

Chippewa Falls Area Unified School District

Comprehensive School Counseling Program Viewbook



**Based on the
Wisconsin Comprehensive School Counseling Model
&
American School Counseling Association National Model**

Developed by the *Chippewa Falls Area Unified School District Counseling Department*

**Chippewa Falls Area Unified School District
1130 Miles Street
Chippewa Falls, WI 54729**

www.cfsd.chipfalls.k12.wi.us

2009

Chippewa Falls Area Unified School District Counselors

Elementary Schools

Halmstad Elementary
Hillcrest Elementary
Jim Falls Elementary
Southview Elementary
Stillson Elementary
Parkview Elementary
Parkview Elementary

Sherry Jasper
Stacy Berg
Jennifer Sarauer
Sara Hagedorn
Judi Gunderman
Paula Millar
Heather Russell

Chippewa Falls Middle School

Counselor
Counselor
Counselor

Kara McClean
Elizabeth Pukrop
Julie Petersen

Chippewa Falls Senior High School

A – E Counselor
F – K Counselor
L – Q Counselor
R – Z Counselor

Debbie Stone
Sally Holldorf
Jenny Ebner
Brad Ewert

Chippewa Valley High School

Jenny Ebner

Chippewa Falls Area Unified School District School Counseling Program

Mission Statement:

The K-12 counseling department of the Chippewa Falls Area Unified School District is committed to guiding students through academic, personal/social and career development in their pursuit for excellence and preparation for an ever-changing global society.

Chippewa Falls Area Unified School District Comprehensive School Counseling Program And Standard “e”

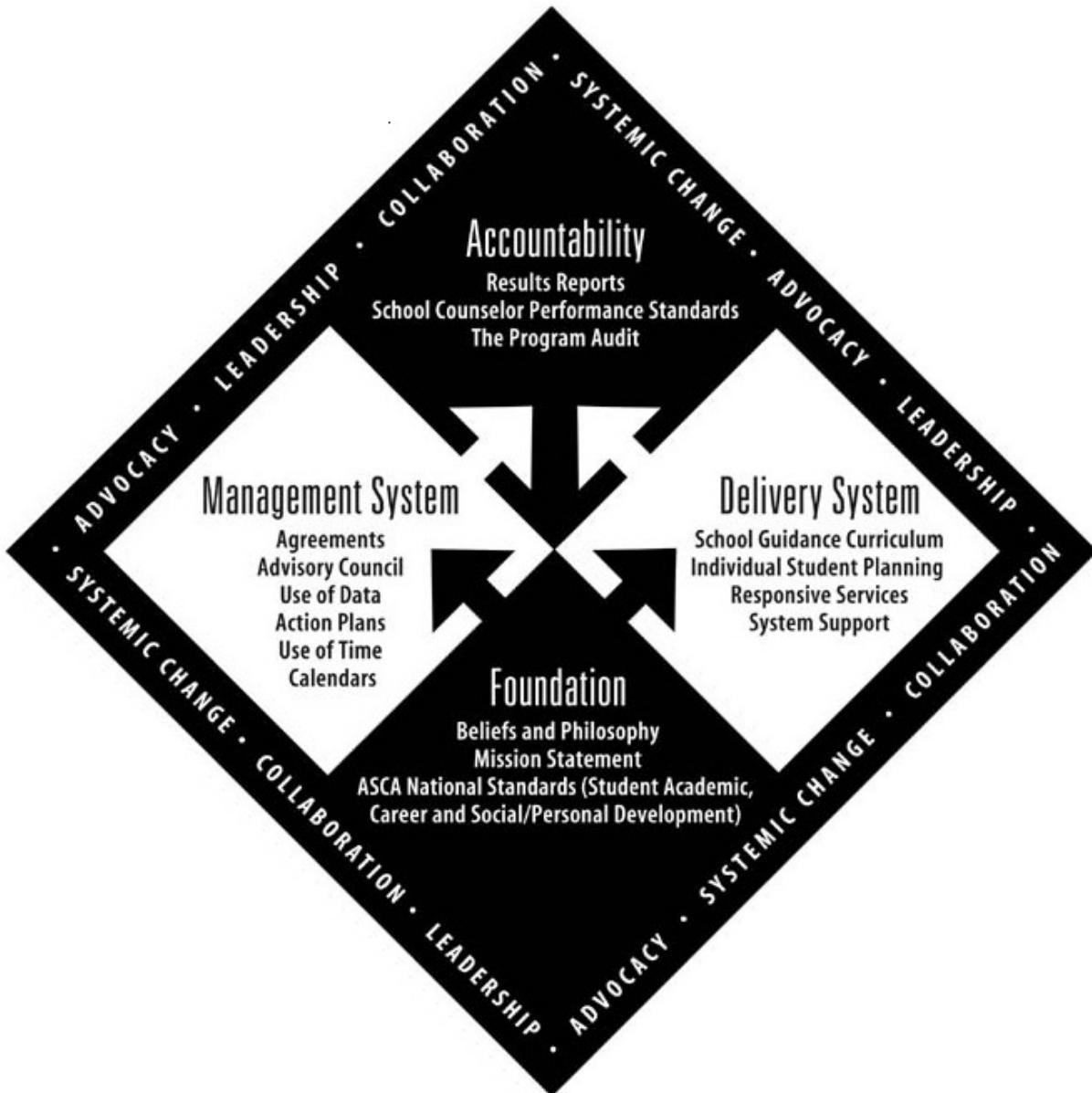
Administrative Rule

PI 8.01(2)(e). Each school district board shall provide a program of guidance and counseling services for all pupils, which meets all of the following requirements:

1. The school district shall maintain a school board approved plan for the provision of a program of guidance and counseling services.
2. The program shall be developmentally based and available to every pupil in every grade of the school district.
3. The program shall be
 - a. Systematically planned by licensed school counselors in collaboration with other licensed pupil services staff, teachers, parents and community health and human service professionals.
 - b. Provided by licensed school counselors in collaboration with other licensed pupil services staff, teachers, parents and community health and human service professionals.
4. The program shall provide developmentally appropriate educational, vocational, career, personal, and social information to assist pupils in problem solving and in making decisions.
5. The program shall include pupil appraisal, post-secondary planning, referral, research, and pupil follow-up activities.

Successful implementation and School Board approval of the Chippewa Falls Area Unified Comprehensive School Counseling Program satisfy the requirements of WI Administrative Rule PI 8.01(2)(e).

The Elements and Themes of a Comprehensive School Counseling Program



[®]American School Counselor Association (2003); *The ASCA National Model: A Framework for School Counseling Programs*. Alexandria, VA.

Vision for School Counseling*

Reaches Every Student

Comprehensive in Scope

School Counseling Model Academic Standards

- ◆ Academic Domain
- ◆ Career Domain
- ◆ Personal/Social Domain

Preventive in Design

Developmental in Nature

Integral Part of the Total Educational System

Includes a Delivery System

- School Counseling Curriculum
- Individual Student Planning
- Responsive Services
- System Support

School Counseling Curriculum

- Classroom activities
- Interdisciplinary curriculum development
- Group activities
- Parent Workshops

Individual Student Planning

- Individual or small group academic evaluation
- Individual or small group academic advisement
- Student and Parent Educational/Career Planning Conferences

Responsive Services

- Consultation
- Individual and small-group counseling
- Crisis counseling
- Referrals
- Peer facilitation

System Support

- Professional development
- Consultation, collaboration and teaming
- Program management and operation

Implemented by a DPI-Licensed School Counselor

Conducted in Collaboration for Student Achievement

Monitors Student Progress

Driven by Data

Seeks Improvement

Shares Successes

Benefits of School Counseling Programs*

Comprehensive school counseling programs positively impact students, parents, teachers, administrators, school boards and departments of education, school counselors, counselor educators, postsecondary institutions, pupil services personnel, business and industry, and the community. The benefits to each of these groups include the following:

- Students
 - Promotes a rigorous academic curriculum for all students.
 - Prepares students for the challenges of the 21st century through academic, career, and enhanced personal/social development.
 - Relates educational programs to future success.
 - Facilitates career exploration and development.
 - Develops decision-making and problem-solving skills.
 - Provides strategies for closing the achievement gap.
 - Assists in developing effective interpersonal relationship skills.
 - Provides advocacy for students.
 - Assures equitable access to educational opportunities.
- Parents
 - Provides support for parents in advocating for their child's academic, career, and personal/social development.
 - Develops a system for their child's long-range planning and learning.
 - Increases opportunities for parent/school interaction.
 - Enables parents to access school and community resources.
 - Provides training and informational workshops.
- School Counselors
 - Provides direct services to all students.
 - Ensures involvement in the academic mission of the school district.
 - Enhances the role of school counselor as a student advocate.
 - Provides a clearly defined role and function.
 - Provides a tool for program management and accountability.
 - Provides quality system support within the district.
- Teachers
 - Provides an interdisciplinary team effort to address educational needs.
 - Provides assistance to teachers in classroom management, teaching effectiveness, and affective education.
 - Provides consultation to assist teachers in their guidance role.
 - Promotes teaming to increase student achievement.
 - Increases collaboration between teachers and counselors.

- Administrators
 - Integrates school counseling with the academic mission of the school district.
 - Provides program structure with specific content.
 - Provides a program promoting student success.
 - Assists administration to use school counselors effectively to enhance learning and development of all students.
 - Provides a means of evaluating school counseling programs.
 - Monitors data for school improvement.
- School Boards
 - Provides rationale for implementing a comprehensive developmental counseling program in the school system.
 - Assurance that a quality counseling program is available to all students.
 - Supports appropriate credentialing and staffing.
 - Provides a basis for determining funding allocations for counseling programs.
 - Furnishes program information to the community.
 - Gives ongoing information about student competencies attained through school counseling program efforts.
 - Supports standards-based programming.
- Community
 - Provides increased opportunity for collaboration among counselors and business, industry, and the community as a whole.
 - Enhances the role of the counselor as a resource person.
 - Increases opportunities for business, industry, and the community to participate actively in the total school program.
 - Provides a potential work force with decision-making skills, pre-employment skills, and increased worker maturity.

* Adapted from The ASCA National Model.: A Framework for School Counseling Programs, American School Counselor Association, 2003.

Model Academic Standards for School Counseling

Standard H Students understand the relationship between educational achievement and career development		Content Standard	
Core Performance Standard	<i>By the end of grade 4 students will:</i>	<i>By the end of grade 8 students will:</i>	<i>By the end of grade 12 students will:</i>
	H.1 Attain educational achievement and performance levels needed to reach personal and career goals	H.1 Attain educational achievement and performance levels needed to reach personal and career goals	H.1 Attain educational achievement and performance levels needed to reach personal and career goals
Benchmarks	H.4.1.1 Learn to work together in a classroom setting	H.8.1.5 Develop an individual learning plan to enhance educational achievement and attain career goals.	H.12.1.1 Review and revise an individual learning plan to enhance educational achievement and attain career goals.

Academic Domain

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to successful learning in school and across the lifespan.

Standard B: Students will develop the academic skills and attitudes necessary to make effective transitions from elementary to middle school, from middle school to high school, and from high school to a wide range of postsecondary options.

Standard C: Students will understand how their academic experiences prepare them to be successful in the world of work, in their interpersonal relationships, and in the community.

Personal/Social Domain

Standard D: Students will acquire the knowledge, attitudes, and interpersonal skills to understand themselves and appreciate the diverse backgrounds and experiences of others.

Standard E: Students will demonstrate effective decision-making, problem-solving, and goal-setting skills.

Standard F: Students will understand and use safety and wellness skills.

Career Domain

Standard G: Students will acquire the self-knowledge necessary to make informed career decisions.

Standard H: Students will understand the relationship between educational achievement and career development.

Standard I: Students will employ career management strategies to achieve future career success and satisfaction.

Four Components of a Comprehensive School Counseling Program

School Counseling Curriculum	Individual Student Planning	Responsive Services	System Support
<p>Provides school counseling content in a systematic way to all students K-12.</p> <p>Purpose Student awareness, skill development, and appreciation of skills needed in everyday life.</p> <p>Areas Addressed:</p> <ul style="list-style-type: none"> ▪ Self Esteem Development ▪ Motivation to Achieve ▪ Decision Making, Goal Setting, Planning, and Problem Solving Skills ▪ Interpersonal Effectiveness ▪ Communication Skills ▪ Cultural Diversity ▪ Responsible Behavior ▪ Educational Planning ▪ Knowledge of Career Opportunities ▪ Knowledge of Post-Secondary Opportunities <p>Counselor Role</p> <ul style="list-style-type: none"> ▪ Structured groups ▪ Consultation ▪ School Counseling Curriculum Implementation 	<p>Assists students in planning, monitoring, and managing their personal and career development.</p> <p>Purpose Student educational and career planning, decision making, and goal setting.</p> <p>Areas Addressed:</p> <p>Educational</p> <ul style="list-style-type: none"> ▪ Acquisition of Study Skills ▪ Awareness of Educational Opportunities ▪ Appropriate Course Selection ▪ Lifelong Learning ▪ Utilization of Test Data <p>Career</p> <ul style="list-style-type: none"> ▪ Knowledge of Career Opportunities ▪ Knowledge of Post-Secondary Options ▪ Need for Positive Work Habits <p>Personal-Social</p> <ul style="list-style-type: none"> ▪ Development of Healthy Self-Concepts ▪ Development of Adaptive and Adjustive Social Behavior <p>Counselor Role</p> <ul style="list-style-type: none"> ▪ Assessment ▪ Planning ▪ Placement 	<p>Address the immediate concerns of students.</p> <p>Purpose Prevention and intervention.</p> <p>Areas Addressed:</p> <ul style="list-style-type: none"> ▪ Academic Concerns ▪ School Related Concerns <ul style="list-style-type: none"> ◆ Tardiness ◆ Absences and Truancy ◆ Misbehavior ◆ School Avoidance ◆ Drop-out Prevention ▪ Relationship Concerns ▪ Abuse Issues ▪ Grief, Loss, Death ▪ Substance Abuse ▪ Sexuality Issues ▪ Coping with Stress <p>Counselor Role</p> <ul style="list-style-type: none"> ▪ Individual and Small Group Counseling ▪ Consultation ▪ Referral 	<p>Includes program, staff and school support activities.</p> <p>Purpose Program delivery and support.</p> <p>Areas Addressed:</p> <ul style="list-style-type: none"> ▪ School Counseling Program Development ▪ Parent Education ▪ Teacher/Administration Consultation ▪ Staff Development for Educators ▪ School Improvement Planning ▪ Professional Development ▪ Research and Publishing ▪ Community Outreach ▪ Public Relations <p>Counselor Role</p> <ul style="list-style-type: none"> ▪ Program Management ▪ Consultation ▪ Coordination

Adapted from [Developing and Managing Your School Guidance Program](#) by Norman C. Gysbers, Ph.D.

Chippewa Falls Area Unified School District Elementary School Comprehensive School Counseling Program

Academic		Personal/Social		Career	
School Counseling Curriculum	Individual Student Planning	Responsive Services	System Support		
People Skills	Building Assistance Team	Behavior Management	Building Assistance Team		
Managing Conflict	Crisis Response Plan	Conflict Management	Explorer Program		
Wellness and Resiliency	4 th Grade Planning Conferences	Individual Counseling	Mentor Program		
Working with Others; Respect	Attendance/ Truancy	Small Group Counseling	Consulting with Community Resource Agencies		
Understanding Diversity	Academic Support/Individual Learning Plans	New Student Transition	Kindergarten Orientation		
Life Long Learning Study Skills Responsibility	Review of Records		Protective Behaviors		
			Middle School Transition		
			Testing and Assessment		

Chippewa Falls Area Unified School District

Middle School

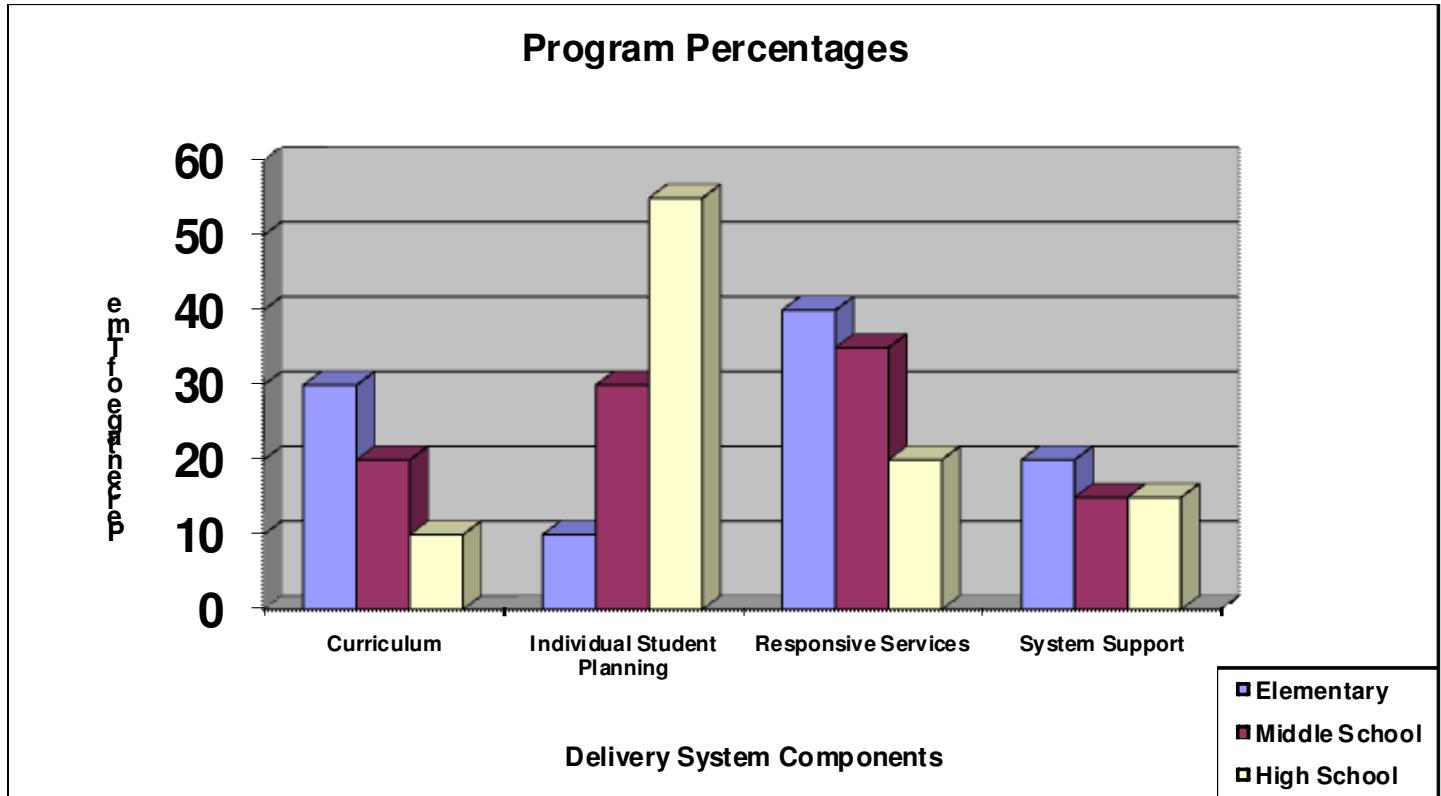
Comprehensive School Counseling Program

Academic		Personal/Social		Career	
School Counseling Curriculum	Individual Student Planning	Responsive Services	System Support		
Career Exploration and Assessments	<u>Academic Support</u> Study Skills Goal Setting Course Selection	Crisis Counseling Individual Counseling Referrals	Community Consultation and Collaboration	IEP Meetings	
Learning Styles Multiple Intelligences Right/ Left Brain	Attendance/Truancy		Mentor Program		
Project Alert AODA Prevention	Individual Learning Plans	<u>Student Assistance Groups (SAP)</u>	Professional Development		
Protective Behaviors	Review of Records	ADD/ADHD Anger Management Concerned Persons (AODA)	Program Evaluation		
Second Step	<u>Student/ Parent Conferences</u> 6 th grade	Tobacco Changing Families Coping w/ Illness Da Guys Girl Power Grief Jail/Prison Military Children Sib Shop Stress 6% (minority)	Program Management	Student Intervention Team Meetings	
TA Curriculum	Test Implementation				
<u>Transition</u> Grade 5 to 6 Grade 8 to 9	New Student Orientation		Community Boards		

Chippewa Falls Area Unified School District High School Comprehensive School Counseling Program

Academic	Personal/Social	Career	
School Counseling Curriculum	Individual Student Planning	Responsive Services	System Support
<u>Career Planning</u> Noviance-DWYA <u>CareerCruising</u> <u>WISCareers</u>	Academic Support Attendance/Truancy Financial Aid and Scholarships	Crisis Counseling Individual Counseling Referrals	At Risk Monitoring and programming <u>Consultation/Collaboration</u> Team Meetings IEP Meetings
<u>Student/Parent Conferencing</u> Planning Guides Volunteer Guides <u>Transition</u> 8 th Grade Tours	<u>Individual Advisement</u> Career exploration Course selection Job shadows College Tours <u>Student/Parent Conferencing</u> 10 th Grade (spring) 12 th Grade (fall) <u>Test Interpretation</u> PLAN/ACT PSAT/SAT WKCE ASVAB Youth Options	<u>Regular Education</u> Accommodation Plans <u>Support Groups</u> Aftercare Insight Concerned Person Eating Disorders or Good Grief as needed	<u>Parent Offerings</u> Freshmen Orientation Night Junior Parent Night Financial Aid Night Professional Development <u>Program Evaluation and Management</u> Representation on Community Boards <u>Student Interventions</u>

Chippewa Falls Area Unified Program Percentages



Delivery System Components	Elementary	Middle	High
School Counseling Curriculum	30%	20%	15%
Individual Student Planning	10%	30%	50%
Responsive Services	40%	35%	20%
System Support	20%	15%	15%
Total	100%	100%	100%

Acknowledgements

The Chippewa Falls Area Unified School District School Counselors would like to thank our current administration, school board and community for allowing us to continue to develop our comprehensive school counseling program. We have had the opportunity to be trained in Level II by Joanne Quick, and several of us attended a two day workshop given by the co-author of our ASCA National Model, Trish Hatch last spring.