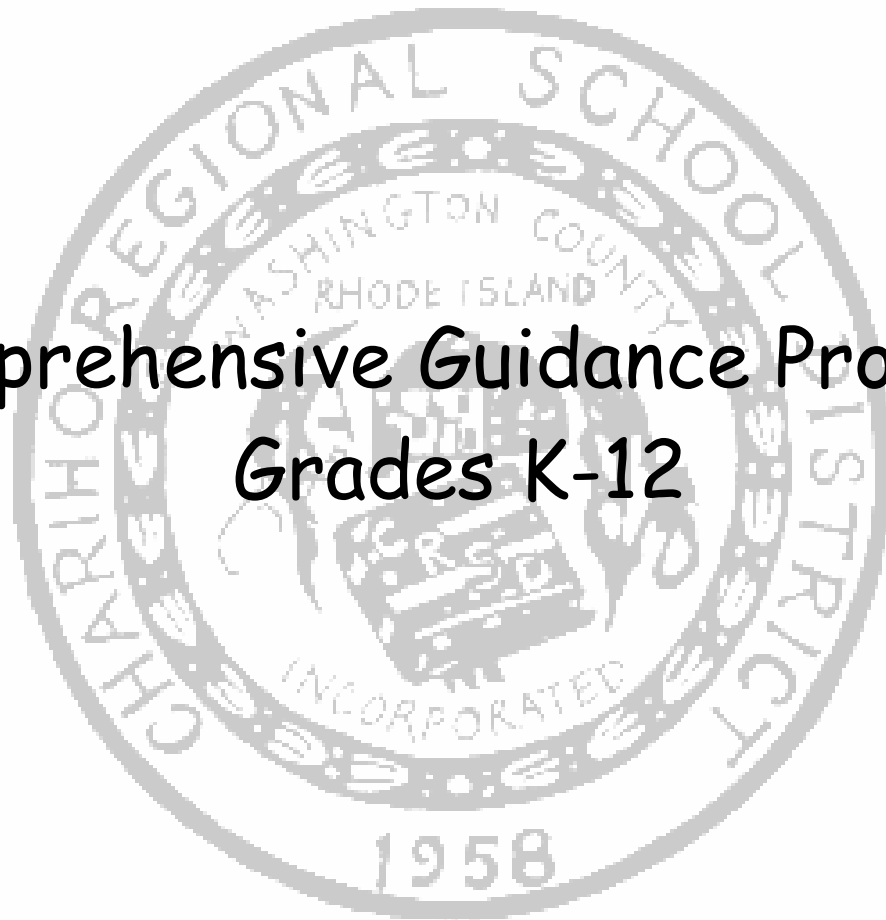


Chariho Regional School District

Comprehensive Guidance Program Grades K-12



DECEMBER 14, 2010

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Comprehensive Guidance Program Task Force Membership

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Epistemological Foundations

The Chariho Regional School District believes that students learn best when they are actively engaged in and personally responsible for the learning process. Students need a safe and positive environment in which to talk purposefully about learning, to experience learning, and to observe learning. Learning is enhanced when students have an interest in and choice about what they learn. Students should be engaged in meaningful learning experiences that match their developmental status.

New learning builds on previous knowledge through a process that is challenging and rigorous. That process must encourage students to problem-solve and to think originally, critically, and creatively. Thinking and problem-solving are closely linked to a demanding core of content knowledge. Learning is most quickly assimilated when connected to student goals, when students evaluate their own work and learning habits, and when instruction appeals to a variety of learning modalities and talents.

In an environment of high expectations, sustained and directed student effort and expert teaching practices determine the extent of learning. Our schools and district will organize to encourage and support both.



Comprehensive Guidance Program

Introduction

In order to align the K-12 Comprehensive Guidance Program of the Chariho Regional School District with the American School Counselor Association (ASCA) National Standards, the District has moved forward in revising its guidance program. The current research, data, and trends support the implementation of a comprehensive, competency-based model. We will provide a total program that guides every student in the acquisition of the necessary skills, knowledge, and attitudes in the academic, career and personal/social development areas. This program will promote academic achievement, meet developmental needs, and prepare students for the world of work.



Mission

The Chariho Regional School District ensures that all students meet high academic standards and are prepared for lifelong learning and productive global citizenship.

Vision

With a commitment to continuous improvement, the District's highly-qualified staff engages with students in state-of-the-art facilities to master challenging content, to promote creativity, and to foster critical thinking. The District is recognized by the community as its greatest asset.

Beliefs

We believe that high academic standards and research informed decision making are critical...

All students can learn and meet or exceed rigorous standards.

All students at every level must be engaged in rigorous and challenging academic experiences.

Rigorous academic standards are the foundation of this school district.

Instructional and program decisions must be data-informed and research-based.

Learning is a continuous lifelong process.

Schools must prepare students to be creative and critical thinkers, problem solvers, and effective communicators.

The physical, social, and emotional wellness of every child is necessary for optimum learning.

We believe that the larger community must be fully engaged in the learning process...

Education is a shared responsibility of students, parents, staff, and the community.

Students thrive when supported, nurtured, and engaged by the community.

In an environment that emphasizes school safety, everyone must be treated with kindness, dignity, and respect.

Schools must prepare students to be team members and leaders, community contributors, and productive citizens in a global society.

Comprehensive Guidance Program Mission

The K-12 Comprehensive Guidance Program of the Chariho Regional School District is based on the belief that all students are lifelong learners and have the ability to acquire the academic, career, and personal/social development skills necessary to become productive members of society. The guidance program is designed to be comprehensive, developmental, and preventative in nature.

Comprehensive Guidance Program Statement of Philosophy

The counselors in the Chariho Regional School District believe:

- All students, K-12, have the right to participate in a competency-based guidance program.
- All students are encouraged to recognize their values, attitudes, aptitudes, and abilities in order to maximize their potential.
- All students are encouraged to recognize and appreciate the unique contributions, rights, responsibilities, and esteem of self and others.
- All students should be exposed to a decision-making process to assist them in developing personal, academic, and career choices.

The Chariho Regional School District Comprehensive Guidance Program will:

- Consider students' unique circumstances, attributes and aspirations during planning and implementation.
- Use data to drive program development and evaluation.
- Utilize community resources to facilitate the delivery of services.

All counselors in the Chariho Regional School District will:

- Abide by the professional school ethics as advocated by the American School Counselor Association.
- Participate in professional development activities.
- Maintain the proper certification requirements as specified by the RI Department of Education.



Report on Knowledge Base for Comprehensive Guidance Programs

In August of 2005 the Rhode Island Department of Education in conjunction with The Rhode Island School Counselor Association, Providence College and the Rhode Island School to Career Initiative published The Rhode Island Framework for Comprehensive K-12 School Counseling Programs. This was done in response to the high school regulations requiring a comprehensive K-12 guidance program in every district. Rhode Island is considered a pioneer in its implementation of professional development for all counselors.

Hallmarks of Excellence for Guidance

Desirable Features of the Curriculum

MORE

- Community involvement
- Proactive response
- Accessibility to students
- Opportunity to collaborate with colleagues
- Guest speakers relating to issues
- Planning based on individual students career and academic pathways
- Coordination with related service providers
- Attention to individual and school data trends

LESS

- Non-counseling duties
- Clerical record keeping
- Obligations to attend non-essential meetings
- Reactive response

Statement of Educational Goals for Guidance

Graduates of the Chariho Regional School District will be productive, contributing members of society by acquiring successful employment and personal fulfillment. They will use appropriate decision-making skills in all of their endeavors. They will withstand the conflicts, pressures, and challenges encountered in the adult world by finding satisfying resolutions, including accessing community resources. Graduates will continue to express a love for learning.

Content/Process Standards for Guidance

The Chariho Regional School District Guidance Standards for grades K-12 are:

Academic Development

Standard G/1.0: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Standard G/2.0: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college planning.

Standard G/3.0: Students will understand the relationship of academics to the world of work, and to life at home and in the community.

Career Development

Standard G/4.0: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Standard G/5.0: Students will employ strategies to achieve future career success and satisfaction.

Standard G/6.0: Students will understand the relationship between personal qualities, education and training, and the world of work.

Personal/Social Development

Standard G/7.0: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

Standard G/8.0: Students will make decisions, set goals, and take necessary action to achieve goals.

Standard G/9.0: Students will understand safety and survival skills.

Guidance Standards by Grade Level

Domain: Academic Development

Standard G/1.0: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Standard G/2.0: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

Standard G/3.0: Students will understand the relationship of academics to the world of work, and to life at home and in the community.

Students will demonstrate the ability to:

Grades Kindergarten through Two

- Display a positive interest in learning
- Take pride in work and achievement
- Identify attitudes and behaviors leading to successful learning
- Develop a broad range of interests and abilities

Grades Three and Four

- Accept mistakes as essential to the learning process
- Take responsibility for their actions
- Work independently as well as cooperatively
- Identify attitudes and behaviors leading to successful learning



Grades Five and Six

- Set goals for academic success as part of the ILP process
- Utilize agenda books for time management and organizational skills
- Identify learning styles to positively influence school performance
- Take responsibility for their educational choices
- Define and monitor grading expectations and promotion requirements

Grades Seven and Eight

- Identify strengths and weaknesses through the ILP process
- Analyze personal academic data to assist in the goal-setting process
- Effectively utilize agenda books for time management and organizational skills
- Identify and utilize resources available for academic assistance when needed
- Develop a four year academic plan based on interests and aspirations

Grades Nine and Ten

- Review a four year academic plan aligned with educational goals based on interests and aspirations
- Analyze personal academic data through the ILP process to assist in academic plan adjustment
- Identify how credit is earned and what requirements need to be met to earn credit and pass courses
- Understand and review all graduation requirements set forth by the school committee
- Understand requirements and expectations needed for enrollment in post secondary education
- Identify and complete an exploratory post-secondary search of options consistent with interests, achievement, and aspirations
- Identify important factors in the college exploration process

Grades Eleven and Twelve

- Complete a college search
- Apply for and take appropriate placement/prerequisite tests (i.e. ASVAB, SAT/PSAT, AP)
- Request and obtain letters of recommendation
- Complete a personal essay
- Complete college, scholarship, and job applications as necessary



- Understand that school success is the preparation necessary to make the transition from student to community member
- Analyze personal academic data to assist in academic plan adjustment

Domain: Career Development

Standard G/4.0: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Standard G/5.0: Students will employ strategies to achieve future career success and satisfaction.

Standard G/6.0: Students will understand the relationship between personal qualities, education and training, and the world of work.

Students will demonstrate the ability to:

Grades Kindergarten through Two

- Identify a variety of careers
- Realize the importance of equity and access in career choice (ex. careers are not gender specific)

Grades Three and Four

- Research and share information about careers
- Participate in hobbies and extracurricular activities

Grades Five and Six

- Develop an awareness of abilities and interests through the ILP process.
- Explore careers related to interests, achievement and aspirations through the ILP process.
- Participate in a Career Fair and/or career presentations

Grades Seven and Eight

- Display employability skills, such as collaboration, problem-solving, time management, following-through, and organization
- Understand the relationship between school success and future career options
- Recognize the relationship between academic expectations and future career goals
- Understand that the changing workplace requires lifelong learning and the acquisition of new skills
- Investigate the Career & Technical Center programs and select course work related to career interests

Grades Nine and Ten

- Identify individual work values and basic skills
- Review and update a career interest profile
- Identify academic strengths and challenges as they relate to career choices
- Learn about the rights and responsibilities of employers and employees
- Understand how changing economic and societal needs influence employment trends and future training

Grades Eleven and Twelve

- Prepare a resume of activities and work experiences
- Participate in a job shadowing, mentoring, internship, or volunteer experience in the work force
- Use research and information resources, including the Internet to access career information
- Further examine appropriate post- secondary options for chosen career goals established during the ILP process

Domain: Personal/Social Development

Standard G/7.0: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

Standard G/8.0: Students will make decisions, set goals, and take necessary action to achieve goals.

Standard G/9.0: Students will understand safety and survival skills.

Students will demonstrate the ability to:

<p>Grades Kindergarten through Two</p> <ul style="list-style-type: none">• Memorize personal demographics (address, phone number etc.)• Understand safety measures concerning interacting with strangers• Recognize personal boundaries, rights, and privacy needs
<p>Grades Three and Four</p> <ul style="list-style-type: none">• Recognize , accept, and respect ethnic and cultural diversity• Recognize personal boundaries, rights, and privacy needs
<ul style="list-style-type: none">• Grades Five and Six• Apply skills required for personal, social success• Identify short term goals through the ILP process• Make appropriate age-related decisions in regards to relationships• Examine how decisions regarding risk-taking behaviors have consequences for self and others• Explore effective ways of dealing with challenges at school including peer pressure• Understand and apply non-violent strategies to resolve conflicts
<ul style="list-style-type: none">• Grades Seven and Eight• Make appropriate age-related decisions in regards to relationships• Identify long term goals through the ILP process• Use effective communication skills in listening and speaking• Examine how decisions regarding risk-taking behaviors have consequences for self and others



Grades Nine and Ten

- Make appropriate age related decisions in regards to relationships
- Examine how decisions regarding risk-taking behaviors have consequences for self and others
- Establish realistic short and long term goals and monitor progress towards these goals through the ILP process
- Identify stress management techniques

Grades Eleven and Twelve

- Access community health resources and services when applicable
- Create a post secondary plan based on reviewed ILP goals
- Establish alternate plans to deal with potential changes that may arise
- Identify and manage stressors that occur at school and in the workplace
- Reflect on decisions that have had an impact on school or work



Delivery System

The comprehensive school counseling program integrates academic, career, and personal/social development. The components of a comprehensive school counseling program are: guidance curriculum, individual student planning, responsive services, and system support.

Guidance Curriculum

- Classroom instruction: Counselors teach, team teach, or assist in teaching elements of the guidance curriculum.
- Delivery through other disciplines: Elements of the school guidance curriculum may include units delivered through other classroom disciplines or by related service providers.
- Group activities: School counselors, social workers, school psychologists, and outside agency facilitators conduct planned small-group experiences outside the classroom to respond to student's identified needs or interests.
- Parent workshops/instruction: Counselors, administrators, teachers, or guest speakers conduct workshops and informational sessions for parents to address the needs of the school community and to support the guidance curriculum.

Individual Student Planning

- Individual/small group appraisal: Counselors work with students to analyze and evaluate abilities, interests, skills, and achievements. Academic information and other data are the basis for assisting students to develop immediate and long-range plans. Beginning in grade 5, counselors will meet with each student twice a year (at a minimum) to develop and revise academic plans.

- Individual/small group advisement: Counselors work with students using personal/social, educational, career and labor market information in planning personal, educational, and occupational goals. The involvement of students, parents, and the school in planning programs that meet student's needs is encouraged. The Individual Learning Plan forms the basis for this counselor-to-student exchange.
- Placement: Counselors assist students in making the transition from school-to-school, school-to-work, or school-to-additional-education and training.
- Case management: School counselors monitor individual student academic and progress. School counselors work to ensure that all middle and high school students are engaged in rigorous and challenging coursework.

Responsive Services

- Consultation: Counselors consult with parents or guardians, teachers, other educators and community agencies regarding strategies to help students and families.
- Individual and small-group counseling: Counseling is provided for students expressing difficulties in various areas. Individual and small-group counseling helps students identify problems, causes, alternatives and consequences so they can take appropriate action. Counseling is short term in nature and, when necessary, referrals are made to appropriate school and community resources. *School counselors do not provide therapy.*
- Crisis counseling: School social workers, psychologists and guidance counselors provide support to students and families facing emergency situations. The aforementioned serve as members of the emergency response team.
- Referrals: Counselors use referral sources to deal with crises such as suicidal ideation, violence, abuse, depression, and family difficulties.
- Peer facilitation: Counselors facilitate the training of students as peer mediators, conflict managers, tutors, and mentors.



System Support

- **Professional Development:** School counselors must update knowledge and skills by participating in training, professional meetings, conferences and/or relevant course work.
- **Consultation, collaboration and teaming:** Counselors consult with teachers, staff members and parents in order to provide information and receive feedback on the needs of students. School counselors provide orientation and information regarding the guidance program to the greater community through web sites, newsletters, local media and community presentations. School counselors are encouraged to serve on advisory councils and district committees.
- **Program management and operations:** This includes the planning and management tasks needed to support activities conducted in the guidance program. Some examples of these tasks are guidance program evaluation, data analysis, follow-up studies, and the continued development and updating of guidance learning activities and resources.



Management System

Calendars

- Master Calendar of guidance and counseling events should be planned by the counselors each summer for the upcoming school year. The calendar should be broken down by month, type of activity, and the grade involved. Aspects of the Master Calendar will be updated monthly and publicized in the parent newsletter when applicable. Individual counselors should keep daily detailed schedules that reflect the amount of time spent in each of the areas of the delivery system.

Use of Time

- A school counselor should spend most of his/her time in direct service to and contact with students. The school counselor's duties are focused on the overall delivery of the total program through the guidance curriculum, individual student planning, and responsive services. A small amount of the counselor's time is devoted to indirect services, called system support.

Implementation Plan

- The school plan is completed by the counselors in each building and indicates how the results will be achieved. It contains the standards/competencies and completion dates. This will be reviewed annually by the Guidance Director.

Guidance Advisory Council

- The Guidance Advisory Council may include guidance counselors, student support personnel, teachers, parents, students, and interested community members. The Council should consist of eight to fifteen members. It is suggested that the Council meet twice a year.



- To ensure effectiveness, it is crucial that each *Guidance Advisory Council* meeting have specific agenda goals. The purpose of the council is to provide support, input, and recommendations for program development and improvement.

Coordination

- Coordination with related service providers and student intervention teams is a necessity. Counselors will participate in regular, structured meetings to ensure that appropriate information is communicated and that student services are coordinated.

Management Agreements

- The assignment of various roles and responsibilities of the guidance counselors will be determined on a yearly basis. Counselors and administration in each building will complete a planning document that will reflect the needs of the current student body and will indicate how services will be delivered. It is understood by all parties that flexibility will be required as a response to changing situations.



Accountability and Assessment

Program Evaluation

- The evaluation identifies the components of our program and their long-term impacts. Results can be used to determine changes necessary to the program. Data collected from various means will be used to aid in the assessment of program effectiveness. Evaluation is an ongoing process.

Program Audit

- The audit is a tool aiding school counselors in the breakdown of the program delivery annually. Once completed, the audit may indicate implementation areas that need to be improved or enhanced. These results should be reviewed at the *Guidance Advisory Council's* semi-annual meetings.

Counselor Performance

- School counselor performance standards and code of ethics will align with the ASCA National Model that contains basic standards of practice expected from counselors.



Counselor to Educator

Counselors encourage teachers to include components of the guidance curriculum within their subject areas. Teachers should advise students regarding appropriate placement in individual subject areas and enlighten the students to the variety of course offerings within that subject. It is through this partnership with teachers that students receive the full benefit of the guidance curriculum.

Counselor to Parent

Counselors encourage parents to be active participants in their child's education. Attendance at school-sponsored meetings and conferences are an important tool for receiving accurate information. This will allow for open lines of communication between home and school. Statistics show that involved parents are critical to a child's success in academics, career decisions, and social/emotional development.

Counselor to Student

Counselors encourage students to take a vested interest in their own education. Our approach will assist students in being accountable for their own decisions and outcomes. Students will be exposed to a large variety of opportunities of which they should take advantage. Social/emotional development, academic achievement and accomplishment of career goals are all part of becoming a contributing member of society.



Sample Forms

Implementation Plan-Guidance Program: Grades 5 & 6

	Guidance Standard (Goal)	Results Achieved (What)	Actionable Steps (How)	Timeline (When)
Academic	Standard 1: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the lifespan.			
	Standard 2: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.			
	Standard 3: Students will understand the relationship of academics to the world or work and to life at home and in the community.			
Career	Standard 4: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.			
	Standard 5: Students will employ strategies to achieve future career success and satisfaction.			
	Standard 6: Students will understand the relationship between personal qualities, education and training and the world of work.			
Personal/ Social	Standard 7: Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.			
	Standard 8: Student will make decisions, set goals and take necessary action to achieve goals.			
	Standard 9: Students will understand safety and survival skills.			



Implementation Plan-Guidance Program: Grades 7 & 8

	Guidance Standard (Goal)	Results Achieved (What)	Actionable Steps (How)	Timeline (When)
Academic	Standard 1: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the lifespan.			
	Standard 2: Students will complete school with the academic essential to choose from a wide range of substantial post-secondary options, including colleges.			
	Standard 3: Students will understand the relationship of academics to the world or work and to life at home and the community.			
Career	Standard 4: Students will acquire the skills to investigate the world of work in relations to the knowledge of self and to make informed career decisions			
	Standard 5: Students with employ strategies to achieve further career success and satisfaction.			
	Standard 6: Students will understand the relationship between personal qualities, education and training and the world of work.			
Personal / Social	Standard 7: Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.			
	Standard 8: Student will make decisions, set goals and take necessary action to achieve goals.			
	Standard 9: Students will understand safety and survival skills.			

Guidance Department Master Calendar

SITE: _____ SCHOOL YEAR: _____

<u>September</u>	<u>February</u>
<u>October</u>	<u>March</u>
<u>November</u>	<u>April</u>
<u>December</u>	<u>May</u>
<u>January</u>	<u>June</u>

Middle/High School Counselor/Principal Planning Document

School Year _____ School _____

Student Access

Students will access the school counselor by:

___ Grade Level (list grade level and counselor name)

___ Alpha Listing (list alpha section and counselor name)

___ Domain (list counselor name for each domain)

Educational _____ Career _____ Personal/Social _____

___ Team assignment

___ Advisory

Programmatic Delivery

In order to achieve the results planned, the school counseling team will spend:

_____ % of time in the classroom

_____ % of time with individual planning

_____ % of time with responsive services

_____ % of time with system support

The school counseling team plan will include programs and services with the following outcomes relating to:

Staff

Parents:



Community:

Continued Professional Development (Listed with specific activities for each individual counselor)

Professional Collaboration

The school counseling department will meet how often:

- As a counseling department
- With the school staff (faculty)
- With the advisory council
- With the SIT team
- With administration
- With subject-area departments
- With related-service providers

Office Organization

Responsibilities for the support services provided the counseling team will be divided among the support services staff:

The school secretary will _____

The guidance clerk will _____

Volunteers will _____

Others will _____

Glossary of Terms

Academic development: attainment of educational goals, as determined by data such as standardized achievement test scores, grades on tests, report cards, grade point averages, and state and local assessments of academic progress.

Accountability: responsibility for one's actions, particularly for objectives, procedures and results of one's work and program: involves an explanation of what has been done. Responsibility for counselor performance, program implementation and results.

Action Plan: how the counselor, or others, intend to achieve the desired result or competency; items in an action plan include: domain, standard and competency, actual activity and curriculum, time of completion of activity, data used, means of evaluation and the expected result for the students.

Career Development: the necessary skills and attitudes for successful transition from school to work or post-secondary training or education.

Collaborate: when two or more individuals or organizations actively work together on a project or problem.

Competency Based: defines the specific knowledge, attitudes and skills students should attain.

Comprehensive Guidance Program: an integral part of the total educational program that helps every student acquire the skills, knowledge and attitudes in the areas of academic, career and personal/social developmental needs.

Consultation: a process of sharing information and ideas.

Counseling: a special type of helping process implemented by a professionally trained and certified person, involving a variety of techniques and strategies that help students explore academic, career and personal/social issues impeding healthy development or academic progress.

Data-driven: decisions concerning future action that are based on information, survey reports, assessments, statistics or other forms of data.

Delivery system: the means around which the counseling program is organized and delivered: includes four components: guidance curriculum, individual student planning, responsive services and system support.

Developmental counseling program: school counseling curriculum based on the developmental age of the student and conducted on a regular and planned basis to assist students in achieving specified competencies.

Guidance Curriculum: the guidance curriculum component consists of structured development lessons designed to assist students in achieving the competencies and is presented systematically through classroom and group activities K-12.

Individual Learning Plan: the plan is used to record the academic, career, personal/social, and civic development goals of students.

Individual student planning: the individual planning component consists of school counselors coordinating ongoing systemic activities designed to assist the individual student in establishing personal goals and developing future plans.

Mission statement: this is a statement which outlines the purpose or vision of the school counseling program. It is the long range desired outcome for students. This statement must be compatible with the stated purpose or mission of the school system within which the program operates.

Personal/social development: maximizing each student's individual growth and social maturity in the areas of personal management and social interaction.

Responsive services: activities that meet students' parents' and teachers' immediate need for counseling, consultation, information or referral.

Standards: statements of what students should know and be able to do.

System support: consists of the professional developments, consultation, collaboration and teaming, and program management and operation activities that establish, maintain and enhance the total school counseling program.

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