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## **SPRINGFIELD PUBLIC SCHOOLS - SPRINGFIELD, MASSACHUSETTS**

Adopted: 4/1/2004

Revised: 4/2/2009, 3/10/2014, 2/11/2021

### **COMPREHENSIVE SCHOOL COUNSELING PROGRAM POLICY**

The Springfield Public Schools (SPS) is committed to create and deliver a Comprehensive School Counseling Program (CSCP) to help students successfully transition from Pre-Kindergarten (PreK) through grade 12, including postsecondary opportunities. The CSCP assists students to acquire the knowledge, skills, and attitudes needed to achieve academic and personal success. Springfield Public School's CSCP provides academic, social/emotional development, and college and career readiness as an integral part of every PreK through grade 12 student's educational experience.

School Counselors are professional educators licensed by the Massachusetts Department of Elementary and Secondary Education as School Adjustment Counselors and/or School Counselors ("School Counselors"). School Counselors deliver a CSCP for the PreK through grade 12 school community, including students, families, teachers, staff, and school administrators. School Counselors follow the ASCA National Model (2019) which includes the School Counselor Professional Standards and Competencies, ASCA Ethical Standards for School Counselors, and the ASCA Mindsets and Behavior for Student Success. The CSCP is aligned with the Massachusetts Curriculum Frameworks, the Massachusetts Career Development Education Benchmarks, the Massachusetts Model 3.0 for Comprehensive School Counseling Program, the Springfield Public Schools' strategic priorities, and school improvement goals.

*A comprehensive school counseling program is available equitably to all students and prohibits biased counseling and the use of materials that discriminate among students on the basis of their race, color, creed, religion, national origin, ancestry, age, marital status, sexual orientation, gender, gender identity or expression, socioeconomic status, language, homelessness or disability.*

The below table offers a summary of the components of the CSCP Guide for School Counselors written and revised consistent with the CSCP Policy:

DEFINE	DELIVER	MANAGE	ASSESS
<p><b>Student Standards</b></p> <ul style="list-style-type: none"> <li>• ASCA Mindsets &amp; Behaviors for Student Success</li> <li>• <b>Professional Standards</b></li> <li>• ASCA Ethical Standards for School Counselors</li> <li>• ASCA School Counselor Professional Standards and Competencies</li> </ul>	<p><b>Direct Student Services</b></p> <ul style="list-style-type: none"> <li>• Instruction</li> <li>• Appraisal and Advisement</li> <li>• Counseling</li> </ul> <p><b>Indirect Student Services</b></p> <ul style="list-style-type: none"> <li>• Consultation</li> <li>• Collaboration</li> <li>• Referrals</li> </ul>	<p><b>Program Focus</b></p> <ul style="list-style-type: none"> <li>• Beliefs</li> <li>• Mission</li> <li>• Vision</li> </ul> <p><b>Program Planning</b></p> <ul style="list-style-type: none"> <li>• Data (Participation, Mindsets &amp; Behaviors, Outcomes)</li> <li>• Annual Student Outcome Goals</li> <li>• School Data Summary</li> <li>• Program Results Data</li> <li>• Action Plans</li> <li>• Lesson Plans</li> <li>• Advisory Council</li> <li>• Principal-Counselor Collaboration</li> <li>• Service Delivery</li> </ul>	<p><b>Program Assessment</b></p> <ul style="list-style-type: none"> <li>• School Counseling Program Assessment</li> </ul> <p><b>School Counselor Assessment and Appraisal</b></p> <ul style="list-style-type: none"> <li>• ASCA School Counselor Professional Standards and Competencies</li> <li>• School Effective Educator Development System/Specialized Instructional Support Personnel Rubric</li> </ul>

## **PROGRAM COMPONENTS**

### **DEFINE Component**

Three sets of school counseling standards define the school counseling profession. These standards help all school counselors develop, implement and assess their school counseling program to improve student outcomes.

The ASCA Mindsets & Behaviors for Student Success: K–12 College and Career Readiness for Every Student are aligned with the following three domains below:

### **Academic Development and Student Success**

#### **School Counselors:**

- collaborate with students and families to successfully transition and promote from grade level to grade level and meet graduation requirements
- provide academic support through classroom, group, and individual activities
- contribute to improving student engagement
- help families understand the educational process
- use data informed practice to increase students' opportunities and promote achievement
- support teachers in their work with students
- ensure fairness and equity for all students

### **Career and College Readiness**

#### **School Counselors:**

- help students explore post-secondary options including college, career and life choices
- support the college application process and other post secondary plans
- engage families in educational and career planning for their children
- help students explore interests necessary for success in school, community, and the world of work

### **Social/Emotional Development**

#### **School Counselors:**

- contribute to positive school climate
- help students acquire coping and resiliency skills
- encourage positive character development
- promote successful student transitions
- promote inclusive school environments
- teach students mediation and conflict resolution skills
- facilitate access to community resources
- encourage positive motivation and aspiration
- promote emotional health and wellness
- intervene and support crisis situations

### **DELIVER Component**

School counselors deliver developmental activities and provide direct services to students and indirect services in collaboration with other stakeholders.

The CSCP is delivered through: 1) *Direct Student Services* including academic development and success, college, career, and life readiness, and social/emotional development, and 2) *Indirect Student Services*, including referrals, consultation, and collaboration with families and other stakeholders.

The CSCP counseling services are delivered in a Multi-Tiered System of Support, which is a comprehensive framework used to provide targeted and tiered support for all learners. It is rooted in supporting the “whole child”, whether an advanced or struggling learner, through academic, behavioral, and social/ emotional services. All students receive Tier 1 counseling services; additional Tier 2, and Tier 3 services are provided as needed.

### **Differentiating Delivery Means**

<b>Multi-tiered Systems of Support</b>	<b>School Counselor Delivers</b>
Tier 1 All Students Receive	School Counseling Curriculum Personalized and Differentiated Planning
Tier 2 Identified Students Receive	Group Counseling Specialized Group Activities
Tier 3 Targeted Students Receive	Individual Counseling, Crisis Intervention, External Referrals

<b>Tier 1 – Proactive and preventative direct services every student receives:</b>
Curriculum delivered <i>by a licensed school counselor</i> addressing student competencies in:
• Social/emotional development
• Academic skills
• College/career readiness
• Personalized and differentiated planning
<b>Tier 2 – Direct &amp; indirect identified services as needed:</b>

<b>Direct services</b> including responsive services, individual and group counseling, individual counseling, appraisal, assessment and advisement, to:
<ul style="list-style-type: none"> <li>• prepare students to participate effectively in their current and future educational programs;</li> </ul>
<ul style="list-style-type: none"> <li>• assist students who exhibit attendance, academic, behavioral and/or social-emotional needs;</li> </ul>
<ul style="list-style-type: none"> <li>• assist students in developing and implementing postsecondary education and career plans;</li> </ul>
<ul style="list-style-type: none"> <li>• collaborate with stakeholders (i.e. family/guardian, care providers, etc)</li> </ul>
<b>Indirect services</b> including referrals to appropriately licensed or licensed individuals, consultation, collaboration, leadership, advocacy, teaming.
<b>Tier 3 – Direct &amp; indirect targeted and intensive services as needed:</b>
<b>Direct services</b> including individual counseling, crisis response, and assessment:
<b>Indirect services</b> including referral to appropriately licensed or licensed individuals, consultation, and collaboration

### Counseling

The purpose of counseling is to support /provide all students with social/emotional growth, college and career readiness, academic success as well as personal growth and wellness. Counseling services are initiated through self-referral, and/or by principals, educators, staff, and families. Services are delivered in a variety of ways including, but not limited to: Individual Counseling, Small Group Counseling, and Crisis Counseling

### School Counseling Curriculum

The CSCP curriculum promotes knowledge, attitudes, and skills through instruction in three areas: academic development and success, college and career readiness, and social/emotional development. The scope and sequence of the curriculum incorporates school and district goals ASCA Mindsets & Behaviors for Student Success, the Massachusetts Curriculum Frameworks, and the Massachusetts Career Development Education Benchmarks.

The School Counseling Curriculum is delivered through the following methods:

**Classroom Instruction:** in collaboration with classroom teachers, staff, and/or other stakeholders, school counselors provide instruction on topics that meet the needs of the school and the students.

- **Interdisciplinary Curriculum Development:** School counselors work in conjunction with classroom teachers to deliver lessons to connect academic content areas with the CSCP.
- **Group Activities:** School counselors provide students with instruction and guidance in

small group settings inside and outside of the classroom pertaining to the focusing on academics, college and career readiness, and the social/emotional development of SPS students.

### **Appraisal and Advisement**

**Appraisal:** School counselors work with students to analyze and assess their abilities, interests, skills and achievement. The school counselor provides interpretation, evaluation, and feedback on a variety of data points including academic, post-secondary and career readiness, and emotional health and wellness.

**Advisement:** The purpose of advisement is to help students make decisions for their future and to inspire students to realize their full potential. The personalized learning process assists students to focus on long-term career goals, understand the relevance of what they are learning to meet their postsecondary goals. Through individual student planning, counselors can assist students in planning, monitoring, and managing their learning and behavior.

Appraisal and advisement can be developed in the following ways:

- **Individual:** Meet with student to develop and monitor the plan
- **Small Group:** Provide service delivery in a small group setting focusing on planning, goals setting, plan development, review, and implementation
- **Classroom:** Consult with teaching staff in the development and monitoring of plans
- **Case Management:** Monitor student progress via individual meetings with students, review of academic progress.

Student appraisal and advisement should include the three counseling domains of academic, college and career readiness, and social/emotional development.

- Academic planning consists of reviewing test scores i.e. MCAS, college entrance exams and ACCESS for ELLs; MyCAP; developing individual learning plans that include post-secondary, college or career; identification of strengths and weaknesses; and transcript reviews and audits.
- College and career readiness planning consists of utilizing career assessment tools and the development of a post-secondary career and/or academic plan prior to graduation.
- Social/emotional development consists of self-awareness, self-management, responsible decision making, social awareness, relationship skills and emotional health and wellness.

### **MANAGE Component**

This section provides organizational tools and assessments to guide, target, design, and implement a school counseling program based on clearly defined priorities reflecting student needs. The Manage Component includes regular program review and the support necessary to implement an effective counseling program.

#### **Program Focus includes**

- Belief Statement

- Vision Statement
- Mission Statement

### **Program Planning**

In order to organize, deliver and assess each school building's program, school counselors are able to utilize the following:

- **Principal-Counselor Collaboration** brings principals and school counselors together to support school improvement goals and ensuring delivery of the school counseling program.
- **School Counseling Advisory Council** a group who meet to collaborate, discuss, review, suggest, and support the implementation of school counseling services and programs. \*\*
- **Calendars** are published to keep students, families, teachers, and administrators informed of activities.
- **Trimester Reports** identify the number of students receiving services in each category: individual counseling, group counseling, school counseling classroom lessons, parent workshops, and other counseling activities.
- **Annual Program Summary Reports** reflect counselor activities, responsibilities, non-counseling activities and responsibilities, program information, and lesson plans.
- **Program Mapping** serves as a planning tool to outline competencies and the subsequent services/activities for each grade level, as well as a comprehensive timeline for service delivery.
- **Scope and Sequence** outlines the PreK through grade 12 curriculum topics in a developmental, and comprehensive manner for all students. Lesson plans outline the learning objectives within each theme.
- **School Data Profile/School Report Card** informs school counseling goals and may identify a need for systemic change. These reports are designed to help school counselors track achievement, attendance, behavior, and school safety data to identify gaps.
- **Lesson Plans** are designed by school counselors and are aligned with the ASCA Mindsets and Behaviors for Student Success to organize the delivery of the school counseling curriculum in classroom settings.
- **Action Plans** are aligned to the ASCA Mindsets and Behaviors for Student Success in classrooms, in groups and in individual settings by school counselors to design and implement programs. Intentional planning is facilitated by developing action plans.

### **ASSESS Component**

To achieve the best results for PreK through grade 12 students, school counselors regularly assess the school counseling program to:

- determine its effectiveness
- inform improvements to the program design and delivery
- show student growth in academic, college and career readiness, and social/emotional development

### **Program Assessment includes:**

- School Counseling Program Review
- Annual Reports

- Post Secondary Reports

**School Counselor Assessment includes:**

School counselors share responsibility with teachers, staff, building administration, and district leaders to improve student learning and academic success, as well as to implement strategies to narrow the achievement gap. Through collaboration and teaming, school counselors share accountability for student outcomes and contribute to impacting important data in a positive direction (e.g. attendance rate, MCAS test scores, graduation rate, high school promotion rate, post-secondary enrollment/retention rates). The ASSESS component may include:

- Participation and Outcome Data
- Mindsets and Behaviors Data
- School Counseling Curriculum Review
- School Counseling Program Assessment
- Results Reports, that may include SMART Goals, MEASURE, Closing the Gap, etc.

Each year school counselors set measurable goals in the academic, college and career readiness, and social/emotional development domains based on data, school improvement plans (SIP), and collaboration with school and community stakeholders. To evaluate and demonstrate accountability, school counselors collect and use data that link both student achievement and school improvement. School counselors assess their program through analyses, reflection, data collection, decision making, and evaluation focusing on student achievement while contributing to the school and district improvement goals. SPS counselors also assess their skills and competencies and annually participate in a performance evaluation with a qualified administrator.

The Springfield Public Schools Counseling Department is committed to providing every PreK through grade 12 student with a comprehensive program that delivers academic, social-emotional, and college and career development. The program delivered is student centered, goal focused, and delivers individualized and personalized services to every student to support their current and future success.