



**EXECUTIVE SUMMARY  
WEST VIRGINIA BOARD OF EDUCATION**

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**POLICY NUMBER AND TITLE:** POLICY 2315  
COMPREHENSIVE DEVELOPMENTAL GUIDANCE  
AND COUNSELING

**PUBLIC COMMENT PERIOD ENDS:** October 18, 2002

**ADOPTED:**

**BACKGROUND:**

In response to changes in W. Va. Code §18-5-18b, West Virginia Board of Education Policy 2315 has been revised to define the role of the school counselor by defining components of a comprehensive and developmental guidance and counseling program based on nationally recognized standards, as well as by defining the direct and indirect counseling services and counseling program service delivery and monitoring guidelines that are to be reflected in county policy and to be implemented at each school.

**PURPOSE:**

The purpose of this policy is to more clearly define the role of the school counselor as well as describe the components of a comprehensive developmental guidance and counseling program. The nine national standards for school counseling defined in §126-67-4 and §126-67-7 of this policy define the specific knowledge, attitudes and skills students should obtain or demonstrate as a result of participating in a school counseling program. These standards also link the comprehensive and developmental guidance and counseling program to the county/school academic mission by promoting national, state and local education goals, by making the school counseling program an integral part of the total educational program, and by helping assure a nurturing and orderly, safe, drug-free, violence- and harassment-free learning environment.

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FILED

TITLE 126  
LEGISLATIVE RULE  
BOARD OF EDUCATION

2002 SEP 16 P 3:27  
WEST VIRGINIA  
SECRETARY OF STATE

SERIES 67

**Comprehensive Developmental Guidance and Counseling (2315)**

**§126-67-1. General.**

1.1. Scope. --This policy sets the requirements for Pre-K-12 comprehensive developmental guidance and counseling programs for schools in West Virginia that reflect the American School Counselor Association National Standards for School Counseling Programs model.

1.2. Authority.-- W.Va. Constitution, Article XII, §2, and W.Va. Code §§18-2-5, 18-5-18b.

1.3. Filing Date. --

1.4. Effective Date. --

1.5. Repeal of Former Rule. -- This legislative rule repeals and replaces W.Va. 126CSR67 "Comprehensive Developmental Guidance Policy" filed May 14, 1992 and effective September 1, 1993.

**§126-67-2. Purpose.**

2.1. The purpose of this policy is to define the components of a comprehensive and developmental guidance and counseling program based on nationally recognized standards, as well as define the direct and indirect counseling services and counseling program service delivery and monitoring guidelines that are to be reflected in county policy and to be implemented at each school. The nine national standards for school counseling defined in §126-67-4 and §126-67-7 of this policy link the comprehensive and developmental guidance and counseling program to the county/school academic mission by promoting national, state and local education goals, by making the school counseling program an integral part of the total educational program, and by helping assure a nurturing and orderly, safe, drug-free, violence- and harassment-free learning environment.

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### **§126-67-3. Application.**

3.1. The county board of education and local schools shall establish and implement comprehensive developmental guidance and counseling programs designed to impart specific skills and learning opportunities in a proactive, preventive manner, ensuring that every student can achieve school success through academic, career and personal/social development experiences.

3.2. The school guidance and counseling program is comprehensive in scope, developmental in nature based on the national standards for school counseling programs, and is delivered by counselors, both individually and in collaboration with other professionals and through programs and activities, to every West Virginia public school student in grades Pre-K-12.

3.3. Developmental school guidance and counseling is for all students, has an organized and planned curriculum, is sequential and flexible, is an integrated part of the total educational process, involves all school personnel, helps students learn more effectively and efficiently, and includes counseling that integrates developmental perspectives that are both age appropriate and issue specific.

### **§126-67-4. Definitions.**

4.1. Advocacy. Advocacy refers to the active support of causes, ideas or policies that promote and assist student academic, career, personal/social needs. One form of advocacy is the process of actively identifying under-represented students and supporting them in their efforts to perform at their highest level of academic achievement.

4.2. Collaboration. Collaboration is a partnership in which two or more individuals or organizations actively work together on a project or problem.

4.3. Comprehensive school guidance and counseling curriculum. The comprehensive school guidance and counseling curriculum component consists of structured developmental lessons designed to assist students in achieving the competencies and is presented systematically through classroom and group activities in grades Pre-K-12.

4.4. Comprehensive school guidance and counseling program. This program is 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 development that promote academic achievement and meet developmental needs.

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4.5. Consultation. Consultation refers to a process in which counselors consult with parents or guardians, teachers, other educators and community agencies regarding strategies to help students and families. School counselors serve as student advocates.

4.6. Counseling. Counseling refers to 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.

4.7. Counseling-related administrative activities. These activities include: developing and implementing counseling-related events such as orientation and transition programs, financial aid workshops, career and college planning processes, developmental guidance activities, preventive-focused programs and other student-centered activities; writing letters of recommendation; and coordinating with appropriate school officials to assure the maintenance of student records. Counseling-related administrative activities do not include: activities of a clerical nature such as data entry, the filing of student records and forms, and the duplication of documents and materials for distribution.

4.8. Crisis counseling. Crisis counseling provides prevention, intervention and follow-up. Counseling and support are provided to students and families facing emergency situations. Such counseling is normally short term and temporary in nature, and usually results in a referral made to appropriate community resources. School counselors may provide a leadership role in the school district's crisis intervention team process.

4.9. Individual and small-group counseling. Counseling is provided in a small group or on an individual basis for students expressing difficulties dealing with relationships, personal concerns or normal developmental tasks. Individual and small-group counseling helps students identify problems, causes, alternative and possible consequences in order for appropriate action to be taken. Such counseling is normally short term in nature. When necessary, referrals are made to appropriate community resources.

4.10. National standards for school counseling. (See §126-67-7 of this policy. Guidance and counseling program content standards and student competencies.) The nine National Standards for School Counseling are organized in three categories of student development: academic, career and personal/social. These standards provide guidance and direction for states, school systems and individual schools to develop quality and effective school counseling programs. Each of the nine standards includes a list of student competencies that enumerate the desired student learning outcomes. The student competencies define the specific knowledge, attitudes and skills that students should obtain or demonstrate as a result of participating in a school counseling program.

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4.11. Non-counseling activities. These are described as any activity or duty not related to the development, implementation, or evaluation of the counseling program.

4.12. Peer facilitation. A technique in which counselors train students as peer mediators, conflict managers, tutors and mentors.

4.13. Program audit. A program audit refers to the assessment of the school counseling program on the components of the American School Counselor Association National Model; the primary purpose for collecting information is to guide future action within the program and to improve future results for students.

4.14. West Virginia Comprehensive Developmental Guidance and Counseling Program Guide. This program guide describes West Virginia's comprehensive developmental guidance and counseling program model and outlines a process for tailoring the model to meet the needs of individual West Virginia districts and schools.

### **§126-67-5. Components of a comprehensive developmental, national standards-based guidance and counseling program that are to be addressed by county policy.**

5.1. Guidance curriculum. The guidance curriculum component consists of structured developmental lessons designed to assist students in achieving the competencies and is presented systematically through classroom and group activities in grades Pre-K-12. The purpose of the guidance curriculum is to provide all students the knowledge and skills appropriate for their developmental levels.

5.2. Individual planning with students. 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. Counselor activities with students include: goal setting, career planning, and the understanding, interpreting and applying assessment information in a meaningful way to academic planning. Individual planning with students assumes parental and other school staff involvement, and personalizes the educational experience by helping students set goals and develop pathways to realize academic, career and personal/social aspirations.

5.3. Responsive services. The responsive services component consists of activities to meet students' immediate needs. Responsive services may be provided in a direct format through individual and group counseling, including crisis counseling, or indirectly through consultation, peer facilitation or outside referral. Frequently dominated by presenting student issues or school building, community and parental concerns, responsive services may address peer pressure, conflict resolution, family relationships, personal

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identity issues, grief and loss, suicide, child abuse, substance abuse, school dropout prevention and motivation and achievement concerns. The responsive services provided by the school counselor for students with a severe crisis are usually short term and temporary in nature with the school counselor's area of responsibility being to refer the student to an appropriate community resource/agency, and to serve in a consultative capacity between the resource/agency and the school to assure consistent delivery of services. The school counselor may also assume a major role in developing and serving on a school/community crisis response team.

5.4. Systems support. The systems support component consists of the professional development, consultation, collaboration and teaming; and program management and operation activities that establish, maintain and enhance the total school counseling program. School counselors facilitate discussions on school improvement, examine data that impacts the success of various groups of students, and assist with professional development activities for the school faculty and staff.

### **§126-67-6. Comprehensive guidance and counseling program services, program monitoring, counselor qualifications, and time distribution.**

6.1. Direct services target students and include: individual counseling, small group counseling, and classroom guidance.

6.2. Indirect services include the management of resources, consultation, collaboration and teaming, advocacy and the coordination of services.

6.3. Student growth and development is monitored by the achievement of student competencies found in the National Standards for School Counseling, and by the demonstration of positive results in the area of school improvement data.

6.4. School counselors are highly qualified as demonstrated by the possession of a master's degree in school counseling and a school counseling certificate valid in West Virginia.

6.5. School counselors spend at least 75% of their time in a direct counseling relationship with pupils.

6.6. School counselors devote no more than 25% of the work day to counselor-related administrative activities and those administrative activities must be counselor-related.

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### 6.7. Suggested distribution of total school counselor time:

<b>Delivery System Component</b>	<b>Elementary School % of Time</b>	<b>Middle School % of Time</b>	<b>High School % of Time</b>
<b>Guidance Curriculum</b>	35%-40%	25%-35%	15%-25%
<b>Individual Student Planning</b>	5%-10%	15%-25%	25%-35%
<b>Responsive Services</b>	30%-40%	30%-40%	25%-35%
<b>System Support</b>	10%-15%	10%-15%	15%-20%

### **§126-67-7. Guidance and counseling program content standards and student competencies.**

7.1. Academic development. The content standards for academic development guide the school counseling program to implement strategies and activities to support and enable students to experience academic success, maximize learning through commitment, produce high quality work, and be prepared for a full range of options and opportunities after high school. The academic development area includes the acquisition of skills in decision making, problem solving and goal setting, critical thinking, logical reasoning, and interpersonal communication and the application of these skills to academic achievement. The school counseling program enables all students to achieve success in school and to develop into contributing members of society. Academic development content standards are:

7.1.1. Standard 1: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span. Examples of student competencies associated with this standard may include, but are not limited to:

- a. Students will articulate feelings of competence and confidence as learners.
- b. Students will display a positive interest in learning.
- c. Students will take pride in work and achievement.
- d. Students will accept mistakes as essential to the learning process.
- e. Students will identify attitudes and behaviors that lead to successful learning.

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- f. Students will apply time management and task management skills.
- g. Students will demonstrate how effort and persistence positively affect learning.
- h. Students will use communication skills to know when and how to ask for help when needed.
- i. Students will apply knowledge of learning styles to positively influence school performance.
- j. Students will take responsibility for their actions.
- k. Students will demonstrate the ability to work independently and cooperatively with other students.
- l. Students will develop a broad range of interests and abilities.
- m. Students will demonstrate dependability, productivity, and initiative.
- n. Students will share knowledge.

7.1.2. Standard 2: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college. Examples of student competencies associated with this standard may include, but are not limited to:

- a. Students will demonstrate the motivation to achieve individual potential.
- b. Students will learn and apply critical thinking skills.
- c. Students will apply the study skills necessary for academic success at each level.
- d. Students will seek information and support from faculty, staff, family and peers.
- e. Students will organize and apply academic information from a variety of sources.
- f. Students will use knowledge of learning styles to positively influence

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school performance.

- g. Students will become self-directed and independent learners.
- h. Students will establish challenging academic goals in elementary, middle/junior high, and high school.
- i. Students will use assessment results in educational planning.
- j. Students will develop and implement an annual plan of study to maximize academic ability and achievement.
- k. Students will apply knowledge of aptitudes and interests to goal setting.
- l. Students will use problem-solving and decision-making skills to assess progress toward educational goals.
- m. Students will understand the relationship between classroom performance and success in school.
- n. Students will identify post-secondary options consistent with interests, achievement, aptitude and abilities.

7.1.3. Standard 3: Students will understand the relationship of academics to the world of work and to life at home and in the community. Examples of student competencies associated with this standard may include, but are not limited to:

- a. Students will demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life.
- b. Student will seek co-curricular and community experiences to enhance the school experience.
- c. Students will understand the relationship between learning and work.
- d. Students will demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals.
- e. Students will understand that school success is the preparation to make the transition from student to community member.

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f. Students will understand how school success and academic achievement enhance future career and avocational opportunities.

7.2. Career development. The content standards for career development guide the school counseling program to provide the foundation for the acquisition of skills, attitudes and knowledge enabling students to make a successful transition from school to the world of work and from job to job across the life career span. The career development content standards are:

7.2.1. 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. Examples of student competencies associated with this standard may include, but are not limited to:

- a. Students will develop skills to locate, evaluate, and interpret career information.
- b. Students will learn about the variety of traditional and nontraditional occupations.
- c. Students will develop an awareness of personal abilities, skills, interests, and motivations.
- d. Students will learn how to interact and work cooperatively in teams.
- e. Students will learn to make decisions.
- f. Students will learn how to set goals.
- g. Students will understand the importance of planning.
- h. Students will pursue and develop competency in areas of interest.
- i. Students will develop avocational interests.
- j. Students will learn to balance work and leisure time.
- k. Students will acquire employability skills such as working on a team, problem solving, and organizational skills.
- l. Students will apply job readiness skills to seek employment opportunities.

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m. Students will demonstrate knowledge about the changing workplace.

n. Students will learn about the rights and responsibilities of employers and employees.

o. Students will learn to respect individual uniqueness in the workplace.

p. Students will learn how to write a resume.

q. Students will develop a positive attitude toward work and learning.

r. Students will understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace.

s. Students will utilize time and task management skills.

7.2.2. Standard 5: Students will employ strategies to achieve future career success and satisfaction. Examples of student competencies associated with this standard may include, but are not limited to:

a. Students will apply decision-making skills to career planning, course selection, and career transitions.

b. Students will identify personal skills, interests, and abilities and relate them to current career choices.

c. Students will demonstrate knowledge of the career planning process.

d. Students will know the various ways which occupations can be classified.

e. Students will use research and information resources to obtain career information.

f. Students will learn to use the Internet to access career planning information.

g. Students will describe traditional and nontraditional occupations and how these relate to career choice.

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h. Students will understand how changing economic and societal needs influence employment trends and future training.

i. Students will demonstrate awareness of the education and training needed to achieve career goals.

j. Students will assess and modify their educational plans to support career goals.

k. Students will use employability and job readiness skills in internship, mentoring, shadowing, and/or other world of work experiences.

l. Students will select coursework that is related to career interests.

m. Students will maintain a career planning portfolio.

7.2.3. Standard 6: Students will understand the relationship between personal qualities, education and training, and the world of work. Examples of student competencies associated with this standard may include, but are not limited to:

a. Students will understand the relationship between educational achievement and career success.

b. Students will explain how work can help to achieve personal success and satisfaction.

c. Students will identify personal preferences and interests that influence career choices and success.

d. Students will understand that the changing workplace requires lifelong learning and acquiring new skills.

e. Students will describe the effect of work on lifestyles.

f. Students will understand the importance of equity and access in career choice.

g. Students will understand that work is an important and satisfying means of personal expression.

h. Students will demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals.

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i. Students will learn how to use conflict management skills with peers and adults.

j. Students will learn to work cooperatively with others as a team member.

k. Students will apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and mentoring experiences.

7.3. Personal/social development. The content standards for personal/social development guide the school counseling program to provide the foundation for personal and social growth as students progress through school and into adulthood. The personal/social development content standards are:

7.3.1. Standard 7: Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others. Examples of student competencies associated with this standard may include, but are not limited to:

a. Students will develop a positive attitude toward self as a unique and worthy person.

b. Students will identify personal values, attitudes and beliefs.

c. Students will learn the goal setting process.

d. Students will understand change as a part of growth.

e. Students will identify and express feelings.

f. Students will distinguish between appropriate and inappropriate behaviors.

g. Students will recognize personal boundaries, rights, and privacy needs.

h. Students will understand the need for self-control and how to practice it.

i. Students will demonstrate cooperative behavior in groups.

k. Students will identify personal strengths and assets.

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roles.

- l. Students will identify and discuss changing personal and social

- m. Students will identify and recognize changing family roles.

- n. Students will recognize the rights and responsibilities of all persons.

- o. Students will respect alternative points of view.

differences.

- p. Students will recognize and respect individual ethnic and cultural

- q. Students will use effective communication skills.

listening, and non-verbal behavior.

- r. Students will recognize that communication involves speaking,

- s. Students will learn how to communicate effectively.

- t. Students will learn how to make and keep friends.

7.3.2. Standard 8: Students will make decisions, set goals, and take necessary action to achieve goals. Examples of student competencies associated with this standard may include, but are not limited to:

- a. Students will use a decision-making and a problem-solving model.

- b. Students will understand consequences of decisions and choices.

- c. Students will identify alternative solutions to a problem.

problems.

- d. Students will develop effective coping skills for dealing with

solving problems and making decisions.

- e. Students will demonstrate when, where, and how to seek help for

- f. Students will know how to apply conflict resolution skills.

- g. Students will know when peer pressure is influencing a decision.

- h. Students will identify long- and short-term goals.

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- i. Students will identify alternative ways of achieving goals.
- j. Students will use persistence and perseverance in acquiring knowledge and skills.
- k. Students will develop an action plan to set and achieve realistic goals.

7.3.3. Standard 9: Students will understand safety and survival skills. Examples of student competencies associated with this standard may include, but are not limited to:

- a. Students will demonstrate knowledge of personal information (e.g., telephone number, home address, emergency contact).
- b. Students will learn about the relationship between rules, laws, safety, and the protection of an individual's rights.
- c. Students will learn the difference between appropriate and inappropriate physical contact.
- d. Students will demonstrate the ability to assert boundaries, rights and personal privacy.
- e. Students will differentiate between situations requiring peer support and situations requiring adult professional help.
- f. Students will identify resource people in the school and community and know how to seek their help.
- g. Students will apply effective problem-solving and decision-making skills to make safe and healthy choices.
- h. Students will learn about the emotional and physical dangers of substance use and abuse.
- i. Students will learn how to cope with peer pressure.
- j. Students will learn techniques for managing stress and conflict.
- k. Students will learn coping skills for managing life events.

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### **§126-67-8. Responsibility.**

8.1. The West Virginia Board of Education, Regional Education Service Agencies (RESAs), and the West Virginia Center for Professional Development have the responsibility for providing professional development, technical assistance and support to each county board of education in the development and implementation of the comprehensive guidance and counseling program and policy, including training for counselors and administrators to implement the national standards as provided in W.Va. Code §18-5-18b. The West Virginia Department of Education shall also be responsible for the development and distribution of the school counseling program guide to be used by counties as a resource in professional development and planning activities.

8.2. By September 1, 2003, each county board of education shall revise and submit for approval to the West Virginia Department of Education a comprehensive developmental guidance policy for schools. This policy should address the National Standards for School Counseling, be aligned with the unified school and county improvement plans, and reflect provisions in W.Va. Code §18-5-18b. Based on an assessment of current school counseling practice, this policy should also identify the measures of success for student competencies in each of the three areas of academic, career and personal/social development.

### **§126-67-9. Severability.**

9.1. If any provision of this rule or the application thereof to any person or circumstance is held invalid, such invalidity shall not affect other provisions or applications of this rule.

## FISCAL NOTE WORKSHEET

(Submit 4 Copies)

HD NO \_\_\_\_\_ DRAFT NO \_\_\_\_\_ BILL NO \_\_\_\_\_ RESOLUTION NO \_\_\_\_\_

SUBJECT Comprehensive Developmental Guidance and Counseling Policy FUND \_\_\_\_\_

SOURCE OF REVENUE:  GENERAL FUND  SPECIAL  OTHER (SPECIFY) \_\_\_\_\_

COST OF ESTIMATE BASED ON:  AN ORIGINAL ESTIMATE  BUDGET BILL  OTHER (SPECIFY) \_\_\_\_\_

INCOME ESTIMATE BASED ON:  AN ORIGINAL ESTIMATE  BUDGET BILL  OTHER (SPECIFY) \_\_\_\_\_

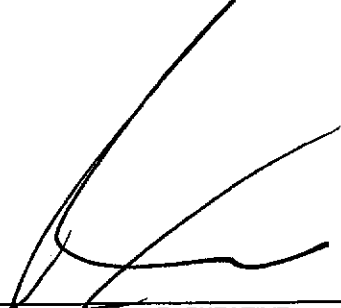
SHOW OVER-ALL EFFECT IN ITEMS 1 AND 2 & GIVE EXPLANATION OF BREAKDOWN BY FISCAL YEAR INCLUDING LONG-RANGE EFFECT

EFFECT OF PROPOSAL	ANNUAL		FISCAL YEAR		
	INCREASE	DECREASE	CURRENT	NEXT	THEREAFTER
1. ESTIMATED TOTAL COST	\$	\$	\$	\$	\$
PERSONAL SERVICES CURRENT EXPENSES REPAIRS/ALTERATIONS EQUIPMENT OTHER	\$	\$	\$	\$	\$
2. ESTIMATED TOTAL REVENUES	\$	\$	\$	\$	\$

3. EXPLANATION OF ABOVE ESTIMATES (INCLUDING LONG-RANGE EFFECT):

  
\_\_\_\_\_  
DATE

\_\_\_\_\_  
AGENCY

  
\_\_\_\_\_  
AUTHORIZED REPRESENTATIVE

**POLICY 2315: Comprehensive Developmental Guidance and Counseling**

**COMMENT/SUGGESTIONS**

*Directions: Please use this form in commenting on proposed Policy 2315.*

**Individual/Organization:** \_\_\_\_\_

**Title:** \_\_\_\_\_

**Street Address:** \_\_\_\_\_ **City/State Zip:** \_\_\_\_\_

<b>Comments/Suggestions</b>
<b>126-67-1. General.</b>
<b>126-67-2. Purpose.</b>
<b>126-67-3. Application.</b>
<b>126-67-4. Definitions.</b>
<b>126-67-5. Components of a comprehensive developmental, national standards-based guidance and counseling program that are to be addressed by county policy.</b>

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**126-67-6. Comprehensive guidance and counseling program services, program monitoring, counselor qualifications, and time distribution.**

**126-67-7. Guidance and counseling program content standards and student competencies.**

**126-67-8. Responsibility.**

**126-67-9. Severability.**

**RETURN COMMENTS BY October 18, 2002 TO:**

**Shirley McGraw  
Secretary  
West Virginia Department of Education  
Building 6, Room B-722  
1900 Kanawha Boulevard, East  
Charleston, West Virginia 25305-0330**