

CLAY COUNTY DISTRICT SCHOOLS



2024-2025

SCHOOL COUNSELING DISTRICT PLAN



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Note: [Florida Statute 1006.25](#) requires each district to develop and implement a district guidance program.

SCHOOL COUNSELING

Vision

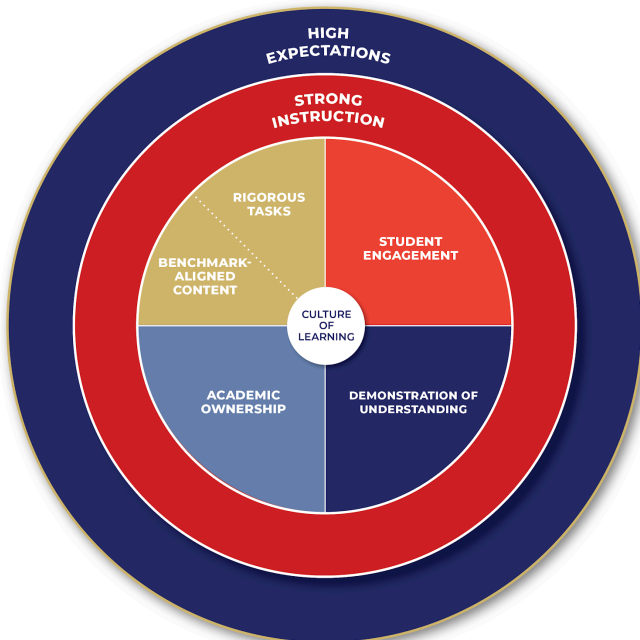
Clay County students will be empowered to develop resiliency and interpersonal skills with the ability to problem solve, self advocate, and overcome adversity to achieve their postsecondary goals and make positive contributions to the world around them.

Mission

Our mission as School Counselors is to implement a comprehensive school counseling program centered on building awareness resources and opportunities and resilience skills while modeling positive behaviors, fostering a culture of positivity and making meaningful connections to empower every student's journey towards success.

Clay County Counselors Program Beliefs

- All students are unique and worthy of dignity and respect.
- All students have the ability to learn and grow towards their full potential with supportive relationships and intentional instruction.
- All students learn optimally when educational stakeholders foster positive relationships, communications, and resiliency.
- School Counselors are integral collaborators, partners, and leaders in ensuring student engagement and success.
- School Counselors utilize process, perception, and outcome data to plan, manage, deliver, and evaluate their comprehensive school counseling program to improve student learning and life skills attainment.
- School Counselors abide by professional and ethical guidelines to help make informed decisions and assist students in maximizing their unique potential.



Alignment with District Instructional Vision

A comprehensive, data driven school counseling program supports students by providing the instruction, interventions and resources students need to meet high expectations, remain engaged, take ownership of their learning, and set future goals.

Centered on the belief of creating a culture of learning, a comprehensive school counseling program requires the involvement of all stakeholders to collaborate and establish a variety of learning opportunities both within and outside of the classroom.

Certified School Counselors

Certified School Counselors are vital members of the education team who improve and maximize student success by implementing a comprehensive school counseling program. They provide instruction, interventions and resources to all students in the areas of foundational academic skills, career development, mental health, and resiliency in alignment with Florida’s Resiliency Initiative. “Our goal is to equip students with the skills that will help them learn to persevere through life’s inevitable challenges” - Casey DeSantis. School Counselors are instructional professionals who help all students apply academic strategies, recognize and regulate emotions and apply interpersonal skills, and plan for post secondary opportunities (higher education, military, or work force).

Shift from Guidance Counselor to School Counselor

Historically, the term “guidance counselor” was used to refer to counselors working in the schools. The primary role of a guidance counselor was to provide vocational assessments



and guidance for students. Their services were considered an optional resource for students. In 2013, Florida Legislation

[CS/CS/HB 801](#) officially changed the title from guidance counselor to “Certified School Counselor.” A School Counselor ensures that school and student data is used to provide comprehensive services for all students through the use of core curriculum, responsive intervention services and access to community resources.

DEFINE

Standards Based School Counseling

School Counselors work within their professional standards to provide instruction that supports students' success. Utilizing identified student mindset and behavior standards ensures that school counselors’ instruction emphasizes what students should learn as a result of participating in the school counseling program. School Counselors develop measurable instructional goals based on identified needs of their student population and implement instruction based on those needs. Instruction is delivered through structured activities,

SCHOOL COUNSELOR	GUIDANCE COUNSELOR
PROACTIVE School counselors take a comprehensive approach to student success. Current school counseling includes aspects of social, emotional, behavioral, mental wellness and career development.	REACTIVE Guidance counselors take on limited roles in lives of students, such as performing guidance in post-graduation planning and vocational opportunities.
ACCOUNTABILITY MEASURES Impact measured via achievement, attendance and behavior data.	NO REAL ACCOUNTABILITY Impact measured via feelings and perceptions.
PROGRAM FOR ALL School counselors take a role in developing and selecting curriculum that are meant to apply to all students. School counselors work with all stakeholders to help students.	PROGRAM FOR SOME Guidance counselors generally worked in isolation and did not have a curriculum that accommodated students with specific needs.
ESSENTIAL ROLE IN THE SCHOOL IMPROVEMENT PROCESS School counselors are school leaders who develop, manage, and evaluate a comprehensive school counseling program.	BACKSEAT ROLE TO SCHOOL IMPROVEMENT PROCESS Guidance counselors have no influence and responsibility for the whole school.

strategies, or units presented systematically through classrooms, groups, and school-wide events. School Counselors present information to students, team with teachers, and support teachers with materials and classroom activities to provide access to the standards and competencies.

Florida School Counseling Professional Standards (6A-5.079)

Florida legislation was adopted in June 2023 to specifically establish the professional expectations for School Counselors. These standards inform the foundation of school counseling programs, professional learning and School Counselor evaluation systems.

Standard one (1): Professional, Legal, and Ethical Expectations. School Counselors act ethically and according to professional standards to promote the academic success and well-being of all students. School Counselors:

1. Hold self accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, F.A.C., and adhere to guidelines for student welfare pursuant to Section 1001.42(8), F.S., the rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S., local school board, and governing board policies;
2. Adhere to the state and federal legal rights of students and parents or guardians with regard to student records per Rule 6A-1.0955, F.A.C.; and
3. Seek opportunities for professional learning applicable to the role of a School Counselor.

Standard two (2): Data-Driven Planning. Effective School Counselors utilize resources including available school data to guide decision making and counseling services. School Counselors:

1. Gather and synthesize data from a variety of sources to inform the School Counseling Program;
2. Communicate data from a variety of sources to students and parents or guardians; and
3. Apply appropriate use of data and technology in supporting student learning and development.

Standard three (3): School Counseling Program. Effective School Counselors develop, implement, and evaluate programs that cultivate a school environment that promotes the academic success and well-being of all students. School Counselors:

1. Apply evidence-based strategies that promote academic success; career readiness; and resiliency education, civic and character education, and life skill education as defined in Rule 6A-1.094124, F.A.C.
2. Apply principles and practices of crisis planning, response, and preventative programs;
3. Apply practices for identifying and closing gaps in student achievement; and
4. Apply strategies for progress monitoring and sharing School Counseling Program outcomes.

Standard four (4): Consultation, Collaboration, and Coordination. Effective School Counselors utilize multiple means of communication to promote the academic success and well-being of all students. School Counselors:

1. Model and support respectful collaboration practices between school leaders, parents or guardians, district and school personnel and community partners;
2. Maintain high visibility and accessibility, and actively listen to and respond to parents or guardians, students, district and school personnel and community partners;

3. Recognize parents or guardians, students, district and school personnel and community partners for contributions and engagement that enhance the school community; and
4. Utilize appropriate technologies and other forms of communication with parents or guardians, students, district and school personnel and families on student expectations and academic performance.
5. Utilize state, local school board, and governing board policies and procedures to make appropriate community based referrals.
6. Apply effective methods and skills for coordinating with community partners in the implementation of a school counseling program.

Standard five (5): Counseling Services. Effective School Counselors provide direct and indirect services that support the safety, mental health, and well-being of all students. School Counselors:

1. Apply counseling skills when delivering evidence-based, direct services to individual students and groups;
2. Assist with the provision of resiliency education, civic and character education, and life skill education in the classroom setting; and
3. Apply verbal de-escalation strategies to assist in the response and support of students in a crisis situation.

Standard six (6): Academic Advising and Planning. Effective School Counselors cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students.

1. Promote awareness of student progression, assessment requirements, appropriate educational placement, and high school graduation requirements;
2. Assist all students with developing a path to effectively prepare for secondary and postsecondary educational and employment opportunities;
3. Provide all students with opportunities for academic enrichment; and 4. Support students who are identified as academically at-risk.

Standard seven (7): Career Development and Postsecondary Planning. Effective School Counselors provide opportunities for all students to develop the behaviors necessary to learn work-related skills, resilience, perseverance, an understanding of lifelong learning as a part of long-term career success, the value of volunteerism and mentorship, and a strong work ethic. School Counselors:

1. Promote awareness of application and admission processes for various postsecondary options, including financial resources such as the Free Application for Federal Student Aid and Florida Financial Aid Application for all students and families;
2. Apply school counseling strategies and activities that address students' college and career readiness across developmental levels, including decision-making approaches for students in various stages of career development;
3. Apply procedures of formal and informal career inventories and data-driven methods for evaluating students' college and career readiness;
4. Apply college and career readiness counseling services and schoolwide approaches across all levels that promote lifelong learning and career success;
5. Utilize resources that provide students with personalized information about postsecondary and career and technical educational opportunities and sources of financial assistance; and
6. Apply counseling services to address the challenges experienced by students.

Recommended School Counseling Roles & Responsibilities

Student needs at each developmental level vary greatly and the roles and responsibilities of School Counselors should be geared towards those needs and circumstances. Clay County School Counseling Specialists work with school administration and School Counselors to coordinate with each school's specific needs when determining the roles and responsibilities of School Counselors. Utilizing this information, a common set of recommended roles and responsibilities have been established for each level. Specifics at each school may vary and are ultimately determined by the school principal.

[Elementary School Counseling Roles & Responsibilities](#)

[Junior High School Counseling Roles & Responsibilities](#)

[High School Counseling Roles & Responsibilities](#)

While each school site is unique and school counselors' specific duties will vary from school to school, it is imperative that the expertise of school counselors be utilized in the most direct manner to provide support for students. Allowing school counselors to focus on program aligned duties ensures that their certified and specialized skills are best used for student success and allows all students to have access to their services.

STRATEGIC USE OF SCHOOL COUNSELORS		
	Program-Aligned Activities	Unaligned Activities
TESTING	<ul style="list-style-type: none"> ✓ Facilitate small groups around test anxiety and test taking strategies ✓ Checking in on students prior to taking an assessment to make sure that they are ready to take the test ✓ Collaborating with administrators around global testing schedules to ensure that students receive all necessary supports during testing ✓ Supporting a positive school environment during testing ✓ Communicating with parents and students about the importance and implications of specific assessments 	<ul style="list-style-type: none"> ✗ coordinating local, statewide, and/or standardized testing programs (FAST, SAT, PSAT, AP, ACT, etc.) ✗ proctoring standardized assessments above the same fair share amount of time as any other instructional personnel
DATA ENTRY	<ul style="list-style-type: none"> ✓ Electronically document all school counselor-student conferences ✓ Maintain risk assessment and IERS reporting documentation ✓ Review transfer records to ensure proper student placement ✓ Audit student schedules to ensure promotion and graduation requirements 	<ul style="list-style-type: none"> ✗ coordinating paperwork and data entry of all new students ✗ building the school master schedule or maintaining scheduling records ✗ serving as a data entry clerk for transcripts, grades, test scores, and other student records

SPECIAL PROGRAMS	<ul style="list-style-type: none"> ✓ School Counselors provide short-term evidenced based counseling to build student skills in resiliency, academic achievement, and life skills ✓ Collaborate with case managers to advocate for student needs and provide any necessary updates ✓ School Counselors are vital contributing members to a variety of school based leadership teams 	<ul style="list-style-type: none"> ✗ providing therapy or long-term counseling in schools to address psychological disorders ✗ coordinating ESE referral documents, 504 plans, ESOL plans, student success teams, and school attendance team meetings ✗ serving as the Local Education Agent (LEA)
ADDITIONAL DUTIES	<ul style="list-style-type: none"> ✓ School Counselors may attend parent-teacher conferences when needed to share specific knowledge and information ✓ Provide follow-up support to students post disciplinary actions as appropriate ✓ School Counselors play an important role within the multi-tiered system of supports for students ✓ Connect families with community resources as needed ✓ Collaborate with school social workers to support the needs of students and their families 	<ul style="list-style-type: none"> ✗ duties above the same fair share amount of time as any other instructional personnel ✗ coordinating parent teacher conferences for standard collaboration and communication between stakeholders ✗ performing disciplinary actions or assigning discipline consequences ✗ providing substitute coverage above fair share ✗ serving as the Intervention Team Facilitator ✗ coordinating student and family outreach services such as Toys for Tots, Angel Tree, Food Drives, etc.

Student Standards

School Counselors provide instructional opportunities for all students to develop the mindsets and behaviors necessary to learn work-related skills, resilience, perseverance, an understanding of lifelong learning as a part of long-term career success, the value of volunteerism and mentorship, and a strong work ethic (Florida Statute [6A.-5.079](#)). School Counselors will align program instructional goals with the ASCA Student Standards: Mindsets and Behaviors for Student Success.

Category 1: Mindset Standards

School Counselors encourage the following mindsets for all students.

- M 1.** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- M 2.** Sense of acceptance, respect, support and inclusion for self and others in the school environment
- M 3.** Positive attitude toward work and learning
- M 4.** Self-confidence in ability to succeed
- M 5.** Belief in using abilities to their fullest to achieve high-quality results and outcomes
- M 6.** Understanding that postsecondary education and lifelong learning are necessary for long-term success

Category 2: Behavior Standards

Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.

Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Critical thinking skills to make informed decisions	B-SMS 1. Responsibility for self and actions	B-SS 1. Effective oral and written communication skills and listening skills

B-LS 2. Creative approach to learning, tasks and problem solving	B-SMS 2. Self-discipline and self-control	B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them
B-LS 3. Time-management, organizational and study skills	B-SMS 3. Independent work	B-SS 3. Positive relationships with adults to support success
B-LS 4. Self-motivation and self-direction for learning	B-SMS 4. Delayed gratification for long-term rewards	B-SS 4. Empathy
B-LS 5. Media and technology skills to enhance learning	B-SMS 5. Perseverance to achieve long- and short-term goals	B-SS 5. Ethical decision-making and social responsibility
B-LS 6. High-quality standards for tasks and activities	B-SMS 6. Ability to identify and overcome barriers	B-SS 6. Effective collaboration and cooperation skills
B-LS 7. Long- and short-term academic, career and social/emotional goals	B-SMS 7. Effective coping skills	B-SS 7. Leadership and teamwork skills to work effectively in diverse groups
B-LS 8. Engagement in challenging coursework	B-SMS 8. Balance of school, home and community activities	B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary
B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias	B-SMS 9. Personal safety skills	B-SS 9. Social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participation in enrichment and extracurricular activities	B-SMS 10. Ability to manage transitions and adapt to change	B-SS 10. Cultural awareness, sensitivity and responsiveness

Category 1: Mindsets Standards - Includes standards related to the attitudes or beliefs students have about themselves in relation to academic work.

Category 2: Behavior Standards - These standards include behaviors commonly associated with being a successful student. These behaviors are visible, outward signs a student is engaged and putting forth effort to learn. These behaviors are grouped into three subcategories.

- **Learning Strategies:** Processes and tactics students employ to aid in the cognitive work of thinking, remembering, or learning
- **Self-management Skills:** Continued focus on a goal despite obstacles (grit or persistence) and avoidance of distractions or temptations to prioritize higher pursuits over lower pleasures (delayed gratification, self-discipline, self-control)
- **Social Skills:** Acceptable behaviors that improve social interactions, such as those between peers or between students and adults

PLAN

Program Planning

School Counselors plan instruction and interventions based on students' developmental needs and use school-wide data to determine the priority of students' needs within their school. A comprehensive school counseling plan recognizes that a tiered approach to implementation ensures that each student's needs are met and students have equal access to instruction within the school counseling program.

School Counselors use program focus and planning tools to guide the design and implementation of a comprehensive school counseling program. Program Planning includes:

- Plan and coordinate delivery of Tier 1 instruction
- Plan and schedule small group counseling
- Maintain a shared school counseling calendar
- Establish procedures for students and stakeholders to refer for school counseling services
- Collect and analyze data to identify school and student needs
- Meet with administration at least twice annually to address program goals and interventions related to school improvement plan and district directives
- Communicate with stakeholders about school counseling services and supports

Comprehensive Program Calendars

School Counselors, in coordination with district School Counseling Specialists, have established a common comprehensive program calendar. This ensures that developmentally appropriate instruction and resources are provided equally from school to school and common instruction is accessible to all students.

[Elementary Comprehensive Program Calendar](#)

[Junior High Comprehensive Program Calendar](#)

[High School Comprehensive Program Calendar](#)

Use of Data

The Comprehensive School Counseling Program is data-driven. The use of data to effect change within the school system is integral to ensuring that every student receives the benefits of the school counseling program. School Counselors should show that activities implemented as part of the school counseling program were developed from a careful analysis of student needs, achievement, and related data.

Using data enables School Counselors to work in tandem with building administrators and faculty to close achievement gaps. When School Counselors work with the same school-based data as their colleagues, they share accountability for student outcomes and contribute to moving critical data elements in a positive direction.

Type of Data	Description	Examples
Process Data	<ul style="list-style-type: none"> ★ Number of participants involved ★ Number of activities, lessons, or sessions ★ Length of time 	30 students participated in six 45-minute classroom lessons
Perception Data	<ul style="list-style-type: none"> ★ Administered to students and provides self-reported data from students ★ Measures student change in knowledge, attitudes and skills through the lens of Florida School Counseling Framework standards. 	<p>88% of the fourth-graders have written a goal using the SMART goal format</p> <p>88% of the second-graders can name two techniques to calm down after becoming angry</p>
Outcome Data	<ul style="list-style-type: none"> ★ Impact on student achievement, attendance or discipline 	<p>Attendance</p> <p>Discipline Referrals</p> <p>Mental Health Referrals</p> <p>Promotion/Graduation Rates</p> <p>Reading Levels</p> <p>Standardized Assessment Scores</p>

Benefits of a Comprehensive School Counseling Program

Benefits for Students	Benefits for Families
<ul style="list-style-type: none"> ● Monitors data to facilitate student improvement ● Problem solves strategies for students needing more assistance and closing the achievement gap ● Promotes a rigorous academic curriculum for every student ● Encourages commitment to learning through regular attendance and engagement with learning ● Ensures student access to the school counseling program ● Ensures equitable access to educational opportunities ● Fosters advocacy for students ● Promotes positive peer relations and collaboration opportunities ● Supports development of skills to increase student success 	<ul style="list-style-type: none"> ● Provides support in advocating for their children's academic, career, and resiliency skills. ● Supports partnerships in their children's learning and career planning ● Promotes relationships to ensure postsecondary planning and advisement ● Invites access to school and community resources ● Provides training and informational workshops ● Connects to community and school-based services for additional resources ● Provides data for continuous information on student progress
Benefits for Teachers	Benefits for Administrators
<ul style="list-style-type: none"> ● Promotes an interdisciplinary team approach to address student needs and educational goals 	<ul style="list-style-type: none"> ● Aligns the school counseling program with the school's academic mission

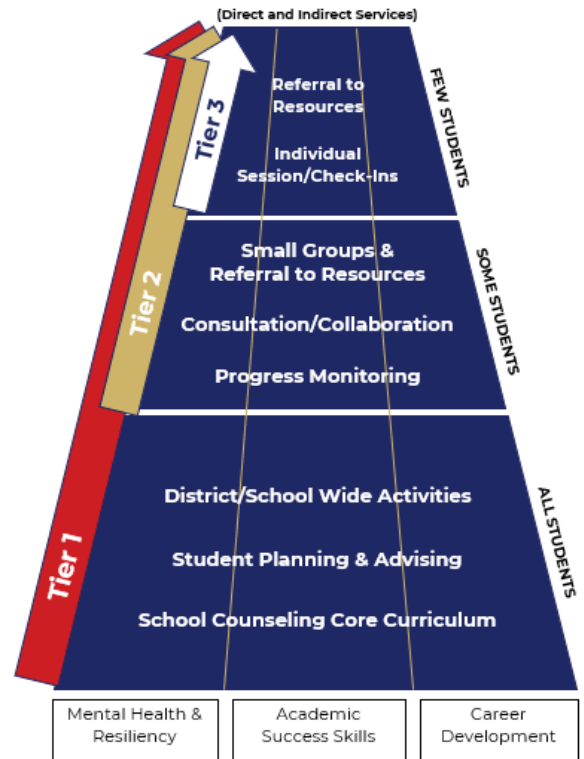
<ul style="list-style-type: none"> Increases collaboration and fosters consultation between School Counselors and teachers Supports development of classroom management skills Provides a system for co-facilitation of classroom lessons and prevention programs Promotes positive school climate Analyzes data to improve school climate and student achievement 	<ul style="list-style-type: none"> Articulates a process for evaluating a school counseling program Uses data to jointly develop school counseling goals and School Counselor responsibilities Provides a proactive school counseling curriculum addressing the students' needs, enhancing school climate, and reducing behavioral concerns
Benefits for the Community	Benefits for School Counselors
<ul style="list-style-type: none"> Increases opportunities for business, industry, and labor to actively participate in the school Builds collaboration, which enhances a student's postsecondary success Connects business, industry, and labor to students and families Provides a workforce with a stronger academic foundation 	<ul style="list-style-type: none"> Defines responsibilities within the context of a school counseling program Minimizes non-school counseling program activities to improve student access to beneficial services Supports access to every student Provides a tool for program management, implementation, and accountability Recognizes School Counselors as leaders, advocates, and change agents Ensures the school counseling program's contribution to the school's mission

DELIVER

Multi-Tiered Approach to Student Instruction & Intervention

To support students, School Counselors use the Multi-Tiered System of Support (MTSS) as a comprehensive framework to address the needs of all students within the educational system. This framework of service delivery ranges from preventive services and programs for all students to more intensive services for select students based on need.

MTSS uses a three-tiered system of increasingly intensive interventions that are comprehensive in scope, preventative in design, and developmental in nature. School Counselors incorporate this framework into their comprehensive school counseling program to ensure that mindset and behavior standards are addressed equitably, and specific needs are addressed intentionally through targeted interventions covering mental health and resiliency, academic success skills, and career development.



TIER 1

Mental Health & Resiliency	Academic Success Skills	Career Development
<p>Coordinate schoolwide programs and presentations promoting mental health awareness for families, students and staff on stigma reduction, suicide prevention, trauma-informed practices, and adverse childhood experience</p> <p>Teach classroom instruction on life skills (self-awareness, self-management, resiliency, relationship skills, conflict resolution, and decision making)</p> <p>Foster relationships with parents/caregivers, support staff, mentors and community agencies</p> <p>Utilize schoolwide early warning systems to identify students who are disconnected, disengaged, reporting need for support, and/or exhibiting at-risk behaviors</p>	<p>Coordinate schoolwide programs and presentations that promote focusing on key academic behaviors; such as, time management, setting goals, note taking, study skills, understanding your learning style, establishing successful routines, memory techniques and more</p> <p>Teach classroom instruction on executive functioning and academic success skills</p> <p>Foster relationships with community partners and mentors who can engage with students to develop academic skills</p> <p>Assist teachers with developing classroom techniques to improve academic success skills</p>	<p>Coordinate schoolwide programs and presentations that promote career awareness through a variety of means; such as, career fairs, guest speakers, online career resources, etc.</p> <p>Teach classroom instruction on using self-assessment tools (career interest inventories, work values, and aptitude assessments) to explore a variety of career fields</p> <p>Teach classroom instruction on understanding the world of work and how career pathways can be developed</p> <p>Foster relationships with community partners to provide students with access to job shadowing, internships, apprenticeships and summer programs related to career exploration</p>

TIER 2

Mental Health & Resiliency	Academic Success Skills	Career Development
<p>Develop and utilize responsive interventions such as student safety plans, check-in and check-outs, behavior plans, peer to peer support, trauma-informed approaches, etc.</p> <p>Provide individual/small group short term evidenced-based counseling to build skills related to resiliency, coping strategies and self-management</p> <p>Consult/collaborate with support providers (e.g. nurses, school psychologists/social workers)</p> <p>Monitor student's progress during and after interventions</p> <p>Refer to outside resources as appropriate</p>	<p>Monitor students' academic progress and develop responsive interventions to assist small groups of students or particular classrooms that need additional instruction in academic success skills</p> <p>Work with school community to ensure students have access to mentoring/tutoring services and academic enrichment opportunities</p> <p>Consult with teachers, administrators and other school support staff to ensure all demographic groups have access to the academic support services they need</p> <p>Provide individual/small group short term evidenced-based counseling to support academic success skills</p>	<p>Coordinate grade-level appropriate career workshops and presentations to increase awareness of careers and the steps needed to start a career pathway</p> <p>Coordinate student and parent sessions on the specific processes needed by high school students to apply to and prepare for post-secondary programs (FAFSA, College Applications, Scholarships, etc.)</p>

TIER 3		
Mental Health & Resiliency	Academic Success Skills	Career Development
<p>Conduct crisis response assessments using crisis management protocols</p> <p>Provide crisis counseling and short-term solution-focused individual counseling</p> <p>Consult/collaborate with support providers (e.g. nurses, school psychologists, social workers) and community agency partners to facilitate student's transition and/or return to school</p> <p>Apply and reinforce trauma-informed practices</p> <p>Refer student and family to school-based mental health clinician or community agency partner(s) or for chronic mental/behavioral health related issues</p> <p>Monitor student progress during intervention and post-intervention services</p>	<p>Provide short-term counseling sessions focused on developing academic success skills</p> <p>Coordinate check-in monitoring systems to help students feel supported and have access to additional support as needed</p> <p>Coordinate with MTSS team when needed for additional academic support</p>	<p>Discuss with individual students their career interests and steps to prepare as they progress through K-12 (influence of class selection and extracurricular opportunities)</p> <p>Provide students with specific recommendations for community programs, service and scholarship opportunities based on their post-secondary goals</p>

Direct Services

Direct student services of the school counseling program include activities that help students attain the Mindsets and Behaviors to improve student achievement, attendance and discipline. Direct student services are delivered in several ways: instruction, appraisal and advisement and counseling services. Through each of these direct services, the school counselor and students work together toward a specific goal.

School Counseling District Approved Tier 1 Core Curriculum

To ensure students at all Clay County District Schools receive core (tier 1) instruction centered on resilience, character education, life skills, mindsets and behaviors, approved core curriculum lessons have been developed for utilization in all district schools. School Counselors may also use the approved supplemental resources to target specific standards if their school and student data reflect a need for additional instruction.

- [Elementary School Counseling Curriculum](#)
- [Junior High School Counseling Curriculum](#)
- [High School Counseling Curriculum](#)

Appraisal and Advisement

School Counselors work with students to analyze and assess their abilities, interests, skills, and achievement and make recommendations based on the appraisal of tests, inventories, and other data to

help students make decisions about their future. This process can occur with individual students, small groups, and in classroom settings. Appraisal and advisement will look different depending on the grade level and developmental needs of the student.

Counseling Services

School Counselors provide assistance and support to students using short-term evidenced based counseling intended to build skills in the areas of resiliency, coping strategies, self-management, academic success skills and goal setting. School Counselors also provide responsive crisis counseling during and following a crisis situation. When students require long-term counseling to address mental health challenges or to provide long-term support, School Counselors collaborate with families and other professionals and make appropriate referrals for services.

Indirect Services

School Counselors provide indirect student services to support student success and to promote equity and access for all students. Although students are the beneficiaries of indirect services, School Counselors work with parents, teachers, administrators, school staff, and community stakeholders to promote achievement for a specific student or to promote systemic change to address the needs of groups of students such as underachieving or underrepresented groups of students in the school. Examples of indirect services include:

Consultation

Consultation with staff, parents/guardians, and outside organizations (as necessary) to discuss the needs of students and seek advice or recommendations to manage specific situations. School Counselors value the role of parents in their child's life and, therefore, value the importance of communicating with parents

Collaboration

Collaboration with staff and community stakeholders to analyze available data, create plans for programming or student support, and to advocate for policies and procedures that are in the best interest of student success. Collaboration can take place on behalf of individual students or for the overall student population

Refer

Refer to school district resources as well as outside community programs such as Project REACH, Military Family Life Counselors, Clay Behavioral Health Center, Right Path Behavioral Services, or Youth Crisis Center

SUPPORT

District Level Support

Clay County School Counselors have two district support personnel. The Elementary School Counseling Specialist and Secondary School Counseling Specialist provide frequent professional development sessions

(in-person and virtual), update meetings, and provide support to school counseling departments and individuals on a frequent basis. Additionally, new School Counselors have access to regular professional development sessions based on assigned levels to assist with the district specific procedures and processes necessary to support students. District level School Counseling Specialists also assist by developing Tier 1 core curriculum, providing tools for data analysis and program development, coordinating information from a variety of district level departments, and leading School Counselors in utilizing common best practices and procedures.

Professional Learning

Professional learning and collegial collaboration are vital to the success of School Counselors and their work with students. School Counselors have some required and some optional professional learning sessions throughout the year to provide timely information and support to help them grow professionally.

Types of provided professional learning include:

- Monthly PL sessions focusing on School Counseling Standards
- Evidenced-based School Counseling strategies
- Mental Health strategies and interventions
- Technology training for data tracking, Student Information Systems (SIS), and improving student and parent information access
- Collaborative Action Teams (PLCs)

School Counseling Collaborative Action Teams (PLCs)

School Counselors are essential in the District's Vision for Instructional as they promote high expectations, academic ownership, and student engagement in their daily actions that support academic well being and the culture of learning. Professional learning teams collaboratively focus on standards, activities/lessons, and data that seek to answer the four critical questions: What do we want students to learn? How will we know when they have learned it? How will we respond when they don't learn? How will we respond when they already know it?

ASSESS

Program Evaluation

The school counseling program should be assessed periodically using program standards as the evaluation measure. Competency-based school counseling programs provide an answer to the question "How are students different as a result of the school counseling programs?" The student is the primary client and the program is evaluated on the competencies (knowledge, skills, and attitudes) that the students acquire. An evaluation design is driven by key questions asked by stakeholders and program developers and implementers, such as the following:

- Does the program meet the program standards?
- Is the program being fully implemented?
- To what extent is the program design plan and implementation strategy achieving the objectives?
- Have students become competent in the content areas?

School Counselor Accountability

Improving student achievement in Florida is about closing the achievement gap. Every administrator, teacher, and member of the school staff is expected to contribute to the comprehensive structure of the school. Principals and teachers work in an accountability-driven environment as schools are rated annually. Accountability requires all educators to systematically collect, analyze, and use data to examine the achievement patterns for students. School Counselors also use this same information to strategize and document how the school counseling program contributes toward supporting student success. School Counselors can demonstrate and communicate how their contributions positively impact student achievement and, by doing so, share accountability for school improvement with other members of the faculty.

Increasingly, School Counselors and administrators are challenged to demonstrate the effectiveness of the school counseling program in measurable terms. School Counselors share the responsibility to remove barriers that impede learning and involve all critical players in a school setting to help make that happen. School Counselors must collect and use data that support and link the school counseling programs to students' academic success.

The working collaboration between administrators and School Counselors provides a way for School Counselors to discuss their shared goals and responsibilities and to assist administrators in understanding the most effective use of school counseling expertise to help students. It is recommended that School Counselors meet with their administrative team regularly to discuss progress towards core curriculum implementation and progress towards established goals. These goals are established through the Annual Admin-Counselor Conference.

[Elementary Annual Admin-Counselor Conference](#)

[Junior High Annual Admin-Counselor Conference](#)

[High School Annual Admin-Counselor Conference](#)

School Counselor Evaluation

School Counselors employed with Clay County District Schools are classified as instructional personnel and are evaluated using the current teacher evaluation criteria. The instruction provided by School Counselors is provided in a variety of models and does not always match the daily classroom instruction of a teacher.