

## THE PURPOSE OF THE CURRICULUM GUIDE

Kansas school districts are diverse in relation to the total number of students each is responsible for educating, as well as in relation to the characteristics of the students and communities they serve. The attendance centers within the Spring Hill School District also have their own unique context and program model that can transcend this diversity to meet the unique needs of each Spring Hill school. It also provides quality program standards to enhance ongoing district and building efforts to improve programs for the benefit of all students.

Program improvements demand hard work and difficult decisions. Although school counselors are participants in the school improvement process, comprehensive school counseling program development and improvement is *not the sole responsibility of the counselor*. Rather, the involvement and assistance of others who have a stake in its success are essential. As a result, this Guide also outlines a program development and improvement process that can be successfully implemented in the Spring Hill School District.

This Guide is intended for Spring Hill educators and decision makers seeking to improve the effectiveness and efficiency of the school-counseling program in all buildings. The Guide is intended to help:

- **School Counselors** – to plan, design, implement, evaluate, and refine a comprehensive program that will benefit “all” students.
- **Teachers** – to understand the school counseling program and the teaming responsibilities that teachers, counselors, administrators, and others have in the process of facilitating student development.
- **Building Administrators** – to collaborate with counselors to design and deliver a quality comprehensive school-counseling program.
- **Site Based Management Councils** – to develop school management recommendations with an understanding of the intent and benefits of the district’s school counseling program and a recognition of the structural and programmatic needs for a quality program.
- **District Administrators** – to provide necessary support for the school counseling program development efforts and to establish procedures that will enhance the effectiveness of the program.
- **Board of Education** – to set policies creating an ongoing improvement process for a quality comprehensive counseling program in the Spring Hill School District.

This guide has been organized to provide the structure for a K-12 counseling program within the Spring Hill School District. Many elements of the guide have been designed to comply with the provisions set forth in the Kansas State Plan (Kansas Comprehensive School Counseling Program, Model and Guidelines, (1998). Other resources used when designing this program include the national standards from the American School Counselors Association, the Missouri Model Program, and articles and works from Norman Gysbers, a national leader in the area of school counseling. The guide is structured to produce continuity between all grade levels, enhance efficiency and effectiveness of teaming efforts, and support quality results.

## **SCOPE OF THE COMPREHENSIVE COUNSELING AND GUIDANCE PROGRAM**

### **I. Academic Development**

Benchmark 1: Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the life span.

Benchmark 2: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options.

Benchmark 3: Students will understand the relationship of academics to the world of work and the life at home and in the community.

### **II. Career Development**

Benchmark 1: Students will acquire the skills to investigate the world of work in relation to the knowledge of self and to make informed career decision.

Benchmark 2: Students will employ strategies to achieve future career success and satisfaction.

Benchmark 3: Students will understand the relationship between personal qualities, education and training and the world of work.

### **III. Personal/Social Development**

Benchmark 1: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

Benchmark 2: Students will make decisions, set goals, and take necessary action to achieve goals.

Benchmark 3: Students will understand safety and survival skills.

The primary delivery methods of the Spring Hill Counseling Program are:

### Guidance Curriculum

The guidance curriculum consists of structured developmental experiences presented systematically through classroom and group activities kindergarten through grade twelve. The purpose of the guidance curriculum is to provide all students at all levels with knowledge of normal growth and development, to promote their positive mental health and to assist them in acquiring and using life skills. While counselors' responsibilities include the organization and implementation of the Guidance Curriculum, the cooperation and support of the entire faculty delivered through such strategies as:

*Classroom Activities:* Counselors teach, team-teach or assist in teaching guidance curriculum learning activities or units in classrooms, the guidance center, or other school facilities.

*Group Activities:* Counselors conduct groups outside the classroom to respond to students' identified interests or needs.

### Individual Planning

Individual Planning consists of activities that help all students plan, monitor, and manage their own learning as well as their personal and career development. Within this component, students evaluate their educational, occupational, and personal goals. The activities in this component are counselor planned and directed. These activities are generally delivered on an individual basis, or by working with individuals in small groups or advisement groups. Individual Planning is implemented through such strategies as:

*Individual Appraisal:* Counselors work with students analyzing and evaluating student's abilities, interests, skills, and achievement. Test information and other data are the bases for assisting students to develop immediate and long-range plans.

*Individual Advisement:* Counselors work with students using personal-social, educational, career, and labor market information in planning personal, educational and occupational goals. The involvement of students, parents and the school in planning students' programs that meet their needs is critical.

*Placement:* Counselors assist students in making the transition from school to school, school to work, or school to additional education and training.

### Responsive Services

Responsive Services consist of activities to meet the immediate needs and concerns of students whether these needs or concerns require counseling, consultation, referral, or information. This component is available to all students and is often student-initiated. While counselors have special training and skills to respond to these needs and concerns, the cooperation and support of the entire faculty and staff are necessary for the successful implementation of this component. Responsive services are delivered through such strategies as:

*Consultation:* Counselors consult with parents, teachers, other educators, and community agencies regarding strategies to help students.

*Personal Counseling:* Counseling is provided on a small-group or individual basis for students expressing difficulties dealing with relationships, personal concerns, or normal developmental tasks. Personal counseling assists students in identifying problems, causes, alternatives, and possible consequences so that appropriate action is taken.

*Crisis Counseling:* Counseling and support are provided to students and their families facing emergency situations. Such counseling is normally short-term

and temporary in nature. When necessary, appropriate referral sources are used.

*Referral:* Counselors use referral sources to deal with crises such as suicide, violence, abuse and terminal illness. These referral sources may include:

- Mental Health Agencies
- Employment and Training Programs
- Vocational Rehabilitation
- Juvenile Services
- Social Services

### System Support

System Support consists of management activities that establish, maintain, and enhance the total guidance program. This component is implemented and carried out through activities in the following areas:

*Professional Development:* counselors need to be involved regularly in updating their professional knowledge and skills. This may involve participating in regular school in-service training, attending professional meetings, completing postgraduate course work, and contributing to professional literature.

*Staff and community Relations:* This involves orienting staff and the community to the comprehensive guidance program through such means as newsletters, local media, and school-community presentations.

*Consultation with Teachers:* Counselors need to consult with teachers and other staff members regularly in order to provide information, to support staff, and to receive feedback on emerging needs of students.

*Advisory Councils:* Service on departmental curriculum committees, community committees or advisory boards are examples of ways to support other programs in the school and community and to gain support for the guidance program.

*Community Outreach:* Included are activities designed to help counselors become knowledgeable about community resources and referral agencies, field trip sites, employment opportunities, and local labor market information. This may involve counselors visiting local businesses, industries, and social services agencies on a periodic basis.

*Program Management and Operations:* This includes the planning and management tasks needed to support activities conducted in a comprehensive guidance program. It also includes responsibilities that need to be fulfilled as a member of the school staff.

*Research and Development:* Guidance program evaluation, data analysis, follow-up studies, and the continued development updating of guidance learning activities and resources are some examples of the research and development work of counselors.

**Recommended Counselor Time Distribution:**

(based on ideal ratio of 1 counselor to 250-300 students)

**Elementary Counseling**

Delivery Method	Recommended Time
Guidance	35-45%
Individual Planning	5-10%
Responsive Services	30-40%
System Support	10-25%

**Middle School Counseling**

Delivery Method	Recommended Time
Guidance	25-35%
Individual Planning	16-25%
Responsive Services	30-40%
System Support	10-15%

**High School Counseling**

Delivery Method	Recommended Time
Guidance	15-25%
Individual Planning	25-35%
Responsive Services	25-35%
System Support	10-20%