

Policy ~~2411~~ 240 – Guidance and Counseling

Revised policy effective upon passage

1st reading November 28, 2018

2nd reading

3rd reading

Statutory authority West Virginia Code 18-5-18b, West Virginia Board of Education Policies 2510 and 2315

Administrative Guidelines

(none)

The Board shall employ school counselors and shall require that a comprehensive school counseling program be developed and operated in each school as required by the provisions of West Virginia Board of Education Policies 2315 and 2510.

Nothing shall prevent the Board from also employing or otherwise providing for the services of a mental health counselor, career counselor or advisor, psychologist, or similar as deemed appropriate for the encouragement of student success.

The Comprehensive School Counseling Programs (hereinafter referred to as "CSCP") is an integral part of the total school program and is aligned with the school's mission. The CSCP is a proactive, systemic approach to assist 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 West Virginia Student Success Standards (hereinafter referred to as "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 in order to coordinate and implement a CSCP designed to address student needs. The CSCP contains four (4) distinct delivery systems:

The Board shall ensure that the CSCP:

- A. — 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;
- B. — provides all Pre-K-12 students opportunities to achieve the learning outcomes established in the WVSSS;
- C. — provides an organized, integrated, and planned approach that is sequential, needs-based and integral to the educational process;
- D. — utilizes student, school, and community data to identify student needs and implement evidence-based practices to address identified needs;
- E. — is aligned with the West Virginia School Counseling Model, a three-tier model providing universal prevention, targeted, and intensive interventions;
- F. — is aligned with relevant West Virginia State Board of Education policy 5100 – Approval of Educational Personnel Preparation Programs; West Virginia State Board of Education policy 5310 – Performance Evaluation of School Personnel;

West Virginia State Board of Education policy 4373—Expected Behavior in Safe and Supportive Schools; and West Virginia State Board of Education policy 2510—Assuring the Quality of Education: Regulations for Education Programs;

G.—— is coordinated by a certified school counselor and delivered collaboratively with school and community professionals;

H.—— includes the four (4) program delivery components identified in this policy;

I.—— adheres to Family Education Rights and Privacy Act (FERPA) guidelines, the American School Counselor Association Ethical Standards and confidentiality laws/guidelines and informed consent;

J.—— 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 in this policy and West Virginia State Board of Education policy 2315.

The CSCP shall be monitored by the Superintendent and the principal at each school. The delivery of the CSCP shall include the following components:

A.—— 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 students 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 referred to as "PEP") is developed collaboratively, involving students, parents/guardians, and school staff.

1.—— 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.

2.—— During the 9th grade and each subsequent year each student reviews and updates his/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.

3.—— 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.

4.—— The PEP is reviewed annually in grades 9-12 with the student and his/her parents/guardians and is signed and dated during each annual review conference. Students may amend his/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.

B.—— Integrated Delivery of West Virginia Student Success Standards——The WVSSS 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.

C. ——— **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.

D. ——— **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.

School counselors shall be full-time professional personnel, shall spend at least seventy-five percent (75%) of work time in a direct counseling relationship with students, and shall devote no more than one-fourth (1/4) of the work day to administrative activities; provided that such activities are counselor-related solely assigned duties related to the planning, designing, managing, facilitating, delivering, and evaluating a comprehensive school counseling program and other duties which are typical of teachers and other non-administrative staff in the school.