) Educate students concerning avoidance of child sexual abuse; and
- d) Encourage parental involvement.

Guidance Program (7 through 12): A coordinated guidance program in grades 7 through 12 shall be developed and implemented including the following activities and services:

- a) Each student's educational progress and career plans will be reviewed annually;
- b) Instruction at each grade level to help students learn about various careers and career planning skills;
- c) Other advisory and counseling assistance which will benefit students such as: helping students develop and implement postsecondary education and career plans; helping those students exhibiting any behavioral or adjustment problems; and encouraging parental involvement;
- d) Employment of personnel certified or licensed as school counselor.

Tully Counseling Department Plan for the Future

The Tully Central School District Counseling Department is shifting the focus of school counseling from a student-by-student system to a comprehensive and developmental program that focuses on academic, career, and personal/social development for all K – 12 students. A comprehensive school counseling program is developmentally proactive, culturally competent, and meets the needs of all students. In order to provide a comprehensive program, counselors must be skilled in leadership, advocacy, collaboration, and data analysis.

During the 2018-2019 school year, counselors worked with OCM BOCES to update the existing Comprehensive Counseling plan. Additional professional development time will be needed as we continue our work. Tully school counselors work at the junior high and high school. Tully School District does not employ an elementary school counselor at this time, but does employ two elementary social workers. The school counselors will collaborate with elementary staff when it comes to the planning and implementation of our comprehensive school counseling program. Students are at the core of the decisions and services provided. Counselors also collaborate with teachers, administrators, community members, and families.

The Comprehensive Model

The comprehensive school counseling program is a framework for the systematic development, implementation, and evaluation of school counseling programs, and was designed in a way that:

- Acknowledges the work of school counselors as advocates for students.
- Creates results-based counseling programs that support diverse student populations.
- Helps to close achievement and opportunity gaps.
- Aims to reach all students through the use of exemplary strategies that assess academic, career, and social/emotional progress.
- Is guided by developmentally appropriate and goal-oriented student competencies.

The process for delivery of the National Standards linked to the Common Core Standards is accomplished by utilizing each of the four components of the comprehensive model. 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 management system that presents the organizational process and tools needed to deliver a comprehensive school counseling program. These processes and tools include: agreements or responsibilities, use of data, action plans, time and task analysis, and monthly calendars.

3. The delivery system which defines the implementation process and the components of the comprehensive model (guidance curriculum, individual planning with students, responsive services, and system support).

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

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

Tully Central School Counseling Department Foundation

School District Mission Statement

The mission of the Tully Central Schools is to create an open, caring, and supportive atmosphere where every student is nurtured, respected, and supported while maintaining the thirst for lifelong learning and personal dedication to the pursuit of excellence.

We will, through staff development and the use of the community and its resources, provide a challenging and innovative curriculum which develops creative thinking and problem solving while incorporating high standards and accountability.

Tully Central Schools will graduate competent and compassionate individuals responsible for themselves and the world at large, who can excel at any chosen endeavor.

Counseling Mission Statement

It is our belief that every student in the Tully Central School District will benefit from our counseling program. A comprehensive school counseling program is an important part of all students' educational experience. The counseling program in the Tully Central School district is intended to promote student achievement and school improvement. Our school counselors clearly establish and articulate the purpose and goals of the

school counseling program and its relationship to the educational system of the Tully Central School District. Our counseling program seeks to assist all students in acquiring the academic, career, and personal/social skills necessary to reach their full potential in regards to academics and future career readiness.

Tully Central School District Counselor Belief Statements

We believe:

- All students have the right to be served by the school counseling program and should be treated with respect regardless of race, ethnicity, gender, culture, religion, sexual orientation, etc.
- All students will have access to the school counselor to address personal/social needs, academic readiness and success, and career and college planning.
- The comprehensive counseling program will be consistent with the developmental stages of growth and learning.
- The school counseling program is planned, coordinated, delivered, evaluated, and facilitated by New York State certified school counselors.
- Counselors will advocate for all students with special attention to barriers that impede student learning.
- All students have the ability to learn and have the right to take advantage of quality educational, social, and career opportunities provided.
- The presence of a comprehensive guidance and counseling program positively impacts the school climate.
- Our programs are designed to meet the developmental needs of each and every student.
- School counselors are committed to ongoing professional development.

Annual Goals

Program goals are developed annually in alignment with the vision, mission, and the goals of the district, school, and department. The goals will serve to guide the curriculum and corresponding action plans. An outline of yearly goals are developed at the beginning of the school year.

School Counseling National Domains and Standards

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

Academic Development

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

Standard B: Students will complete school with the academic preparedness essential to choose from a wide range of substantial postsecondary options, including college.

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

Career Development

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

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

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

Social - Emotional Development

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

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

Standard C: Students will understand safety and survival skills.

School counselors use these standards to assess student growth and development, guide the development of strategies and activities, and create a program that helps students achieve their highest potential. To operationalize the standards, school counselors select competencies that align with the specific standards and become the foundation for classroom lessons, small groups, and activities addressing student developmental needs.

Counselor Competencies and Ethics

The Tully school counselor will reference the ASCA School Counselor Competencies as an outline of the knowledge, abilities, skills, and attitudes necessary to plan, organize, implement, and evaluate their comprehensive, developmental, results-based school counseling programs. School counselors will also adhere to the American School Counseling Code of Ethics.

Tully Central School Counseling Department Delivery System

The delivery system outlines the activities, interactions, and areas in which school counselors work to deliver the program. The Delivery System and Management System are intertwined throughout the process. Within the Delivery System, there are four components: school counseling curriculum, individual student planning, responsive services, and system support. All activities of the school counseling program are included into one of the four areas of the Delivery System.

School Counseling Curriculum

The school counseling curriculum consists of a written instructional program that is “comprehensive in scope, preventative and proactive, developmental in design, coordinated by professional school counselors, and delivered by professional school counselors and other educators.” The designed lessons and activities are delivered to every student and promote knowledge, attitudes, and skills through instruction in the three content areas: academic development, career development, and personal/social development. The school counselor is responsible for planning, designing, implementing, and evaluating the curriculum. The curriculum is aligned with the American School Counselor Association (ASCA) National Standards and the school district’s academic goals.

The curriculum is delivered through strategies such as:

- **Classroom instruction:**
 - Substance abuse education and prevention - 7th grade.
 - Career exploration - all grade levels.
 - Understanding self/exploring interests/strengths - all grade levels.
 - Academic planning, decision making - all grade levels.
 - Goal setting, decision making - all grade levels.
 - Career and college readiness - all grade levels.
- **Interdisciplinary activities:**

- Developing plans with teachers during weekly team meetings.
- Supporting teachers with lessons focused on wellness and social emotional learning.

- **Group activities:**

- Campus visit - 10th grade level.

- **Parent workshops and instruction:**

- Financial Aid Night - 11th and 12th grade levels.

- College/Career Individual Information Sessions - all grade levels.

School Counselors maintain calendars outlining school counseling events to ensure students, parents/guardians, teachers, and administrators know when and where activities will be held.

INDIVIDUAL STUDENT PLANNING

Individual Student Planning consists of school counselors “coordinating ongoing systemic activities designed to help individual students establish personal goals and develop future plans.” Activities may include helping students plan, monitor, and manage their own learning as well as meeting competencies in the areas of academic, career, and personal/social development.

Individual planning with students is implemented through strategies such as:

- Individual or Small Group Appraisal.
- Individual or Small Group Advisement.

RESPONSIVE SERVICES

The Responsive Services component consists of “activities to meet students’ immediate needs and concerns. These needs or concerns may require counseling, consultation, referral, peer facilitation, or information.” This component is available to all students and is often initiated by student self referral; however, teachers, parents/guardians, or others may also refer students for assistance. The support of other educational professionals is necessary for successful implementation. A range of services is available (from early intervention to crisis response). Responsive services are delivered through strategies such as:

- Consultation with parents, other support services, teachers.
- Individual and Small Group Counseling.
- Crisis Counseling .
- Conflict Resolution.
- Safety Team.
- Referrals to the school social worker.
- Referrals to the school psychologist.

- Referrals to ADAPEP services.
- Referrals to the Student Support Team.
- Referrals to other social and community agencies.
- Peer facilitation.

SYSTEM SUPPORT

System Support consists of activities that establish, maintain, and enhance the school counseling program. School counselors, through their leadership and advocacy skills, promote systemic change by contributing in ongoing:

- **Professional Development:**
 - In-service training/conferences
 - Professional association membership
 - Post-graduate education
 - Contributions to professional literature
 - Reflective practices
- **Consultation, Collaboration, and Teaming:**
 - Consultation with teachers, staff members, and parents
 - Partnering with staff, parents/guardians, community
 - Community outreach
 - Advisory councils
 - District committees
- **Program Management and Operations**
 - Management activities
 - Data analysis
 - Fair share responsibilities
- **Public Relations**
 - Providing community, staff, and parents updated information regarding the school counseling program and its goals.

Adapted from the ASCA National Model: A Framework for School Counseling Programs

Tully Counseling Department Scope and Sequence

Tully Counseling Program	Grade Level ES JH HS			Area	NY Standards
Academic plans and course selection, annual reviews	✓	✓	✓	A C A D E M I C	<p>Standard A: Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across their life span.</p> <p>Standard B: Students will complete school with the academic preparation essential to choose from a wide-range of substantial post-secondary options, including college.</p> <p>Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.</p>
Individual counseling regarding academics		✓	✓		
Parent Teacher conferences and consultation with parents	✓	✓	✓		
Conduct student and parent workshops		✓	✓		
Transition Programs: Elementary to Middle; Middle to High School; High School to College	✓	✓	✓		
Junior/Senior notification - graduation plan/students in jeopardy			✓		
Periodic review of at-risk students regarding academics (students meeting, letters home to parents, phone calls, consultation with teachers and parents).	✓	✓	✓		
Assist in developments of students IEP's and transition plans	✓	✓	✓		
Recognition of student achievement (awards ceremony, honor rolls, various other student recognitions)		✓	✓		
Assist students in completing and reviewing career interest inventories		✓	✓	C O L L E G E & C	<p>Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</p> <p>Standard B: Students will employ strategies to achieve future career success and satisfaction.</p> <p>Standard C: Students will understand the relationship between personal qualities,</p>
Advertise and encourage students to apply for community/college programs regarding specific careers		✓	✓		
Assist students in securing job shadowing opportunities		✓	✓		
Career and College Readiness College Fair		✓	✓		
College admissions presentations		✓	✓		

Alumni panel discussion			✓	A R E E R / C O L L E G E	education and training, and the world of work.
Advertise scholarships on Counseling Center website and in Counseling Office			✓		
Assist students with post high school applications, financial aid, and scholarship applications			✓		
Coordinate school visits by representatives of colleges, technical schools, military			✓		
Provide presentations on CTE and New Visions programs available at OCM BOCES and arrange field trips for students to visit programs			✓		
Identify students in need of or desiring counseling services	✓	✓	✓	P E R S O N A L / S O C I A L	<p>Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect themselves and others.</p> <p>Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.</p> <p>Standard C: Students will understand safety and survival skills.</p>
Individual counseling	✓	✓	✓		
Referral to specialized outside professionals/agencies, school psychologist	✓	✓	✓		
Monthly, weekly team meetings	✓	✓	✓		
Cabinet meetings to discuss student concerns	✓	✓	✓		
Student Support Team	✓	✓	✓		
Classroom presentations on prevention education		✓			
Classroom presentations on biological changes/puberty	✓				
Attendance	✓	✓	✓		
Student support groups - Family Transitions, Anxiety, Social Skills, Anger Management	✓	✓	✓		

Identification/Outreach to families in need of support	✓				
Parent education groups	✓				
Crisis Intervention/Risk Assessments	✓	✓	✓		
Classroom interventions for behavioral and emotional support	✓				
Coordination with teachers for student support	✓				
Parent coordination meetings and conferences	✓				
Ongoing coordination with outside agencies, clinical providers, and primary care physicians	✓				

Tully Central School Counseling Department Management System

In conjunction with the delivery system is the management system, which incorporates organizational processes and tools to ensure the Tully Central School Counseling program is organized, concrete, clearly outlined, and reflective of the school's needs. The management section of the Tully school counseling plan addresses who will implement the school counseling program, when the program is delivered, use of data, the management agreement, and advisory team.

Management agreements ensure effective implementation of the delivery system to meet student needs. The counseling staff and administrators make management decisions based on the school's needs and data analysis. At each level (Elementary, Junior High, and High School), school counselors will review and discuss data driven needs for the student population. This may include review of graduation rates, attendance, and standardized test scores. Decisions will be made for a plan of action to meet student needs at each level. Counselors and the school district leadership team will agree on how services will be assigned to specific counselors.

Program implementation will integrate all elements of a school counseling plan. Each counseling department level will decide how students will be assigned to counselors to ensure that each student has access to the counseling program. In addition, each level should determine the percentage of time spent delivering guidance lessons, providing individual student planning, responsive services, and managing system support.

Use of Time: District counselors recognize the value of direct service in addition to indirect services. It is recommended that school counselors spend 80% of their time in direct and indirect services with students. The remaining time is spent for program management and program services.

Component	Elementary	Junior High	High School
Direct Delivery of Services	70%-90%	70%-90%	70-90%
Indirect Delivery of Services	10%-15%	10%-15%	10%-15%
Foundation	5%	5%	5%
Management	10%-15%	10%-15%	10%-15%
Accountability	5%	5%	5%

Use of Calendars: Monthly calendars are used by counselors to guide program delivery. The Tully Counseling Department’s annual calendars reflect the school’s mission and the vision of having a comprehensive school counseling curriculum. The annual calendar provides a framework for the school counseling program and helps guide the counselors in their individual daily and weekly calendars.

Use of Data: A comprehensive school counseling program is data driven to ensure that every student receives the benefits of the school counseling program. School counselors must show that each activity implemented is part of the program, and was developed from analysis of the students’ needs, achievements, and/or related data. To do this, school counselors need to evaluate the process, perception, and results data.

At each level (Elementary, Junior High, and High School), school counselors will review and discuss data driven needs for the student population. This may include review of graduation rates, attendance, and standardized test scores. For every desired competency and result, there must be a plan on how the desired competency will be achieved. Each action plan should include: competencies addressed, description of activity, timeline in which the activity will be completed, who is responsible for delivery, means of evaluating student success, and expected results.

Counseling Advisory Group – This is an interdisciplinary group that is advisory in nature. The group is made up of teachers, administrators, parents, and counselors. This group is responsible for advising on the following areas:

- Communicating student, parent/guardian, and community perspectives to the counselors.

- Communicating accurate and timely information to the school community.
- Securing information for parents and community members who may not know who to turn to for help.
- Supporting counseling programs and services designed to enhance the educational experience for students and parents/guardians.
- Assessing student services and, when necessary, acting as an advocacy group to enhance and improve counseling services to students.
- Supporting organizations linked to the Counseling, College and Career Center.

Tully Central School Counseling Department Accountability System

To achieve the best results for students, Tully school counselors regularly evaluate their program to determine its effectiveness. Tully school counselors use accountability strategies to monitor student achievement and to evaluate and improve the school counseling program. The school counseling program components may be accessed through data analysis, program results and evaluation, and improvement.

Data Analysis - Counselors collect, analyze, and report data by specific subgroups and ensure that decisions about student instruction and learning are driven by achievement data for every subgroup. The process begins with needs and strengths assessment and moves through what changes need to be made. The use of data provides factual information and guides the school counselor and student support staff in planning and delivering learning support programs for all students.

Program Results - Counselors analyze the school counseling program using information collected through process, perception, or outcome data samples. This data will be used to inform decisions related to program improvements. The Tully School Counseling Advisory Group will review the programs to identify trends and areas of success and areas in need of improvement.

Evaluation and Improvement - Program evaluation and improvement should include completion of the school counseling program review process.

Counseling Staff

Katharine Davin, School Counselor kdavin@tullyschools.org

Melinda Hathaway, School Social Worker melinda.hathaway@tullyschools.org

Shawna Morasco, JSHS Social Worker, shawna.morasco@tullyschools.org

Jennifer Newton, School Counselor jnewton@tullyschools.org

Kyle Taranto, School Social Worker kyle.taranto@tullyschools.org

Timothy Villhauer, School Psychologist tvillhauer@tullyschools.org