

Framework of School Counseling Program

The CHS counseling program aligns with of the American School Counselors Association (ASCA). This model includes the following four components:

Foundation

The Foundation component of the ASCA Model includes the set of beliefs and the philosophy, which guide the program; the mission, or program purpose; and the three student outcome domains of academic, personal/social and career development. Collectively, these create the “what” of the school counseling program.

Delivery System

The school counseling program's delivery system includes the activities, interactions and areas in which counselors work to deliver the program. Within the delivery system there are four components: school counseling curriculum, individual student planning, responsive services, and system support.

1. *The CHS Curriculum* provides a vehicle for delivering information and connecting with every student in a systematic way. It is a sequential, deliberate program designed to touch all students in order to assist in acquiring, developing and demonstrating competencies in three domains: academic development, personal /social development, and career development. Curriculum is delivered through small and large group presentations and push in classroom instruction.

2. *Individual Student Planning* involves working with students and their families to develop and implement individual learning and academic plans directed toward identifying and achieving present and future academic, personal and career goals.

3. *Responsive Services* address student's direct, immediate concerns to include conflict resolution, family and peer relationships, mental health issues, academic challenge, college application assistance and crisis intervention. Response modes include individual and small group counseling, consultation with students, teachers and parents and community referrals.

4. *The System Support* component of this model enables our program to be effective through a variety of support activities including professional development, consultation, collaboration, teaming, program management and operations.

Management System

The management of our counseling program involves:

1. The *analysis of relevant data* (student surveys, assessments, achievement). In the last two years counselors have surveyed all CHS students on Stress and Bullying. The results of such surveys are analyzed and discussed with administration and appropriate stakeholders to develop ways to address emerging issues. Each year students are given grade level appropriate assessments PLAN (now ACT Aspire), PSAT, Practice ACT and the ACT. Results are discussed in individual conferences with students and parents. Student failures are tracked throughout the school year. Counselors are involved with teachers and other support faculty in analyzing causes and intervention strategies for individual students around academics, social/emotional issues, physical safety and assuring the primary needs of students are met.

2. Development of *action plans to meet objectives*. From the necessity and development of 504 plans to individual testing plans for college admission, CHS counselors are actively involved in creating and follow up with students, teachers, administrators and parents on action plans in all categories of student support.
3. *Provision of organizational activities*. This answers the questions of when and why certain activities take place, who implements them, and how our school counseling program is delivered. Clear expectations and purposeful interaction with all stakeholders' results in our counseling program being integrated into the total educational program.

Accountability System

“How are students different as a result of the school counseling program?” This key question is answered within the context of our accountability system. CHS counselors determine the effectiveness of our comprehensive school counseling program by measuring results, and using that information to inform program improvement. After classroom presentations and group meeting surveys are distributed to assess effectiveness. Each individual counselor is responsible to survey students and parents on a regular basis on individual counselor effectiveness. We have conducted focus groups, maintained advisory boards and administered overall surveys to further inform and develop our program. Evidence of such survey results are listed in Standard 4.7

CHS counselors also subscribe to The National Association for College Admission Counseling (NACAC). This is an organization of professionals from around the world dedicated to serving students as they make choices about pursuing postsecondary education. NACAC is committed to maintaining high standards that foster ethical and social responsibility among those involved in the transition process, as outlined in the Principles of Good Practice.

CHS Counselor's Mission/Program Purpose

Clayton High School's Counseling Program is based on the belief that every child has the ability to change, adapt, and grow when presented opportunities within the educational setting. As the advocate for each child, the school counselor strives to ensure that these opportunities are accessible and equitable. Responding to the needs of the whole child, counselors coordinate resources within the school, family, and community systems. Ultimately, the goal of the school-counseling program is the child's educational achievement and development as a responsible and contributing member of the global society.

CHS Curriculum

Grade 9

- Orientation Program
- Success Seminars
- Freshman Parent Night
- Learning Style inventory
- Academic Planning Conferences with students
- PTO Parent Connections Q&A for college planning
- New Student Support Groups

Grade 10

- New Student Support Group
- Orientation Program (new students to CHS)
- PSAT (Preliminary SAT)
- ASPIRE - a preliminary ACT
- Do What You Are inventory- Career Planning Activity
- Academic Planning Conference
- PTO Parent Connections Q&A for college planning
- Empowerment Meeting for students and parents

Grade 11

- Orientation Program (new students to CHS)
- PTO Parent Connections Q&A for college planning
- Test Prep Sessions
- PSAT (Preliminary SAT)
- Junior College Planning Workshop (small groups)
- Continuation of College and Career Planning
- Academic Planning Conference
- Individual College Planning Sessions for students and parents
- Getting Ready for College Informational Meeting - introducing students/parents to Family Connection a web-based service designed especially for students and parents.
- College Information Symposium

Grade 12

- Orientation Program (new students to CHS)
- Individual Post High School Planning Sessions with students and parents
- Questions about the College Process meeting for students and parents
- Meetings with college representatives
- Financial Aid Seminar
- Senior Credit Check
- Post High School Transition Activities

Support Systems for CHS Students

504 Team (as needed)

Quest Student Review (Monthly)

School Support Team- focused on academic strugglers (Weekly)

Care Team –focused on emotional strugglers (weekly)

Failing Student Review- GL principal and Learning Support Director (monthly)

Transition Team- on-going meetings with middle school and high school teachers and support staff.

Counselors maintain a district wide referral list with contact information and specific specialties in order to make the best and most appropriate referrals to students and families.