

COMPREHENSIVE DEVELOPMENTAL GUIDANCE AND COUNSELING

West Virginia Board of Education (hereinafter WVBE) Policy 2315 sets forth the Comprehensive School Counseling Programs (hereinafter CSCP) requirements for Pre-K-12 CSCP in West Virginia schools. The Pleasants County Board of Education adopts this policy to comply with Policy 2315 and to outline a comprehensive system to enhance academic and learning development, career development and life planning, personal and social development and builds global citizenship skills for all students of Pleasants County.

Purpose

To define the core components of the CSCP in Pleasants County schools, establish Student Success Standards (hereinafter WVSSS) and outline both Pleasants County Board of Education and school responsibilities for implementing the CSCP.

Comprehensive School Counseling Program Description

The Pleasants County CSCP is an integral part of the total school program. The CSCP is a proactive, systemic approach to assist Pleasants County students with the acquisition of attitudes, knowledge, skills and behaviors necessary to maximize student success and preparation for a variety of postsecondary options. The CSCP provides universal prevention for all students, targeted interventions for at-risk students and intensive interventions for the most at-risk students. The CSCP is standards-based, designed to developmentally and sequentially address the WVSSS within each programmatic level. The CSCP utilizes school and community data to identify student needs in relation to the CSCP and to set annual priorities for the WVSSS. A certified school counselor, in collaboration with school and community stakeholders, will develop an Annual CSCP Plan for Pleasants County in order to coordinate and implement a CSCP designed to address student needs. The CSCP contains four distinct delivery systems.

County Board Responsibilities

The Pleasants County Board of Education shall ensure that the CSCP:

- is proactive and preventive, comprehensive in scope and developmental in nature, enhances opportunities for every student to achieve school success through academic, career and personal and social development experiences, preparing all students to become globally responsible citizens;
- provides all Pre-K-12 students opportunities to achieve the learning outcomes established in the WVSSS;
- provides an organized, integrated and planned approach that is sequential, needs-based and integral to the educational process;
- utilizes student, school and community data to identify student needs and implement evidence-based practices to address identified needs;
- is aligned with the West Virginia School Counseling Model, a three-tier model providing universal prevention, targeted and intensive interventions;
- is aligned with relevant WVBE policies [W. Va. 126CSR114, WVBE Policy 5100: Approval of Educational Personnel Preparation Programs (hereinafter WVBE Policy 5100); W. Va. 126CSR142, WVBE Policy 5310: Performance Evaluation of School Personnel (hereinafter WVBE Policy 5130); W. Va. 126CSR99, Policy 4373: Expected Behavior in Safe and Supportive Schools (hereinafter WVBE Policy 4373); and W. Va. 126CSR42, WVBE Policy 2510: Assuring the Quality of Education: Regulations for Education Programs (hereinafter WVBE Policy 2510)].
- is coordinated by a certified school counselor as defined in W. Va. 126CSR136, WVBE Policy 5202: Minimum Requirements for the Licensure of Professional/Paraprofessional Personnel and Advanced Salary Classifications (hereinafter WVBE Policy 5202) and delivered collaboratively with school and community professionals.
- includes the four program delivery components.
- adheres to Family Education Rights and Privacy Act (hereinafter FERPA) guidelines, the American School Counselor Association Ethical Standards and confidentiality laws/guidelines and informed consent as defined herein.

- is supported and monitored by the principal who ensures the school counselor and leadership team develop an Annual CSCP Plan that is aligned with requirements set forth herein.

Delivery Components of Comprehensive School Counseling Programs

This section defines components of a standards-focused and evidence-based CSCP to be addressed by the Pleasants County Board of Education and monitored by county and school leadership. Delivery components include:

Personalized Student Planning

Personalized student planning includes providing opportunities for students to discover their interest in emerging careers. Ongoing opportunities at all programmatic levels are provided during the school day for career exploration and self-discovery. Personalized planning allows student to develop academic skills, identify interests, maximize strengths, minimize weaknesses, set and reach personal/educational goals and realize their career aspirations. A Personalized Education Plan (hereinafter PEP) is developed collaboratively, involving students, parents/guardians and schoolstaff.

- During the 8th grade year, each student's PEP is developed to identify course selections for the 9th and 10th grade based on each student's identified career aspirations. Prior to development of the PEP, the school shall provide ongoing opportunities during the school day for career exploration and self-discovery involving student needs assessments, career and interest inventories, learning style inventories, self-reflections and career inquiry. When finalizing the PEP, the counselor and/or student advisor will meet with the student and parents/guardians to secure signatures documenting involvement. The student and parents/guardians are provided a copy of the PEP.
- During the 9th grade and each subsequent year each student reviews and updates his or her PEP in collaboration with the school counselor, teachers, advisors and parents/guardians. Review of the PEP will include academic offerings, career plans, review of various interests, learning styles, career and academic assessments (e.g., ACT EXPLORE, interests and learning styles inventories, aptitude tests, multiple intelligence inventories) to guide changes to course selections.
- During the 10th grade year the second phase of the PEP is developed. Students identify course selections for grades 10-12 and postsecondary plans for the first year after high school. To assist with development of the three-year PEP, the school will provide ongoing opportunities during the school day for career exploration and self-discovery involving completing student needs assessments, career and interest inventories, learning style inventories, self-reflections and multi-faceted opportunities for career inquiry. Each student's individual assessments will be reviewed to ensure academic planning maximizes individual strengths and interests. Career exploration and planning and the development of the PEP is a shared responsibility between the school counselor, teachers, advisors and parents/guardians.
- The PEP is reviewed annually in grades 9-12 with the student and his or her parents/guardians and is signed and dated during each annual review conference. Students may amend his or her PEP at the end of any semester as long as it does not interfere with the completion of graduation requirements based on availability of courses.

Integrated Delivery of WV Student Success Standards

The WVSSS (can be found in Policy 2315) describe the attitudes, knowledge, skills and behaviors all students shall develop in relation to academic and learning development; career and life planning; personal and social development; and global citizenship. The WVSSS are critical to the holistic development of all students and require integration into all aspects of each student's educational experience utilizing a variety of delivery modalities. The WVSSS are the foundational standards for each CSCP. The integrated delivery of these standards is coordinated by the school leadership team, the school counselor and teachers.

Responsive Services

Events and situations in students' lives and the school climate and culture often impede student success. Responsive services offer preventive activities and programs to address the identified needs of students in each school, as well as evidence-based interventions to address targeted student needs. The services include working with at-risk students to provide the help and support needed to ensure grade level success. Usually short-term in nature, responsive services

include individual and small group counseling; academic and behavior intervention plans, crisis prevention and response; consultation with parents/guardians and other school staff; and referrals to school and community resources. Some students may require an immediate and expert response to assist with an academic, emotional or behavioral crisis of a severe nature. In cases where students require ongoing support or therapy, the counselor makes appropriate referrals and works with families to secure appropriate resources within the school or community. Schools identify who will coordinate and follow-up on each referral. The school counselor collaborates with stakeholders to create a school-wide, prevention-based approach to individual and school crises and has a crisis plan in place to address the mental health component of common school-wide crises. The school crisis team educates other stakeholders to assist with school-wide crisis preparedness, prevention, intervention and response, outlining responsibilities and best practices in the school crisis planning and response.

Student Supports

The student support component of the CSCP consists of a systemic, coordinated approach of developing and implementing programs and activities within the school and community aimed at supporting the success of all students. High quality education programs provide well-designed student support systems, ensuring that the learning environment is safe and supportive and that the academic, social and emotional, and career development needs of students are identified and addressed. The school counselor collaborates with stakeholders to ensure school-wide coordination of the CSCP and other student support programs. Schools design and identify programs and resources that address identified student needs and enhance the success of each child. Additionally, students and families may seek support to address their unique academic, career and personal-social needs.

Counselor Qualifications, Use of Time and Program Monitoring

- School counselor qualifications are defined in W. Va. 126CSR136, Policy 5202.
- School counselors spend their time planning, designing, managing, facilitating and evaluating a comprehensive school counseling program that benefits all students in accordance with the WV School Counseling Model, WVBE Policy 5100 and W. VA. Code §18-5-18b.
- The CSCP is monitored by the Pleasants County Board of Education, and each school's principal evaluates the school counselor in accordance with WVBE Policy 5310.

Responsibility

The WVDE, Regional Educational Service Agencies (hereinafter RESAs) and the West Virginia Center for Professional Development shall provide professional development for counselors and principals. WVDE and RESAs shall provide technical assistance and other support to each county board of education with policy revisions and with the development and implementation of the CSCP upon request.

The WVDE shall be responsible for the development and distribution of the school counseling program model and the school counseling program audit template to be utilized by counties as resources in professional development and program planning.

Summary of West Virginia Student Success Standards

The WVBE has the responsibility for establishing high quality standards pertaining to all education programs (W. Va. Code §18-9A-22). The WVSSS and objectives outline the knowledge, skills and dispositions essential to support all students being college- and career-ready through an integrated, embedded process involving all school staff at each programmatic level. The section includes the overarching standards, competencies and learning outcomes of the WVSSS. Specific developmental objectives are provided in three programmatic levels: Early Learning Programming, Middle Level Programming, and Adolescent Level Programming.

Glossary

Annual CSCP Plan – Each school annually develops a CSCP plan to outline priority goals and strategies to attain goals. The counselor(s), school leadership and school counseling advisory council members review relevant data to

guide development of the annual plan. This data will include results of the CSCP Audit, the school counselor self-reflection completed by the counselor as part of the performance evaluation, student and staff needs assessments, other school data (various student assessments, attendance, discipline, dropout rates, etc.) and community data (disasters, crime, poverty, domestic violence rates, etc.). The annual plan addresses the five school counselor performance standards: Program Planning, Design and Management; Program Delivery; Data Driven Accountability and Program Evaluation; Leadership and Advocacy and Professional Growth and Responsibilities. The CSCP Plan identifies priority student WVSSS objectives to be addressed in each of the four program delivery systems described herein.

Collaboration – Collaboration is a partnership in which two or more individuals or organizations actively work together on a project or problem. School counselors collaborate with various educational stakeholders to develop and deliver the CSCP to support the success of all students.

Confidentiality – Each student and family has the right to privacy and the expectation that the school counselor/student relationship complies with all laws, policies and ethical standards pertaining to confidentiality in the school setting. The counselor has a duty to ensure that personal information shared by the student and/or parents/guardians with the counselor remains confidential unless the information pertains to harm to self or others. School counselors are required to adhere to FERPA guidelines and the ASCA Code of Ethics to protect confidential student information.

Consultation – Consultation refers to a process in which parents or guardians, teachers, other educators and community agencies receive information regarding strategies and resources to help students and families. Counselors exchange strategies, information and resources with stakeholders to meet individual student needs. During the consultation process, school counselors serve as advocates for students to promote well-being and success in school.

Crisis Response – Crisis response provides prevention, intervention and follow-up to individual and school-wide crises that impact students, staff, or families. Crisis response is normally temporary in nature and includes a variety of research-based interventions to support individuals or group needs. School counselors should adhere to W. Va. Code §18-9F-1 in relation to the school crisis plan. Long term reactions to a crisis may result in a referral to appropriate community or school-based resources and follow-up interventions.

Early Identification – A systemic, structured process in which schools use various data points to identify at-risk students early in order to refer for screening or support services.

Equity and Access – A process to ensure that all students have equal access to relevant programs, courses, resources and activities regardless of ethnicity, social class, family background, ability, sexual orientation or gender.

Ethical Standards – School counselors are bound to behave ethically, exhibiting the highest standards of practice. WV school counselors must align their practices with the American School Counselor Association ethical standards.

Family Education Rights and Privacy Act (FERPA) – FERPA provides legal guidance for disclosure of personally identifiable student information, including education records. Individuals, including school officials, without a “legitimate educational interest” may not access student records without parental consent. School Counselors shall be knowledgeable of and follow federal guidelines of the Family Policy Compliance Office in the U.S. Department of Education 20 U.S.C. §1232g; 34 CRF Part99.

Global Citizenship – Global citizenship is a voluntary association with the global community that identifies with the universalities of the human experience. It promotes intercultural competency, principled decision-making and responsible participation in various types of communities. Global citizens act in the spirit of understanding that all individuals and groups have equal rights to freedom, privileges, respect and resources without regard to such distinctions as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth, sexual orientation or other status. The global citizen standard in this policy describes attitudes, knowledge, skills and

behaviors students need to succeed in a global society.

Group Counseling – Counseling is provided for small groups of students experiencing similar difficulties that impede school success and may include relationships or other personal concerns, behavioral issues, school adjustment issues, attendance problems, academic concerns, or developmental issues. Small- group counseling is skills-based, aimed at helping students with similar concerns develop strategies that improve personal and school success. Small group counseling normally occurs during non-instructional time or is staggered between class periods, minimizing absences during instruction while building coping and school success skills. Group counseling in schools is short term in nature and normally occurs for 30- 50 minutes once a week for 4-7 weeks. Students needing more intensive therapeutic counseling should be referred to school and/or community mental health professionals.

Individual Counseling – Individual counseling refers to a helping process implemented by a professional with a certification in counseling who uses a variety of evidence-based techniques and strategies to help individual students explore academic, career and personal/social issues impeding healthy development or academic progress. Individual counseling aims to assist students with addressing barriers and improving school success, home and community living. Individual counseling in the school setting is short term in nature. Students requiring more frequent or intensive counseling should be referred to appropriate mental health professionals.

Informed Consent – Informed consent involves seeking written permission from parents of minors for services typically not provided by certified school staff and is required when students receive services from non-school employees. Students under the age of consent may assent to school counseling services without parent permission because the comprehensive school counseling program is a required school component as per WVBE Policy 2510. Therefore, school counselors are not required to seek parental permission for students to benefit from any component of the school counseling program. As best practice, counselors may inform parents if students will be missing significant, ongoing instructional time for such activities as group counseling, educational programs outside the school, or peer helping training programs.

Postsecondary – Postsecondary includes options available to students after high school (e.g., two and four-year colleges, certificate programs, employment, on-the-job training, apprenticeship programs and the military).

Stakeholders – Any person who assists with or benefits from the school counseling program and may include students, school staff and leadership, parents, community members, higher education and workforce leaders.

Certified School Counselor – WV school counselors hold a master's degree in school counseling from an accredited university and certification in school counseling from the WVDE as per WVBE Policy 5202.

West Virginia School Counselor Performance Standards – The West Virginia School Counselor Performance Standards describe the essential skills, knowledge, dispositions and behaviors all West Virginia school counselors must possess. These performance standards describe evidence-based best practices and guide school counselors to improve program effectiveness, student success and career readiness. The standards include performance level rubrics that guide school counselors in becoming accomplished in all the major facets of effective school counseling practice.

Adopted: October 9, 2014

Revised: February 9, 2017