

Comprehensive Developmental Guidance and Counseling Policy

1. General.

- 1.1 **Scope.** This policy sets the requirements for Pre-K-12 comprehensive developmental guidance and counseling programs for schools in Monroe County that reflect the American School Counselor Association National Standards for School Counseling Programs model.
- 1.2 **Authority** WV Code §18-5
- 1.4 **Effective Date:** November 1, 2003
- 1.5 **This Policy repeals previous Monroe County Policy IJ**

2. Purpose.

- 2.1 **The purpose of this policy is to define the components of a comprehensive and developmental guidance and counseling program based on nationally recognized standards, as well as define the direct and indirect counseling services and counseling program service delivery and monitoring guidelines that are to be reflected in the Monroe County policy and to be implemented at each school. The nine national standards for school counseling defined in §126-67-4 and §126-67-7 of the state policy link the comprehensive and developmental guidance and counseling program to the county/school academic mission by promoting an integral part of the total educational program, and by helping assure a nurturing and orderly, safe, drug-free, violence-and harassment-free learning environment.**

3. Application

- 3.1 **Monroe County and all schools in Monroe County will establish and implement comprehensive developmental guidance and counseling programs designed to impart specific skills and learning opportunities in a proactive, preventive manner, ensuring that every student can achieve school success through academic, career, and personal/social development experiences.**
- 3.2 **The school guidance and counseling program is comprehensive in scope, developmental in nature based on the national standards for school counseling programs, and is delivered by counselors, both individually and in collaboration with other professionals and through programs and activities, to every Monroe County students in grades Pre-K-12.**

- 3.3 Developmental school guidance and 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 effectively and efficiently, and includes counseling that integrates developmental perspectives that are both age appropriate and issue specific.

4. **Definitions**

- 4.1 **Advocacy.** Advocacy refers to the active support of causes, ideas or policies that promote and assist student academic, career, personal/social needs. One form of advocacy is the process of actively identifying under-represented students and supporting them in their efforts to perform at their highest level of academic achievement.
- 4.2 **Collaboration.** Collaboration is a partnership in which two or more individuals or organizations actively work together on a project or problem.
- 4.3 **Comprehensive school guidance and counseling curriculum.** The comprehensive school guidance and counseling curriculum component consists of structured developmental lessons designed to assist students in achieving the competencies and is presented systematically through classroom and group activities in grades Pre-K-12.
- 4.4 **Comprehensive school guidance and counseling program.** This program is an integral part of the total educational program that helps every student acquire the skills, knowledge and attitudes in the areas of academic, career and personal/social development that promotes academic achievement and meet developmental needs.
- 4.5 **Consultation.** Consultation refers to a process in which counselors consult with parents or guardians, teachers, other educators and community agencies regarding strategies to help students and families. School counselors serve as student advocates.
- 4.6 **Counseling.** Counseling refers to a special type of helping process implemented by a professionally trained and certified person, involving a variety of techniques and strategies that help students explore academic, career and personal/social issues impeding healthy development or academic progress.
- 4.7 **Counseling-related administrative activities.** These activities include: developing and implementing counseling-related events such as orientation and transition programs, financial aid workshops, career and college planning processes, developmental guidance activities, preventive-focused programs and other student-

centered activities; writing letters of recommendation; and coordinating with appropriate school officials to assure the maintenance of student records. Counseling activities of a clerical nature such as data entry, the filing of student records and forms, and the duplication of documents and materials for distribution when combined with counseling-related administrative activities, should not exceed more than 25% of the counselor's time.

- 4.8. **Crisis counseling.** Crisis counseling provides prevention, intervention and follow-up. Counseling and support are provided to students and families facing emergency situations. Such counseling is normally short term and temporary in nature, and usually results in a referral made to appropriate community resources. School counselors may provide a leadership role in the school district's crisis intervention team process.
- 4.9. **Individual and small-group counseling.** Counseling is provided in a small group or on an individual basis for students expressing difficulties dealing with relationships, personal concerns or normal developmental tasks. Individual and small-group counseling helps students identify problems, causes, alternative and possible consequences in order for appropriate action to be taken. Such counseling is normally short term in nature. When necessary, referrals are made to appropriate community resources.
- 4.10. **National standards for school counseling.** (See §126-67-7 of this policy. Guidance and counseling program content standards and student competencies.) The nine National Standards for School Counseling are organized in three categories of student development: academic, career and personal/social. These standards provide guidance and direction for states, school systems and individual schools to develop quality and effective school counseling programs. Each of the nine standards includes a list of student competencies that enumerate the desired student learning outcomes. The student competencies define the specific knowledge, attitudes and skills that students should obtain or demonstrate as a result of participating in a school counseling program.
- 4.11. **Non-counseling activities.** These are described as any activity or duty not related to the development, implementation, or evaluation of the counseling program.
- 4.12. **Peer facilitation.** A technique in which counselors train students as peer mediators, conflict managers, tutors and mentors.
- 4.13. **Program audit.** A program audit refers to the assessment of the school counseling program on the components of the American School Counselor Association National Model; the primary purpose for collecting information is to guide future

action within the program and to improve future results for students.

- 4.14. **West Virginia Comprehensive Developmental Guidance and Counseling Program Guide.** This program guide describes West Virginia's comprehensive developmental guidance and counseling program model and outlines a process for tailoring the model to meet the needs of individual West Virginia districts and schools.
5. **Components of a comprehensive developmental guidance and counseling**
 - 5.1 **Guidance Curriculum**
 - 5.1.1 Describe the guidance curriculum based on the description in State Policy 2315. County policy may refer to structured developmental guidance lessons such as, but not limited to, conflict resolution, life skills, character education, personal/social skills, and drug/violence prevention.
 - 5.1.2 Describe how the curriculum will be delivered using a collaborative model including, counselors, teachers, and other appropriate staff members.
 - 5.1.3 Define how the curriculum was implemented or selected from a data driven model on student based needs in each school.
 - 5.2 **Individual planning with students**
 - 5.2.1 Define individual planning with students based on the description in State Policy 2315. County policy may refer to individual planning such as, but not limited to, five year academic plans, student portfolios, course selection based upon individual student needs, and the interpretation and application of assessment information in a meaningful way to guide academic program planning.
 - 5.2.2 Describe how parents and other school staff will be involved in the individual planning with students in order to set goals and develop pathways to realize academic, career and personal/social aspirations.
 - 5.3 **Responsive Services**
 - 5.3.1 Define how responsive services to meet students' immediate needs will be delivered based upon the definition in State Policy 2315. County policy may refer to responsive services being delivered through the following ways, but not limited to, individual counseling, small group counseling,

crisis counseling, consultation, peer facilitation, or outside referral. Responsive services may address the following issues, but are not limited to, peer pressure, conflict resolution, family relationships, personal identity issues, grief and loss, suicide, child abuse, substance abuse, school dropout prevention and motivation and achievement concerns.

- 5.3.2 Clarify that responsive services for students with a severe crisis are usually short term in nature, and that it is the counselor's responsibility to refer the student to an outside resource/agency and to serve in a consultative capacity. County policy needs to clarify that the counselor may play a mayor role in facilitating or serving on a school/community crisis response team.

5.4 Systems Support

- 5.4.1 Define system support based on the definition in State Board Policy 2315. County policy may refer to systems support, such as, but not limited to, professional development, consultation, collaboration and teaming, and program management and operation activities that establish, maintain and enhance the total school counseling program. This section may include: Student Assistance Teams, providing or receiving professional development based on areas needed, collaboration with teachers or other professional staff in relation to student's needs, organization of the counseling program, or evaluating the counseling program.
- 5.4.2 Define how the counselor will be involved in facilitating discussions on school improvement, examination of data that impacts the success of various groups of students, and in professional development activities for faculty and staff.

6. Counseling Program

- 6.1 Counselors will spend at least 75% of their time in a direct counseling relationship with pupils and devote no more than 25% of their time to counselor-related administrative activities and counseling activities of a clerical nature as defined in State Policy 2315.
- 6.2 Counselor's qualifications as defined in State Policy 2315.
- 6.3 Define how student growth and development will be monitored by the achievement of the student competencies found in the National Standards for School Counseling, and by the demonstration of positive results in the area of school

improvement data.

- 6.4 Define the distribution of total school counselor time for their county, keeping in mind the suggested distribution of total school counselor time in State Policy 2510.
7. Content Standards and Student Competencies.
 - 7.1 Academic development. The content standards for academic development guide the school counseling program to implement strategies and activities to support and enable students to experience academic success, maximize learning through commitment, produce high quality work, and be prepared for a full range of options and opportunities after high school. The academic development area includes the acquisition of skills in decision-making, problem solving and goal setting, critical thinking, logical reasoning, and interpersonal communication and the application of these skills to academic achievement. The school counseling program enables all students to achieve success in school and to develop into contributing members of society. Academic development content standards are:
 - 7.1.1. Standard 1: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span. Examples of student competencies associated with this standard may include, but are not limited to:
 - a. Students will articulate feelings of competence and confidence as learners.
 - b. Students will display a positive interest in learning.
 - c. Students will take pride in work and achievement.
 - d. Students will accept mistakes as essential to the learning process.
 - e. Students will identify attitudes and behaviors that lead to successful learning.
 - f. Students will apply time management and task management skills.
 - g. Students will demonstrate how effort and persistence positively affect learning.
 - h. Students will use communication skills to know when and how to ask

for help when needed.

i. Students will apply knowledge of learning styles to positively influence school performance.

j. Students will take responsibility for their actions.

k. Students will demonstrate the ability to work independently and cooperatively with other students.

l. Students will develop a broad range of interests and abilities.

m. Students will demonstrate dependability, productivity, and initiative.

n. Students will share knowledge.

7.1.2. Standard 2: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college. Examples of student competencies associated with this standard may include, but are not limited to:

a. Students will demonstrate the motivation to achieve individual potential.

b. Students will learn and apply critical thinking skills.

c. Students will apply the study skills necessary for academic success at each level.

d. Students will seek information and support from faculty, staff, family and peers.

e. Students will organize and apply academic information from a variety of sources.

f. Students will use knowledge of learning styles to positively influence school performance.

g. Students will become self-directed and independent learners.

h. Students will establish challenging academic goals in elementary, middle/junior high, and high school.

- i. Students will use assessment results in educational planning.
- j. Students will develop and implement an annual plan of study to maximize academic ability and achievement.
- k. Students will apply knowledge of aptitudes and interests to goal setting.
- l. Students will use problem-solving and decision-making skills to assess progress toward educational goals.
- m. Students will understand the relationship between classroom performance and success in school.
- n. Students will identify post-secondary options consistent with interests, achievement, aptitude and abilities.

7.1.3. Standard 3: Students will understand the relationship of academics to the world of work and to life at home and in the community. Examples of student competencies associated with this standard may include, but are not limited to:

- a. Students will demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life.
- b. Student will seek co-curricular and community experiences to enhance the school experience.
- c. Students will understand the relationship between learning and work.
- d. Students will demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals.
- e. Students will understand that school success is the preparation to make the transition from student to community member.
- f. Students will understand how school success and academic achievement enhance future career and vocational opportunities.

7.2. Career development. The content standards for career development guide the school counseling program to provide the foundation for the acquisition of skills, attitudes and knowledge enabling students to make a successful transition from school to the world of work and from job to job across the life career span. The

career development content standards are:

7.2.1. Standard 4: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. Examples of student competencies associated with this standard may include, but are not limited to:

- a. Students will develop skills to locate, evaluate, and interpret career information.
- b. Students will learn about the variety of traditional and nontraditional occupations.
- c. Students will develop an awareness of personal abilities, skills, interests, and motivations.
- d. Students will learn how to interact and work cooperatively in teams.
- e. Students will learn to make decisions.
- f. Students will learn how to set goals.
- g. Students will understand the importance of planning.
- h. Students will pursue and develop competency in areas of interest.
- i. Students will develop vocational interests.
- j. Students will learn to balance work and leisure time.
- k. Students will acquire employability skills such as working on a team, problem solving, and organizational skills.
- l. Students will apply job readiness skills to seek employment opportunities.
- m. Students will demonstrate knowledge about the changing workplace.
- n. Students will learn about the rights and responsibilities of employers and employees.
- o. Students will learn to respect individual uniqueness in the

workplace.

- p. Students will learn how to write a resume.
- q. Students will develop a positive attitude toward work and learning.
- r. Students will understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace.
- s. Students will utilize time and task management skills.

7.2.2. **Standard 5: Students will employ strategies to achieve future career success and satisfaction. Examples of student competencies associated with this standard may include, but are not limited to:**

- a. Students will apply decision-making skills to career planning, course selection, and career transitions.
- b. Students will identify personal skills, interests, and abilities and relate them to current career choices.
- c. Students will demonstrate knowledge of the career planning process.
- d. Students will know the various ways which occupations can be classified.
- e. Students will use research and information resources to obtain career information.
- f. Students will learn to use the Internet to access career planning information.
- g. Students will describe traditional and nontraditional occupations and how these relate to career choice.
- h. Students will understand how changing economic and societal needs influence employment trends and future training.
- i. Students will demonstrate awareness of the education and training needed to achieve career goals.
- j. Students will assess and modify their educational plans to support

career goals.

k. Students will use employability and job readiness skills in internship, mentoring, shadowing, and/or other world of work experiences.

l. Students will select course work that is related to career interests.

m. Students will maintain a career planning portfolio.

7.2.3. **Standard 6:** Students will understand the relationship between personal qualities, education and training, and the world of work. Examples of student competencies associated with this standard may include, but are not limited to:

a. Students will understand the relationship between educational achievement and career success.

b. Students will explain how work can help to achieve personal success and satisfaction.

c. Students will identify personal preferences and interests that influence career choices and success.

d. Students will understand that the changing workplace requires lifelong learning and acquiring new skills.

e. Students will describe the effect of work on lifestyles.

f. Students will understand the importance of equity and access in career choice.

g. Students will understand that work is an important and satisfying means of personal expression.

h. Students will demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals.

i. Students will learn how to use conflict management skills with peers and adults.

j. Students will learn to work cooperatively with others as a team member.

k. Students will apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and

mentoring experiences.

- 7.3. **Personal/social development.** The content standards for personal/social development guide the school counseling program to provide the foundation for personal and social growth as students' progress through school and into adulthood. The personal/social development content standards are:
- 7.3.1. **Standard 7: Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others. Examples of student competencies associated with this standard may include, but are not limited to:**
- a. Students will develop a positive attitude toward self as a unique and worthy person.
 - b. Students will identify personal values, attitudes and beliefs.
 - c. Students will learn the goal setting process.
 - d. Students will understand change as a part of growth.
 - e. Students will identify and express feelings.
 - f. Students will distinguish between appropriate and inappropriate behaviors.
 - g. Students will recognize personal boundaries, rights, and privacy needs.
 - h. Students will understand the need for self-control and how to practice it.
 - i. Students will demonstrate cooperative behavior in groups.
 - j. Students will identify personal strengths and assets.
 - k. Students will identify and discuss changing personal and social roles.
 - l. Students will identify and recognize changing family roles.
 - m. Students will recognize the rights and responsibilities of all persons.
 - n. Students will respect alternative points of view.
 - o. Students will recognize and respect individual ethnic and cultural

differences.

- p. Students will use effective communication skills.
- q. Students will recognize that communication involves speaking, listening, and non-verbal behavior.
- r. Students will learn how to communicate effectively.
- s. Students will learn how to make and keep friends.

7.3.2. Standard 8: Students will make decisions, set goals, and take necessary action to achieve goals. Examples of student competencies associated with this standard may include, but are not limited to:

- a. Students will use a decision-making and a problem-solving model.
- b. Students will understand consequences of decisions and choices.
- c. Students will identify alternative solutions to a problem.
- d. Students will develop effective coping skills for dealing with problems.
- e. Students will demonstrate when, where, and how to seek help for solving problems and making decisions.
- f. Students will know how to apply conflict resolution skills.
- g. Students will know when peer pressure is influencing a decision.
- h. Students will identify long- and short-term goals.
- i. Students will identify alternative ways of achieving goals.
- j. Students will use persistence and perseverance in acquiring knowledge and skills.
- k. Students will develop an action plan to set and achieve realistic goals.

7.3.3. Standard 9: Students will understand safety and survival skills. Examples of student competencies associated with this standard may include, but are not limited to:

- a. Students will demonstrate knowledge of personal information (e.g., telephone number, home address, emergency contact).
- b. Students will learn about the relationship between rules, laws, safety, and the protection of an individual's rights.
- c. Students will learn the difference between appropriate and inappropriate physical contact.
- d. Students will demonstrate the ability to assert boundaries, rights and personal privacy.
- e. Students will differentiate between situations requiring peer support and situations requiring adult professional help.
- f. Students will identify resource people in the school and community and know how to seek their help.
- g. Students will apply effective problem solving and decision-making skills to make safe and healthy choices.
- h. Students will learn about the emotional and physical dangers of substance use and abuse.
- i. Students will learn how to cope with peer pressure.
- j. Students will learn techniques for managing stress and conflict.
- k. Students will learn coping skills for managing life events.

7.4 Following a yearly review of the county needs assessment, the county and each school will focus on the identified specific student competencies that show concern. A prioritized list of particular competencies to be addressed may be part of the Unified County Improvement Plan, as well as the Unified School Improvement Plan.

8. Responsibility

- 8.1 The Monroe County Comprehensive Guide to Counseling is to be used by schools as a resource for counseling professional development and planning activities. It shall also be used for planning county-wide professional development and planning activities.
- 8.2 By November 1, 2003, the policy shall be adopted by the County Board of Education and in operation within the schools.

- 8.3 The guidance and counseling program, including priorities for the year, must be aligned with the unified school and county improvement plans.
- 8.4 Assessment of the counseling program will include a review of data collected regularly by the school and county, such as, but not limited to, attendance, discipline referrals, suspension/expulsion, test scores, retention rates, dropouts, safe school violations, harassment incidences, graduation rates, and tardies. Individual schools will then develop evaluation methods to be used with the specific student competencies that were identified each year as priorities for each of the three areas: academic, career and personal/social.

Adopted by Board Action: November 4, 2003