BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: November 20, 2007

TO*:*   **BOARD OF EDUCATION**

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: **REPORT ON BALTIMORE COUNTY PUBLIC SCHOOLS' SCHOOL COUNSELING PROGRAM**

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INFORMATION

The Office of School Counseling has been asked to present to the Board of Education the total counseling program offered in Baltimore County Public Schools. The report will give the global school counseling report of the programs that are being offered with an emphasis on the college awareness and preparation programs. Distributing the *College Board Programs to Enrich College Counseling Guide*, which was developed by our counselors, will demonstrate how college counseling begins in the middle school years and throughout the high school grades.   Programs provided by two school counseling department chairs will round out the presentation.

Attachment I – Executive Summary
Attachment II – School Counseling Program Report 2007
Attachment III – Introduction
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Department of Student Support Services
Office of School Counseling
School Counseling Program Report
2007-2008

Executive Summary

All school counseling programs in the Baltimore County Public Schools are developed to meet the requirements set forth by the American School Counseling Association's (ASCA) *National Standards for School Counseling Programs* and the Maryland State Department of Education regulations for school counseling programs (COMAR 13 A.05.05.02), as well as our Policy 5410. As an integral part of the total program for instruction for all students, school counselors deliver a comprehensive program of counseling services based upon the goals of: school success, mastering decision-making and career development skills, and demonstrating intrapersonal and interpersonal competencies. The delivery of this comprehensive counseling program is outlined in the *School Counseling Essential Curriculum* (see attachment 1) *and Non-Negotiables.* The School Counseling program is reviewed by elementary and secondary levels in charts provided (see attachments 2-4).

Data demonstrate that due to the influence of school counselors, access and equity are increasing as reflected in the increased number of students participating in SATs, AP courses, college readiness programs, and parallel enrollment. School counselors are meeting with students individually and in small groups to share information and guidance related to post-secondary options (see attachment 5). A pilot senior evaluation survey (N=1,629 members of the Class of 2007 at smaller learning community schools) demonstrated that 86 percent of the students surveyed stated that their counselor was a source of help and 88 percent said that their counselor helped them plan their school schedules. Eighty-nine percent attended evening workshops provided by school counselors. Counselors were awarded a GPA of 3.2 from the students surveyed.

Staffing of school counseling is based on one counselor for each elementary school and one counselor for each 350 students at the secondary level. Special programs such as alternative programs, special education, Maryland's Tomorrow, college preparation grants, and Title I do fund additional positions as support of these programs.

Department of Student Support Services
Office of School Counseling
School Counseling Program Report 2007

Background

All school counselors or school counseling departments create a comprehensive, developmental, needs-based program of school counseling based on the Non-Negotiables and the *Revised Essential School Counseling Program K-12*. These programs meet the national standards for school counseling programs set forth by ASCA and the regulations contained in COMAR. Alignment with the *Blueprint for Progress* and the school improvement plan (SIP) is expected.

The three goals that form the framework for all school counseling programs are:
- Academic Development (school success)
- Decision–Making and Career Development.
- Personal/Interpersonal Development.

Delivery System:
- Counseling (individual, group, and classroom guidance).
- Consultation.
- Coordination.

In addition, school counselors serve as student advocates.

The School Counseling Program

1. Assess needs by using:
   - School system data.
   - School data (PBIS, suspension, grades, attendance, college, MSA, HSA, PSAT, SAT/ACT, and AP).
   - School improvement data.
   - Demographic data.
   - Formal and informal needs assessment (parents, students, teachers, and staff).
2. Interpret data and needs to design the program for the school.
3. Identify program goals (ASCA, MSDE, *Blueprint*, and SIP).
4. Align program goals.
5. Identify target populations, start time, lead persons, participants, data collection and analysis
6. Deliver, assess (formative), and re-align the program.
7. Deliver the program.
8. Evaluate the program (summative) and determine needs.

Essential School Counseling Program PreK-12
(Revised 2006)
INTRODUCTION

Background
In 1996, the Office of School Counseling Services, under the leadership of Dr. Thelma T. Daley, published the *Essential School Counseling Program, PreK-12*. The manual was developed to parallel the work being completed by the Division of Curriculum and Instruction of Baltimore County Public Schools, *The Essential Curriculum*. The offices within this division were charged by the superintendent to present the core curriculum taught to children in our school system. The Office of School Counseling Services developed a manual detailing the ways that school counseling services and the content of these services provide another essential component of learning for all students and contribute to their development.

The *Essential School Counseling Program, PreK–12* was based on the three Maryland State goals for school counseling programs:
- School success for all students.
- Decision making and career development.
- Intrapersonal and interpersonal relationship skills.

In addition to describing how school counseling was an essential component of all students' school experiences, the book also provided a rich resource of hundreds of classroom guidance lesson plans which were organized under the three State school counseling goals and disaggregated by instructional level (elementary, middle, and high).

Current Historical Influences
Since that time, there have been a number of significant events in the school counseling profession and in Baltimore County Public Schools that argue for a revision of elements of the *Essential School Counseling Program*.

The American School Counseling Association (ASCA) published in 1997 its long awaited *National Standards for School Counseling Programs*. The *National Standards* identified three domains that defined the parameters for all school counseling programs:
- Academic Development.
- Career Development.
- Personal and Social Development.

Under each domain, there are three standards that describe general areas for students to develop skills, learnings, and behaviors that will help in the attainment of a given domain or school counseling goal. Each standard is further delineated in the document by the inclusion of related competencies (i.e., knowledge and skills that all students should acquire in order to attain success in school) students are expected to develop as a result of the activities and services provided by school counselors. Taken as a whole, these elements serve as the goals and student outcomes that are to be the heart of any school counseling program plan.

In 2002, ASCA published the *National Model: A Framework for School Counseling Programs*. This document used the *National Standards* as the foundation of all school counseling programs and then defined the steps that all school counselors are to take in creating a school counseling program design. There are four elements in this model that one would expect to find in any program plan:

- *Foundation* – The standards of a student competency-based program. The principles upon which the beliefs, philosophy, and mission of a school counseling program are based.
- *Delivery System* – A description of the activities and interventions, and services provided by school counselors to students and stakeholders within the school community in support of students' school success and related outcomes.
- *Management System* – The "when, by whom, why, and on whose authority" a program is organized. Management identifies the needs that are to be addressed and the way they will be resolved.
- *Accountability* – Measurement of impact of services is an essential part of all planning. Evaluating strategies must be built into a plan. Student outcomes must be identified and data collected to determine the program's impact on them.

It is the understanding of all who work in school counseling services that school counselors are to develop an annual school counseling program plan based on the National Standards and written in response to assessed student needs. This manual has been developed to provide a resource for school counselors as they assess student needs, create a school counseling program plan to address those needs, and evaluate the impact of their services in terms of student competencies.

While the *National Standards* and the *Nation Model* are explained in more detail in *Essential School Counseling Program, PreK–12*. It is important to note that these two documents, along with the State Goals for School Counseling, form the conceptual framework for all school counseling programs in the State of Maryland.

In the process of developing a revision of the *Essential Guidance Program*, two systemwide documents were developed in BCPS that have direct implications for the delivery of school counseling services – *The Blueprint for Progress: Realizing the Vision* and the *Master Plan.* These documents identify a number of performance goals, performance indicators, and key strategies that will serve as a map for this system to realize its educational mission. A review of these documents points to a number of counselor–related initiatives that should be incorporated into school counseling program plans:

- Encouraging high standards and rigorous course selection.
- Meeting Maryland School Assessment standards.
- Encouraging participation in PSAT, SAT, and Advanced Placement Testing.
- Supporting regular attendance.
- Forming partnerships in College Readiness initiatives with the Community College of Baltimore County to promote taking the Accuplacer, attending career fairs, and participating in Parallel Enrollment Program (PEP) courses on campus.
- Implementing instructional strategies that include multiculturalism and differentiation.
- Providing parents and guardians with strategies that support student learning.

- Strengthening communications between school and home to encourage school achievement.
- Contributing to the maintenance of a safe and orderly school environment.
- Implementing active character ethics education.
- Utilizing Student Support Teams to address the needs of students.
- Providing a continuum of support services through alternative education.
- Communicating to all students and parents the expectations of the *Student Handbook.*
- Assisting all students to meet the graduation requirements for the University System of Maryland or the Maryland career and technology education career completer requirements or both.
- Assisting students in danger of failure.
- Increasing participation in the Gifted and Talented programs.
- Developing with students a four-year plan of studies for all eighth graders using the Career Planning Profile.

The *Blueprint for Progress* and the *Master Plan*, along with information identified as key to a given school through the work of the School Improvement Plan, form the foundation of the development of a student needs-based school counseling program plan. Through the school counseling program plan, school counselors identify the targeted goals for their annual program, specify the intervention strategies they will employ to develop skills in students to attain these goals, and provide for both formative and summative assessments to demonstrate goals acquired or progress made toward them. It is the dual function of a school counseling program plan to organize and deliver services as well as clearly identify how these services are essential to the educational mission of the school in which they are provided.

Equity
A significant benefit that arises from the school counseling program planning process is the emergence of underserved student populations and their related needs. Professional school counselors are no strangers to the role of advocacy for students whose needs may be unrecognized or underappreciated.

Recent Federal legislation, the *No Child Left Behind Act of 2001,* identified categories of students whose needs must be addressed in educational planning and for which schools are to be accountable. In the process of developing a school counseling program plan, counselors are expected to conduct needs assessments, which identify student needs, and to design responsive activities and interventions to resolve those needs.

Another way that school counselors are working to ensure equity in services to all students is in the development of three sets of "School Counseling Non-Negotiables." In the past few years, teams of school counselors have been working with school counseling supervisors to draft three sets of services that school counselors guarantee will be provided to all students at specific grades and at specific levels in students' educational experiences. These non-negotiables are, in essence, general statements about what should be taking place in school counseling program designs in order to assure parents and students who may move from one school to another in this system with a continuity of experiences and targeted learnings. The non-negotiables are also expected to serve as a basic template for school counseling program plans.

The *Revised Essential School Counseling Program Guide* provides school counselors with a number of school counselor-developed K-12 classroom guidance lessons. The lessons were written by counselor writing teams to demonstrate how school counselors can promote inclusion of all learners through differentiated instruction. Several of the lessons actually label a variety of learning styles and instructional strategies for school counselors interested in using the lesson design as templates for writing their own differentiated lessons.

Resource Materials
The *Revised Essential School Counseling Program Guide (2006)* brings together a number of resources that have been developed since the first publication of this document in 1996. The purpose of the revision is not to replace the *Essential Guidance Program, PreK-12*; it is to compliment the document and the resources it has amassed. It is the intention of the Office of School Counseling Services to continue to distribute the original document for new school counselors as well as publish and distribute to all school counselors the *Revised Essential School Counseling Program Guide (2006)* as a compilation of school counseling resources and program development guide. It is envisioned that sections, as they develop in school counseling practice or staff development training, will be added to this binder.

The resources that are to be found within this document address a number of core school counseling functions:
- School counseling program planning –
  - Non-Negotiables – assurance of guaranteed services that will be provided by school counselors to all students at each level of their school experience.
  - New School Counseling Program Planning grids, including sections for the ASCA *National Standards* and the *Blueprint for Progress.*
  - Revised student indicators.
  - New sample needs assessments.
  - New program evaluation section with samples.
- Classroom Guidance Lesson Plans (K-12) based on Differentiated Instruction.
- Small Group Counseling Designs.
- Suggested Staff Development Activities.
- PowerPoint Presentation to School Counselors on –
  - School Counseling and the *Blueprint for Progress.*
  - School Counselors and Consultation with Parents and Teachers.

The Role of the Professional School Counselor as a Collaborator in the Delivery, Management, and Assessment of School Counseling Services
A central feature of the *ASCA National Model: a Framework for School Counseling Programs* (2002) is the four role concepts that imbue all efforts focused on the design and development of a school counseling program plan that serves all students – systemic change, advocacy, leadership, and collaboration. These role concepts are a compliment to recent research into school counseling reform conducted by the Education Trust through its *Transforming School Counseling Initiative* (1997)**.** The intent behind reform in school counseling is multiple:

- To identify and advocate for the needs of students who constitute underserved populations within the school community.
- To evaluate all school counseling services for their assessed impact on students and for their connection to and support of the school's educational mission to enhance the development of all students.
- To, through systemic change, remove the environmental and institutional barriers to students' academic success.
- To present school counselors to their professional colleagues as consultants on the students' development and collaborators in a team effort to enhance student growth.
- To position the school counselors as educational leaders who design, develop, deliver, and assess student needs-based school counseling program plans that serve all students in their schools.
- To use assessed data to demonstrate to educational stakeholders the impact of their services and adjust program delivery and management in light of data results.

The development of a comprehensive school counseling program plan is an exercise in leadership that all professional school counselors within this system are expected to demonstrate each school year. The *Revised Essential School Counseling Program Guide* (2005) is a new manual developed by BCBS school counselors and supervisors to assist in the completion of this task.

Relation of this Manual to the *Essential Guidance Program, PreK-12* (1996)

While the *Revised Essential School Counseling Program Guide* (2005) has a number of sections that are revisions of sections in the *Essential Guidance Program* (1996), there are a number of sections within the older document that still hold their own and should be consulted in the development of a school counseling program plan and in the delivery of classroom guidance lessons, K-12. The sections on school counseling goals, student indicator, scope and sequence, and related school counseling strategies still provide an effective template for the design of program planning grids. The hundreds of counselor-developed lesson plans present new school counselors with a broad variety of classroom guidance lessons disaggregated by instructional level and by school counseling goal. Care should be taken to adjust the lessons to reflect revised school counseling student indicators and differentiated instructional approaches.

The Elementary Program

Goal	Counseling	Consultation	Coordination	Advocacy	*Blueprint*
Academic	Individual • Barriers • Goal setting • Anxiety • School issues • Problem solving • Coping skills Group • Study skills • Test skills • ADHD • Goal setting • Retained students • New students Classroom guidance • School skills • Academic skills • Cooperation • Goal setting • Notebook organization • Magnet programs • Time management	Teachers • Checklists • Conferences with parents/families Teacher teams • Academic • Social/emotional • Retention/promotion conferences • Middle school placement Staff • Speech/language • Special education • Itinerant • ELL Student support staff • PPW • School psychologist • School social worker • Nurse SST IEP team IST	Parent/family nights • Academic program • Transition to middle school • Magnet program Special programs • Student of the week/month • Attendance Stars • Homework club Schoolwide programs • Character Education • PBIS Parent volunteers Summer school Assemblies 504 managers FBA	• GT Committee • Special education • Homeless liaison • Multicultural liaison • SIT • Adult mentoring • Magnet liaison • New programs • Equity • Access	Goal 1 Goal 2 Goal 4 Goal 6 Goal 7

The Elementary Program

Goal	Counseling	Consultation	Coordination	Advocacy	*Blueprint*
Career /Decision Making	Individual Group Classroom guidance • Career awareness • Community workers • Decision-making skills • Interests • College vocabulary and information	Teachers Teacher teams Staff Student support staff Parents/family Outside agencies Colleges	Career days Career fairs College visits Assemblies Speakers	College/post-secondary focus for all students	Goal 5 Goal 6
Personal/Social	Individual Group • Loss • Deployed parents • Divorce • Friendship • Bullies/Victims • Incarcerated parents • Cultural issues Classroom guidance • Conflict resolution • Anger management • Social skills • Teasing • Bully prevention • Peer pressure • *Personal Safety* Units	Teachers • Staff development Teacher teams Staff Parents/family • Information nights • Individual • Parenting group • Referrals • BCPS offices Student support staff Outside agencies • Referrals • Consultations After-school programs Student support staff	• Peer Mediation • Peer Helpers • Parent nights on behavior needs and child development needs (The Angry Child, Understanding ADHD) • Food drives, clothes drives • No-Name Calling Week, Red Ribbon Week • Child abuse and neglect trainings • Suicide prevention and awareness staff development	Developmental student needs at parent/family-teacher conferences	Goal 1 Goal 2 Goal 4 Goal 6

Goal	Counseling	Consultation	Coordination	Advocacy	*Blueprint*
Academic	Individual • Goal setting • Grades, attendance • Anxiety • Coping skills Group • Study skills • Organization • Test skills • ADHD • Goal setting • Retained students • New students Classroom guidance • Academic skills • LPI-learning styles • Cooperation • Goal setting • Notebook organization • Magnet programs • Time management • High school preparation • 4-year planning • Registration for high school	Teachers • Conferences with parents/family Teacher teams • Academic • Social/emotional • Student placement • Student promotion/ retention Staff • Special education • Special area • ELL Student support staff • PPW • School psychologist • School social worker • Nurse SST IEP team Attendance committee Transition programs • Elementary school • High school	Scheduling of new entrants Grade reporting Registration Transition meetings and visits Parent/family nights • Academic program • Transition to middle school • Transition to high school • Magnet program • College planning/ financial aid Special programs • Attendance Stars • Homework Doctor • Recommendations-AVID, Maryland's Tomorrow • Orientation to middle school visits to elementary school • Student-led conferences	• GT Committee • Special education • Homeless liaison • Multicultural • SIT • Adult mentoring • Magnet liaison • Equity and access • New programs	Goal 1 Goal 2 Goal 4 Goal 6 Goal 7
Academic	**Counseling**	**Consultation**	**Coordination** Schoolwide programs • Character Education • PBIS Grade 8 to 9 registration	**Advocacy**	*Blueprint* Page 12

The High School Program

Goal	Counseling	Consultation	Coordination	Advocacy	*Blueprint*
Academic	Individual • Goal setting • Grades, attendance • Personal issues • Coping skills • Anxiety management • Stress management Group • College concerns • Organization • Test skills • Goal setting • Retained students • New students • Stress reduction Classroom guidance • Academic/study skills • PSAT/SAT/AP • Learning styles • Cooperation • Goal setting • Time management • College preparation • 4-year planning • Registration	College representatives Career speakers Military representatives Teachers Parents/family Department chairs Leadership teams Teacher teams Staff • Special education • Special area • ELL Student support staff • PPW • School psychologist • School social worker • Nurse Special Education-accommodations for College Board Tech Prep teachers IEP teams Attendance committee Transition programs • middle school • college	Registration of all new entrants • Schedule • Grade/schedule changes • Course history College Board Programs; deliver and interpret/use data Scholarship/Awards College applications and recommendations College, career and military speakers/visits Schoolwide programs • Registration • PSAT preparation and interpretation • AP program development • 504 managers • Service learning coordination • Summer school registration • Night school registration	• New programs • Equity • Access • GT Committee • Special education • Homeless Liaison • Multicultural • SIT • Mentoring • AP inclusion • Minority issues • After-school programs	Goal 1 Goal 2 Goal 4 Goal 6 Goal 7
Academic					

The High School Program

Goal	Counseling	Consultation	Coordination	Advocacy	*Blueprint*
		Student placement Scheduling Parents/family Academic supports • Tutors • Businesses • Programs • Recommendations AVID, Maryland's Tomorrow, other programs	• Home and Hospital registration • School tutoring • Identification of students for scholarships and awards • Accuplacer • Parallel enrollment Parent/family nights • Academic programs (GT, honors, special programs) • Graduation requirements • College preparatory meetings o Financial aid o College night o College planning process Special programs • Orientation to high school visits to middle school Parent/family conferences		
Career /Decision Making	Individual Group	Teachers Teacher teams	College Readiness	College/post-secondary focus	Goal 5

The High School Program

Goal	Counseling	Consultation	Coordination	Advocacy	*Blueprint*
	Classroom guidance • Career awareness • Career clusters • Career folder • Decision-making skills • College and post-secondary training	Staff Parents/family Outside agencies Businesses Business Roundtable Colleges Post-secondary Institutions ABC-apprenticeships	Kuder Interest Inventory Parallel enrollment Partnership Career days Career fairs College visits CCBC days Assemblies Speakers	for all students	Goal 6
Personal/Social	Individual Group • Relationship • Minority issues • Depression • Disorders-eating, substance, self injury • Loss/Divorce • Cultural issues Classroom guidance • Conflict resolution • Anger management • Peer pressure • Risky behaviors • Suicide	Teachers Teacher teams Administrators Staff Parents/family • Information nights • Individual • Parenting group • Referrals Student support staff Outside agencies • Referrals • Consultations Outside mental health providers	Peer helpers Parent/family nights Child abuse and neglect trainings Suicide prevention staff development Staff development	Developmental awareness and needs Parent-teacher conferences After-school programs	Goal 1 Goal 2 Goal 4 Goal 5 Goal 6

College Board/College Counseling - Coordination of Services

	Middle School	Grade 9	Grade 10	Grade 11	Grade 12
College Board	College Ed	PSAT SAT On-line AP Courses* My Road	PSAT Accuplacer AP Courses* AP Potential SAT On-line My Road	PSAT SAT Accuplacer AP Courses SAT On-line My Road	SAT AP Courses SAT On-line My Road
BCPS	Rigorous Courses Coin/Target Career Magnet School Programs Advisory*	Rigorous Courses Magnet School Programs AVID* Smaller Learning Communities* Career & Technology JAGTC* Advisory*	Rigorous Courses PSAT/SAT Prep Courses SAT Summer Camp* Alternative Ed. (SAT Prep) Magnet School Programs Career & Technology AVID* Smaller Learning Communities* JAGTC* Advisory*	Rigorous Courses SAT Preparation Courses SAT Summer Camp* Alternative Ed. (SAT Prep) Parallel Enrollment Career & Technology Articulated Credits AVID* Smaller Learning Communities* JAGTC* Advisory*	Rigorous Courses Post-secondary Selection Senior Interviews Parallel Enrollment Career & Technology Articulated Credits AVID* Smaller Learning Communities* JAGTC* Advisory*
Counseling Strategies and Partnerships	Individual/Group Counseling Classroom Guidance Assessment Learning Styles Early College Awareness Career/College Resources Career Days/Speakers College Days Job Shadowing College Visits CCBC College Fairs 4-year Plans Parent Night Newsletters Electronic Reminders Counseling Web sites Educational Talent Search* Center for Talented Youth* Gear-Up* Nexus Grant Program* Great Expectations Grant*	Individual/Group Counseling Classroom Guidance PSAT Orientation/Interpretation Career/College Seminar* 4-year Plans Career/College Resources Career/College Days/Speakers College Visits CCBC College Fairs Parent Night Newsletters Electronic Reminders Counseling Web sites Maryland's Tomorrow* Educational Talent Search* Center for Talented Youth Upward Bound* Nexus Grant Program* Great Expectations Grant* JCC C4F - College Awareness Grant*	Individual/Group Counseling Classroom Guidance PSAT/SAT Interpretation AP Potential 4-year Plans Career/College Resources College Readiness Program Career/College Days/Speakers College Visits CCBC College Fairs College/Career Speakers College Planning Parent Nights Newsletters Electronic Reminders Counseling Web sites Maryland's Tomorrow* Educational Talent Search* Center for Talented Youth Upward Bound* Nexus Grant Program* Great Expectations Grant* JCC C4F - College Awareness Grant*	Individual/Group Counseling Classroom Guidance PSAT/SAT Interpretation ACT/TOEFL AP Potential Post-Secondary Planning Career/College Resources College Readiness Program College Readiness Courses (Reading/Writing/Math) Career/College Days/Speakers College Visits CCBC College Fairs College/Career Speakers College Application Parent Nights - Post-secondary Planning and Financial Aid Newsletters Electronic Reminders Counseling Web sites Division of Rehabilitative Services Maryland's Tomorrow* Educational Talent Search* Center for Talented Youth Upward Bound* Nexus Grant Program* Great Expectations Grant* JCC C4F - College Awareness Grant* ASVAB	Individual/Group Counseling Classroom Guidance SAT Interpretation ACT/TOEFL Post-secondary Decision-making and Application Process Interviews Financial Aid/Scholarships Career/College Resources College Readiness Program College Readiness Courses (Reading/Writing/Math) Career/College Days/Speakers College Visits CCBC College Fairs CCBC Student Admissions College/Career Speakers Parent Nights - Post-secondary Planning & Financial Aid Newsletters Electronic Reminders Counseling Web sites Division of Rehabilitative Services Maryland's Tomorrow* Educational Talent Search* Center for Talented Youth Upward Bound* Nexus Grant Program* Great Expectations Grant* JCC C4F - College Awareness Grant* ASVAB
GOAL	Awareness	Preparation	Preparation	Readiness	Performance

* offered at some BCPS high schools