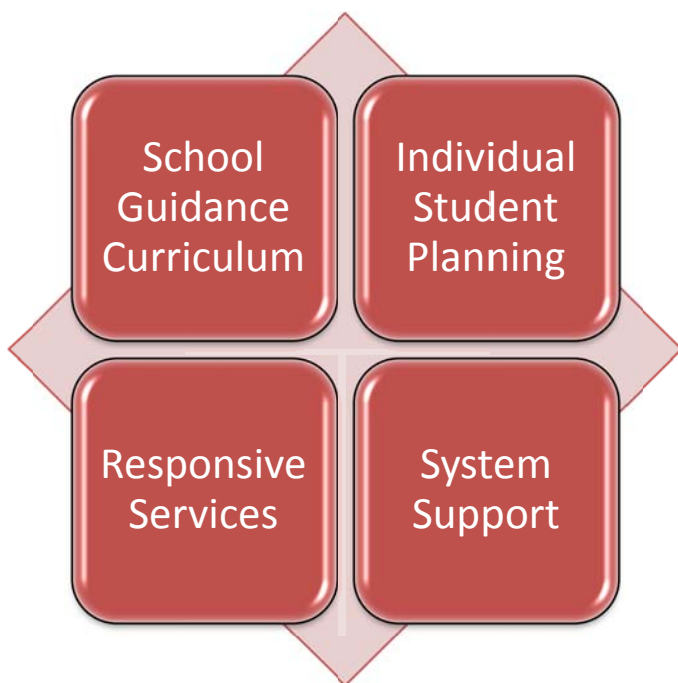


Goals Summary

Delivery System

Harrison's counseling Delivery System emphasizes the activities, interactions, and areas in which counselors work to deliver the program. The Delivery System and the Management System are intertwined throughout. The Delivery System is the *how* of the implementation process, and the Management System addresses the *when, why, by whom, and on what authority*.



Delivery System Goals

- **School Guidance Curriculum:** Develop a school guidance curriculum that is comprehensive in scope, preventative, proactive, developmental in design, delivered by school counselors and other educators.
- **Individual Student Planning:** Implement individual student multi-year plans that foster personal goals and develop future plans.
- **Responsive Services:** Develop services to meet students' immediate needs and concerns.
- **System Support:** Establish, maintain, and enhance the total school counseling program.

Management System

The Management System emphasizes the *when, why, who will implement, and on what authority* the school counseling program is delivered. In order to systematically deliver the guidance curriculum and address every student's developmental needs, the school counseling program must be effectively and efficiently managed. Clear expectations and purposeful interactions result in student growth, systematic change, and a school counseling program that is integrated into the total educational program.



Management System Goals

- **Management Agreements:** Ensure effective implementation of the delivery systems to meet students' needs.
- **Advisory Council:** Establish an advisory council to advise and assist the school counseling program.
- **Use of Data:** Develop a data-driven school counseling program.
- **Use of Data:** Use data to effect change within the school system to ensure that every student receives the benefits of the school counseling program.
- **Action Plans:** Develop a plan detailing how counselors will achieve desired results in closing achievement gaps and in delivering the school counseling program.
- **Use of Time:** Protect school counselor time so that at least 85% of it is spent in the direct service to students, staff, and families (American School Counselor Association advocates for at least 80%).
- **Calendars:** Develop and publish a master internal and external school counseling calendar to ensure students, parents or guardians, teachers, and administrators know what and when school counseling activities are scheduled and when and where activities will be held.

Accountability System

Accountability and evaluation of the school counseling program are absolute necessities. School counselors and school counseling programs must answer the question, “*How are students different as a result of the school counseling program?*” School counselors are challenged to demonstrate the effectiveness of their programs in measurable terms. School counselors must collect and use data to support and link the school counseling programs to students’ academic success.

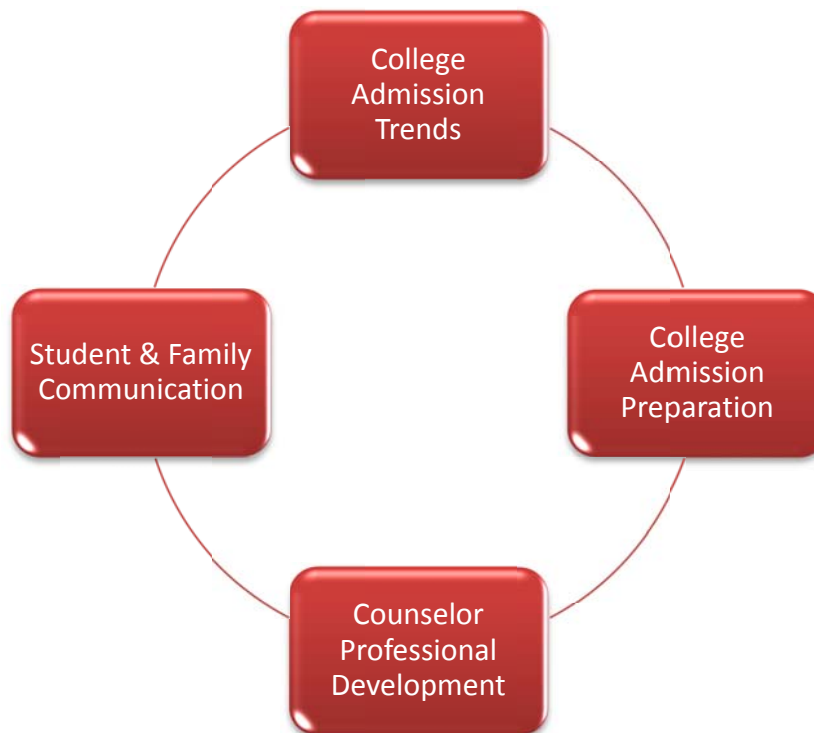


Accountability System Goals

- **Results Reports:** Collect and analyze data for activities outlined in the action plans to determine how students are different as a result of the school counseling program.
- **Results Reports:** Determine the impact of the school counseling program over time by analyzing data.
- **School Counselor Performance Standards:** Evaluate school counselors according to district standards and through the development of goals aligned with professional school and college counseling organizations.
- **The Program Audit:** Audit the school counseling program through continuous evaluation and with modification and improvement in mind.

College Admissions

The college search and admissions process is arguably some of the most important work that school counselors engage in with students and families in the Harrison Central School District. School counselors are responsible for assisting students on college pre-planning, choice, and the application process. This task is challenging, time consuming, and ever important. With college graduation rates in decline and applications on the rise, with limited spaces available, there is a critical need for school counselors to assist students and families in this ever changing landscape (Wilson, 2011). In addition to the college search process, some students pursue career or technical programs following high school graduation, while others pursue entrance into military service. It is our expectation that all counselors will prepare, guide, and support students and families in finding suitable *fits* regardless of pursuit.



College Admissions Goals

- **College Admissions Trends:** Assist all students in gaining admission into a four-year college.
- **College Admissions Preparation:** Assist students in the development and realization of post-secondary plans that take into account individual difference, strength, opportunity for rigor and special needs.
- **Counselor Professional Development in College Admissions:** Develop a comprehensive professional development program in college admissions that links counselors to professional organizations and college admissions personnel.
- **Student and Family Communication in College Admissions:** Provide early, consistent, timely, and relevant information to students and parents ensuring access to college admissions guidance.
- **Student and Family Communication in College Admissions:** Expand and improve all aspects of communication between the District and community regarding college admissions guidance.