**Ellicottville Central School**

***Comprehensive K-12 School Counseling Programs***

****

**2024-2025**

*Ellicottville Central School*

*5873 Route 219 South*

*Ellicottville, NY 14731*

**Foreword**

The Ellicottville Central School District's Comprehensive School Counseling Department is pleased to offer the ***Ellicottville Central School District Comprehensive School Counseling Programs.*** This program guide is the result of a review by each counselor currently employed as a school counselor in the Ellicottville Central School District. These professionals guided the development of this document and we thank them for their input. Additionally, this guide will be reviewed on an annual basis by the district’s school counselors and an Advisory Board. This comprehensive model is the centerpiece of the Ellicottville Central School District's transformed school counseling practices, and represents the department’s continued and ongoing dedication to comprehensive programming and services aligned with the ASCA and NYSSCA models. This complete comprehensive model acts as a manual for counselors and administrators in clarifying the role of a school counselor.

**Facilitator of School Counselors (Administrators)**

Bob Miller/Mark Ward (Superintendent)

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***Comprehensive K-12 School Counseling Programs***

*New York State PART 100*

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*New York State Part 100*

**New York State Part 100 Regulations - School Counseling Programs**

As per the New York State Education Department, listed in Part 100 of the Commissioner's Regulations, school counseling/guidance programs are defined as follows:

1. Public Schools: Each school district shall have a guidance program for all students.
2. In grades k-6, the program shall be designed in coordination with the teaching staff to prepare students to participate effectively in their current and future educational programs, to help students who exhibit any attendance, academic, behavioral or adjustment problems, to education students concerning avoidance of child sexual abuse and to encourage parental involvement.
3. In grades 7-12, the school counseling program shall include the following activities and services:
4. An annual review of each student's educational progress and career plans, with such reviews conducted with each student individually or with small groups by personnel certified or licensed as school counselors.
5. Instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselor, or by classroom teachers in cooperation with the school counselor.
6. Other advisory and individual or group counseling assistance to enable students to benefit from the curriculum to help students develop and implement postsecondary educational and career plans, to help students who exhibit any attendance, academic, behavioral or adjustment problems and to encourage parental involvement, provided that advisory assistance shall be provided by teachers or counselors or by certified teaching assistants under the supervision of counselors or teachers, and that such individual or group counseling shall be provided by certifiedor licensed school psychologists or certified or licensed school social workers in cooperation with certified and licensed school counselors.

IV.) Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements of this subdivision. Such plan should be filed in the district offices and shall be available for review by any individual. The plan shall present program objectives, which describe expectations

of what students will learn from the program; activities to accomplish the objectives; specifications of the staff members and other resources assigned to accomplish the objectives; provisions for the annual assessment of the program results.

***The Essential Role of the School Counselor***

All essential educators are committed to providing the optimal educational experience for their students through their academic journey. The teacher, the administrator and the school counselor are all significant to the precise balance needed for the student to attend an optimally functioning school and school system.

The teacher has the hands-on position of working with children day to day. They are with students for most of their waking day. As it is with parents, teachers are in the “middle of it all”. They are concerned with teaching their curriculum, managing the class as a whole and reporting to the administration. It is sometimes difficult for them to see the needs of the individual student. This is quite understandable; they are managing their class on a macro level, while trying to identify the micro needs of 20 or more students. The administrator is also concerned with the student, but their reality is to bring bureaucracy to a human level and education. They do this while making pivotal business decisions required in any well-running organization. Although they too are concerned with well-being of the student, their position is often quite removed.

The role of the school counselor is one that it growing with the times. As our society faces increasing challenges, financial, cultural, social, so do our students, teachers and administrators. The school counselor is central to all the participants involved in the education of the child while having the equally important role of identifying the individual needs of all students.

The school counselor is often thought of as the intermediary of all actives contributing to the education of all children, but intermediary often connotes an “after-the fact” contribution. The school counselor has the challenging role of warding off “situations” or problems in the making for kids and teachers. Their critical function of evaluating and viewing each student with a discerning and caring eye is an important part of the role of the school counselor. Equally as important though, is the counselor’s job of working toward finding a solution or path, which works, for the essential educator and the student not only for the present, but for the future. The school counselor is a partner in the educational journey of the child. By virtue of their training, they are the optimistic link, in the academic career of the student. Along with each student, the school counselor through evaluation sees the possibilities, and works with each child through their educational career to become their personal best. The balance between the student, teacher and administrator, at times can become complicated, to say the least. The school counselor works hard at maintaining that balance at all levels. It is an indispensable, monumental and forward thinking position, which is irreplaceable in the education of a child.

Both the ASCA School Counselor Competencies and the ASCA School Ethical Standards guide the practice of the School Counselor and can be found in the appendix of this document.

*Ellicottville Central School*

***Comprehensive K-12 SchoolCounseling Programs***

*New York State Model*

***The Comprehensive Model***

**The Comprehensive Model**

The comprehensive school counseling program is a framework for the systemic development, implementation, and evaluation of school counseling programs. The process for delivery of the National Standards linked to the New York State Learning Standards is accomplished by utilizing each of the four components of the comprehensive model: school counseling curriculum, individual student planning, responsive services, and system support. The comprehensive model identifies the competencies for students and uses varying strategies to deliver the content of the program to every student. Most importantly, the comprehensive program links school counseling to the total educational process.

***Developmental School Counseling***

Recognizing that all children do not develop in a linear fashion according to a certain timetable and understanding the developmental progression of a student's growth throughout the K-12th grade experience is essential. Developmental school 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 efficiently and effectively, and includes counselors who provide specialized counseling services and interventions”* (Myrick, 1997)

Myrick's developmental approach emphasizes: programs for all students; the importance of using an integrated approach involving all school personnel in the delivery of “guidance activities”; and a school counseling curriculum that is sequential, age appropriate, planned and organized. Thus, the school counseling program must include age appropriate and sequential learning experiences to deliver the standards and competencies to every student.

***Result-Based Accountability***

“Result-based” counseling is also a competency-based approach. An emphasis is placed on a total pupil service approach. This approach emphasizes the importance of students acquiring competencies to become successful in school and in the transition to postsecondary education and/or employment. At the heart of “result-based” school counseling is accountability to the students and to the building administrator. Management agreements between the principal and the individual counselor are means of measuring accomplishments.

The competencies delivered emphasize early intervention, prevention, and response services. The standards and the competencies guide the development of the program contact for student growth and achievement in the academic, career, and personal/social domains are an integral part of the individual planning, school counseling curriculum, responsive services, and system support.

School counseling programs are now organized as in integral and essential part of the broader school mission. The evolution of the comprehensive and developmental school and guidance clearly supports the imminent need for school counseling programs to be aligned with and tied to the mission of schools. School counseling programs promote educational excellence through individual excellence, provide preventative programs and experiences, create a collaborative model that integrates the expertise of school counselors, other pupil service personnel, and business and community leaders into the total program. Additionally, it is current with the needs and expectations of education agenda and societal issues. ***Random acts of guidance are no longer acceptable in 21st century schools.***

The ASCA National Model for School Counseling Programs incorporates the national standards, the comprehensive process and results-based accountability, while considering the developmental needs of every student. The four main components of the model are:

1. **The foundation** of the program which addresses the belief and mission that every student will benefit from the school counseling program.
2. **The delivery system** which defines the implementation process and the components of the comprehensive model (guidance curriculum, individual planning with students, responsive services and system support).
3. **The management system** that presents the organizational process and tools needed to deliver a comprehensive school counseling program. These processes and tools include: agreements or responsibility, use of data, action plans, and time and task analysis; and monthly calendars
4. **The accountability system** which helps school counselors demonstrate the effectiveness of their work in measurable terms such as impacts over time, performance evaluation, and a program review.

Both the National Model for School Counseling Programs and Ellicottville's Comprehensive School Counseling Programs speak to the importance of accountability and having an organizational framework that documents and demonstrates **“how students are different as a result of the school counseling programs.”**

*Comprehensive K-12 SchoolCounseling Programs*

***The FOUNDATION***

*Beliefs Philosophy Mission Statement*

*Domains and National Standards*

**Board of Education**

***District Mission Statement:***

***The mission of the ECS District is to prepare students to successfully meet the challenges of today and tomorrow, continue to be contributing citizens and to develop the ability to passionately follow their dreams.***

**FOUNDATION**

**Ellicottville Counseling Mission Statement:**

* The mission of Ellicottville Central School Counseling Program is to provide a comprehensive, developmental counseling program that addresses the academic, career, personal & social development of all students.
* School counselors provide support to maximize every students’ potential and academic achievement.
* In collaboration with other educators, parents/guardians and the community-school counselors provide the necessary support system to ensure all students have the opportunity to learn responsibility, appreciate and respect diversity and individuality as well as demonstrate the qualities of life long learning.

**Ellicottville Counseling Philosophy:**

The school counselors in the Ellicottville Central School District believe:

* Our highest priority is our students
* All students have dignity and worth
* All students have the right to participate in the school counseling program
* All students’ ethnic, cultural, racial, gender differences and special needs are considered in planning and implementing the school counseling program
* All students K-12 shall have access to a full-time, state certified, master’s degree level school counselor to deliver the school counseling program

And that the Ellicottville Central School District Comprehensive School Counseling Program should:

* Be based on specified goals and development student competencies for all students K-12
* Be planned and coordinated by school counseling teams in coordination with other school, parent/guardian and community representatives
* Utilize the many combined resources of the community to deliver programs
* Use data to drive program development and evaluation
* Be evaluated by a counseling supervisor on specified goals and agreed upon competencies
* Actively involve counseling team members to monitor students’ results

And that all counselors for Ellicottville Central School District:

* Abide by the professional school counseling ethics as advocated by the American School Counselor Association and the New York State School Counselor Association
* Participate in professional development activities essential to maintain a quality school counseling program

**The Ellicottville School Counselors:**

* Will be full-time employees who hold state certification and have a Master’s Degree in School counseling. They will deliver the school counseling programs as outlined in the New York State Counseling Standards of academic, career and personal/social domains.
* Will abide by the professional school counseling ethics as advocated by the American School Counselor Association.
* Will participate in professional development essential to maintaining a high-quality school counseling program.

**School Counseling National Domains and Standards**

**(Transitioning to Mindsets and Behaviors)**

The National Standards for School Counseling Programs facilitate student development in three boardareas: academic development, career development and personal/social development. Following are the ninenational standards adopted by New York State.

**Academic Development**

*Standard A*

Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and acrossthe life span.

*Standard B*

Students will complete school with the academic preparation essential to choose from a wide range of substantialpost-secondary options, including college.

*Standard C*

Students will understand the relationship of academics to the world of work and to life at home and in thecommunity.

**Career Development**

*Standard A*

Students will acquire the skills to investigate the world of work in relation to knowledge of self and to makeinformed career decision.

*Standard B*

Students will employ strategies to achieve future career success and satisfaction.

*Standard C*

Students will understand the relationship between personal qualities, education and training and the world ofwork.

**Personal/Social Development**

*Standard A*

Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect selfand others.

*Standard B*

Students will make decisions, set goals and take necessary action to achieve goals.

*Standard C*

Students will understand safety and survival skills.

**The ASCA Mindsets & Behaviors For Student Success**

The "ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student" were developed to, “describe the knowledge, skills and attitudes students need to achieve academic success, college and career readiness and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts”.

**LEARNING STANDARDS FOR CAREER DEVELOPMENT**

**AND OCCUPAIONAL STUDIES (CDOS) AT THREE LEVELS**

Standard 1: Career Development

Students will be knowledgeable about the world of work, explore career options, and relate

personal skills, aptitudes, and abilities to future career decisions.

Standard 2: Integrated Learning

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

Standard 3a: Universal Foundation Skills

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

And

Standard 3b: Career Majors

Students who choose a career major will acquire the career-specific technical knowledge/skillsnecessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

Learning Standards for

Career Development and

Occupational Studies at Three Levels

CAREER PLAN as prescribed in these learning standards is intended to promote exploration andresearch into broad career areas of interest to individual students. Basic principles of career planning such as decision-making, self-evaluation, and goal setting have been integrated within the sample tasks. It is not the intent of these learning standards to limit options or narrowly define theeducational preparation of students.

*Comprehensive K-12 SchoolCounseling Programs*

***THE DELIVERY SYSTEM***

*School Counseling Curriculum Individual Student Planning*

*Responsive Services and System Support*

**ELLICOTTVILLE CENTRAL SCHOOL COUNSELING DEPARTMENT**

**DELIVERY SYSTEM**

The Ellicottville Central School District's Comprehensive School Counseling Program is based on the core beliefs, philosophies and missions identified in the foundation. The delivery system describes the activities, interactions and methods necessary to deliver the programs to the school community. Ellicottville's Comprehensive School Counseling Programs integrate academic, career and personal/social development. The components of a comprehensive school counseling program include the school counseling curriculum, individual planning, responsive services, and systems support.

**School Counseling Core Curriculum:** The counseling curriculum consists of structured developmental lessons to assist students in achieving the desired competencies and to provide all students with the knowledge and skills appropriate for their developmental level. The counseling curriculum is infused throughout the school's overall curriculum and is presented systematically through K-12 classroom instruction and group activities.

* **Classroom activities:** School Counselors present lessons in the classroom setting.
* **Group activities:** School Counselors may also conduct large group activities to address students' particular needs.
* **Interdisciplinary activities:** School Counselors participate in teams to develop curriculum across content areas
* **Career and College Awareness Month:** Every April, School Counselors sponsor College and

Career Awareness activities throughout the district.

**Digital Literacy**: School Counselors employ technology based Career and College Awareness Programs.

**Individual Student Planning:** School Counselors coordinate ongoing systematic activities designed to assist students individually in establishing personal goals and developing future plans.

* **Case Management:** School Counselors monitor individual student progress.
* **Individual Appraisal:** School Counselors use test information and other data to assist students in analyzing and evaluating their interests, skills, and abilities.
* **Individual Advisement:** School Counselors work directly with students on developing an appropriate educational plan.
* **Placement:** School Counselors assist students in determining the proper educational setting as they meet their academic and career goals.

**Responsive Services:** Responsive services, which are the traditional duties of school counselors, consist of activities meeting individual student's immediate needs, usually necessitated by life events, situations and/or conditions in the student's life. These needs require counseling, consultation, referral, peer mediation and/or information.

* **Student Advocate**: School Counselors will participate in and/or coordinate RTI, 504, CSE, CPS and attendance meetings.
* **Consultation and Collaboration:** School Counselors work with parents, teachers, students and other involved parties to develop strategies to assist students.
* **Personal Counseling:** School Counselors provide a student maximum privacy in which to freely explore ideas, feelings, and behaviors.
* **Crisis Counseling:** School Counselors provide prevention and interventions. Such counseling is short term in nature addressing a particular student's concern(s).
* **Referral:** School Counselors refer students and their families to appropriate school community agencies when needed.

**System Supports/Indirect Student Services:** Like organized activity, a school counseling program requires administration and management to establish, maintain and enhance the total counseling program.

* **Professional Development:** School Counselors update knowledge and skills by participating in training, professional meetings, conferences and relevant course work.
* **Program Promotion:** School Counselors provide orientation and information regarding the programs to the greater community via websites, counseling newsletters, and community presentations.
* **Consultation with teachers and staff:** School Counselors work with teachers and other staff members to provide information regarding the needs of a student. School Counselors should participatein district committees and in-service programs.
* **Parent and Community Outreach:** School Counselors provide ongoing support and information to the greater community regarding student needs.
* **Research:** School Counselors utilize research in the development of their programs and participate in research designed to improve their programs.
* **Program Evaluation:** School Counselors collect and analyze data to evaluate the program and continue updating program activities.

**School Counselor Ratios:** To carry out a comprehensive K-12 School Counseling plan, ***the Ellicottville Central School District must support the allocated time distribution for each***

***component based on American School Counselor Association guidelines.***

**Approved Time Distribution:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Component** | **Elementary** | **Middle School** | **High School** |
| **Counseling Curriculum** | 35%-45% | 25%-35% | 15%-25% |
| **Individual Planning** | 5%-25% | 15%-25% | 25%-35% |
| **Responsive Services** | 30%-40% | 30%-40% | 25%-35% |
| **System Support** | 10%-15% | 10%-15% | 15%-20% |
| **Total** | 100% | 100% | 100% |

**DELIVERY SYSTEM CHART**

|  |  |  |  |
| --- | --- | --- | --- |
| **Counseling**  **Curriculum**  Provides developmental,  comprehensive counseling  program content in a  systematic way to all Ellicottville students K - 12th grade | **Responsive Services**  Addresses students'  immediate concerns. | **Individual Student**  **Planning**  Engage students and their parents/guardians in development ofacademic and career  plans. | **System Support**  Includes program, staff and school support activities and services. |
| ***Purpose:***  ***\**** Student awareness, skills  development and  application of skills needed in everyday life. | ***Purpose:***  \* Prevention and intervention. | ***Purpose:***  \* Individual student  academic and  occupational planning,  decision making, goal  setting and preparing for  academic transition. | ***Purpose:***  \* Program delivery and  support. |
| ***Academic:***  \* Effective learning in  school and across the life  span.  \* Academic preparation  for post-secondaryoptions.  \* Relationship ofacademics, work, familyandcommunity. | ***Academic:***  \* Any immediate academicconcerns.  \* School-related concerns  including tardiness,  absences and truancy,  misbehavior, school  avoidance, dropout,  suspensions.  \* CPS.  \* 504.  \* RTI.  \* Attendance. | ***Academic:***  \* Facilitation and/or  interpretation of criterion  and norm-referenced  tests.  \* Academic preparation  essential for postsecondary options.  \* Appropriate course  selection.  \* Development of K-12  Academic and career plan/portfolio.  \* Development of post- secondary educational plan.  \* Use of diverse  assessment results. | ***Total Support:***  \* School counselor  professional development.  \* Advocacy and public  relations for comprehensive school counseling programs.  \* Advisory Board.  \* Program planning and  development.  \* Evaluation and assessment of comprehensive school  counseling programs, and student results.  \* School improvement  planning.  \*Consultation/involvement with staff, parentsand community resources. |
| ***Career:***  \* Investigate the world of work to make informed decisions.  \*Strategies to achieve  future career goals.  \* Relationship of personal qualities, education, training and work. | ***Career:***  ***\**** individual discussions on how current behavior can impact future career goals. | ***Career:***  \* Utilize career  information resources in  school and community.  \* Explore career clusters.  \* Interest and skill  inventories.  \* Career exploration  inventories.  \* Self-knowledge relating  to career choices.  \* Appropriate course  selections, tech prep,  work-based learning  including job shadowing  and internships. | ***Career:***  \*Use of websites and technology applications. |
| ***Personal/Social:***  \* Interpersonal skills to  respect self and others.  \* Decision-making, setting goals and taking action to achieve goals.  \* Understanding everyday safety and survival skills. | ***Personal/Social:***  \* Crises(i.e physical, sexual or emotional abuse; grief, loss and death; substance abuse, family issues; relationship concerns; divorce; legal issues).  \* Referral Plans.  \*Coping Skills  \* Contact and maintain  relationships with mental health resources in your area. | ***Personal/Social:***  \* Skills and competencies  related to student and  employee success. | ***Personal/Social :***  \*Use of technology.  \*Use of community/agency services and resources |
| ***Counselor Role:***  \* Counseling curriculum  implementation (small  and large groups settings).  \* Consultation with  administration, faculty  and other school  counselors. | ***Counselor Role:***  \* Individual counseling.  \* Small-group counseling.  \* Referral process.  \* Consultation and collaboration with  administration, students, staff, parents, and community agencies. | **Counselor Role:**  \* Assessment  \* Planning  \* Placement  \*Consultation/  Collaboration | **Counselor Role:**  \* Development and  management program.  \* Coordination.  \* Develop relationships  and partnerships.  \* Consultation. |

**SCHOOLS COUNSELING PROGRAMS**

**ASCA MINDSETS & BEHAVIORS FOR STUDENT SUCCESS**

**K-12 College and Career Readiness Standards for Every Student**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **K** | **1** | **2** | | | **3** | | **4** | **5** | **6** | | | **7** | | **8** | **9** | | **10** | | **11** | | **12** | |
| **Category 1: Mindset Standards-**  **School Counselors encourage the following mindsets for all students.** | | | | | | | | | | | | | | | | | | | | | | | | |
| **1.Belief in development of whole self.** | **X** | **X** | | **X** | **X** | | **X** | | **X** | | **X** | **X** | | **X** | | | **X** | | **X** | | **X** | | **X** | |
| **2.Self-confidence in ability to succeed.** | **X** | **X** | | **X** | **X** | | **X** | | **X** | | **X** | **X** | | **X** | | | **X** | | **X** | | **X** | | **X** | |
| **3. Sense of belonging in the school community** | **X** | **X** | | **X** | **X** | | **X** | | **X** | | **X** | **X** | | **X** | | | **X** | | **X** | | **X** | | **X** | |
| **4.Understanding that post-secondary education and life-long learning are necessary for long-term career success.** | **X** | **X** | | **X** | **X** | | **X** | | **X** | | **X** | **X** | | **X** | | | **X** | | **X** | | **X** | | **X** | |
| **5.Belief in using abilities to their fullest to achieve high-quality results and outcomes.** | **X** | **X** | | **X** | **X** | | **X** | | **X** | | **X** | **X** | | **X** | | | **X** | | **X** | | **X** | | **X** | |
| **6.Positive attitude toward work and learning.** | **X** | **X** | | **X** | **X** | | **X** | | **X** | | **X** | **X** | | **X** | | | **X** | | **X** | | **X** | | **X** | |
|  |  |  | |  |  | |  | |  | |  |  | |  | | |  | |  | |  | |  | |
| **Category 2: Behavior Standards-**  **Students will demonstrate the following standards through classroom lessons, activities, and/or individualized group counseling.** | | | | | | | | | | | | | | | | | | | | | | | | |
| ***LearningStrategies*** | **K** | **1** | | **2** | **3** | | **4** | | **5** | | **6** | **7** | | **8** | | | **9** | | **10** | | **11** | | **12** | |
| **1.Demonstrate critical thinking skills to make informed decisions.** | **X** | **X** | | **X** | **X** | | **X** | | **X** | | **X** | **X** | | **X** | | | **X** | | **X** | | **X** | | **X** | |
| **2.Demonstrate creativity.** | **X** | **X** | | **X** | **X** | | **X** | | **X** | | **X** | **X** | | **X** | | | **X** | | **X** | | **X** | | **X** | |
| **3.Use time management, organizational and study skills.** | **X** | **X** | | **X** | **X** | | **X** | | **X** | | **X** | **X** | | **X** | | | **X** | | **X** | | **X** | | **X** | |
| **4.Apply self-motivation and self direction to learning.** | **X** | **X** | | **X** | **X** | | **X** | | **X** | | **X** | **X** | | **X** | | | **X** | | **X** | | **X** | | **X** | |
| **5.Apply media and technology skills.** |  |  | |  |  | |  | |  | | **X** | **X** | | **X** | | | **X** | | **X** | | **X** | | **X** | |
| **6.Set high standards of quality.** | **X** | **X** | | **X** | **X** | | **X** | | **X** | | **X** | **X** | | **X** | | | **X** | | **X** | | **X** | | **X** | |
| **7.Identify long and short term academic, career, and socio/emotional goals.** |  |  | |  |  | |  | |  | | **X** | **X** | | **X** | | | **X** | | **X** | | **X** | | **X** | |
| **8.Actively engage in challenging coursework.** | **X** | **X** | | **X** | **X** | | **X** | | **X** | | **X** | **X** | | **X** | | | **X** | | **X** | | **X** | | **X** | |
| **9.Gather evidence and consider multiple perspectives to make informed decisions.** |  |  | |  |  | |  | |  | | **X** | **X** | | **X** | | | **X** | | **X** | | **X** | | **X** | |
| **10.Participate in enrichment and extracurricular activities.** |  |  | |  |  | | **X** | | **X** | | **X** | **X** | | **X** | | | **X** | | **X** | | **X** | | **X** | |
| ***Self-Management Skills*** |  |  | |  |  | |  | |  | |  |  | |  | | |  | |  | |  | |  | |
| **1.Demonstrate ability to assume responsibility.** | **X** | **X** | | **X** | **X** | | **X** | | **X** | | **X** | **X** | | **X** | | | **X** | | **X** | | **X** | | **X** | |
| **2.Demonstrate self-discipline and self control.** | **X** | **X** | | **X** | **X** | | **X** | | **X** | | **X** | **X** | | **X** | | | **X** | | **X** | | **X** | | **X** | |
| **3.Demonstrate ability to work independently.** | **X** | **X** | | **X** | **X** | | **X** | | **X** | | **X** | **X** | | **X** | | | **X** | | **X** | | **X** | | **X** | |
| **4.Demonstrate ability to delay immediate gratification for long term rewards.** |  |  | |  |  | |  | |  | | **X** | **X** | | **X** | | | **X** | | **X** | | **X** | | **X** | |
| **5.Demonstrate perseverance to achieve long and short term goals.** |  |  | |  |  | |  | | **X** | | **X** | **X** | | **X** | | | **X** | | **X** | | **X** | | **X** | |
| **6.Demonstrate ability to overcome barriers to learning.** |  |  | | **X** | **X** | | **X** | | **X** | | **X** | **X** | | **X** | | | **X** | | **X** | | **X** | | **X** | |
| **7.Demonstrate effective coping skills when faced with a problem.** |  |  | | **X** | **X** | | **X** | | **X** | | **X** | **X** | | **X** | | | **X** | | **X** | | **X** | | **X** | |
| **8.Demonstrate the ability to balance school, home, and community activities.** |  |  | |  |  | |  | |  | | **X** | **X** | | **X** | | | **X** | | **X** | | **X** | | **X** | |
| **9.Demonstrate personal safety skills.** | **X** | **X** | | **X** | **X** | | **X** | | **X** | | **X** | **X** | | **X** | | | **X** | | **X** | | **X** | | **X** | |
| **10.Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities.** |  |  | |  |  | |  | | **X** | | **X** | **X** | | **X** | | | **X** | | **X** | | **X** | | **X** | |
| ***Social Skills*** | | | | | | | | | | | | | | | | | | | | | | | | |
| **1.Use effective oral and written communication skills and listening skills.** |  |  | |  |  | |  | | **X** | | **X** | **X** | | **X** | | | **X** | | **X** | | **X** | | **X** | |
| **2.Create positive and supportive relationships with other students.** | **X** | **X** | | **X** | **X** | | **X** | | **X** | | **X** | **X** | | **X** | | | **X** | | **X** | | **X** | | **X** | |
| **3.Create relationships with adults that support success.** | **X** | **X** | | **X** | **X** | | **X** | | **X** | | **X** | **X** | | **X** | | | **X** | | **X** | | **X** | | **X** | |
| **4.Demonstrate empathy.** | **X** | **X** | | **X** | **X** | | **X** | | **X** | | **X** | **X** | | **X** | | | **X** | | **X** | | **X** | | **X** | |
| **5.Demonstrate ethical decision-making and social responsibility.** |  |  | |  |  | |  | |  | | **X** | **X** | | **X** | | | **X** | | **X** | | **X** | | **X** | |
| **6.Use effective collaboration and cooperation skills.** |  |  | |  |  | |  | |  | | **X** | **X** | | **X** | | | **X** | | **X** | | **X** | | **X** | |
| **7.Use leadership and teamwork skills to work effectively in diverse teams.** |  |  | |  |  | |  | | **X** | | **X** | **X** | | **X** | | | **X** | | **X** | | **X** | | **X** | |
| **8.Demonstrate advocacy skills and ability to assert self, when necessary.** |  |  | |  |  | |  | | **X** | | **X** | **X** | | **X** | | | **X** | | **X** | | **X** | | **X** | |
| **9.Demonstrate social maturity and behaviors appropriate to the situation and environment.** |  |  | |  |  | |  | | **X** | | **X** | **X** | | **X** | | | **X** | | **X** | | **X** | | **X** | |
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**ELEMENTARY SCHOOL COUNSELING CURRICULUM**

At the elementary level, large group classroom instruction is delivered kindergarten through fifth grade to introduce and enhance skill development across the three domains: academic, personal/social, and career. A variety of programs and resources are utilized by district counselors including, but not limited to, the following:

**Second Step (Grades Kindergarten through 5)**

The Second Step Program engages students in learning essential social and emotional skills crucial to healthy child development. Skills such as empathy, emotion management (i.e. anger management, impulse control), and social problem solving promote social competence and reduce social and emotional problems. Benefits include the enhancement of a caring school culture through promoting respect and acceptance.

**Conflict Resolution and Bullying Prevention Programming (Grades Kindergarten through 5)**

Aggressive and other anti-social behavior in students is a disruptive element in school, and along with bullying results in an inordinate amount of time being taken away from the learning process. Intervention protocols and prevention programming address the need for a multidimensional and comprehensive approach to address these issues.

R**ESPONSIVE SERVICES – Elementary Schools**

Each Elementary School Counselor is:

* Available to meet the needs of students and the school community during a time of crisis. School Counselors must make themselves available to all students presenting with a crisis.
* Responsible for the RTI process and 504 plans/meetings at their building.
* Available to students requesting individual support and/or to mediate situations among a group of students.
* Responsible for facilitating the district attendance plan.
* Responsible for referring students and their families to appropriate school/community agencies when needed.

**INDIVIDUAL STUDENT PLANNING – Elementary Schools**

Each Elementary School Counselor:

* Implements large (classroom) and/or small large group counseling programs each year.
* May schedule and facilitate parent/teacher conferences as needed.
* Will be available and provide assistance as needed in the transition of students described as “new entrants".
* Supports and collaborates with classroom teachers to address the academic, social, and emotional needs of the students.
* Collaborates and consults with building administrators to provide academic, social, and emotional interventions as needed.
* Attends Committee on Special Education meetings for their individual students.
* Provides mandated counseling as indicated by a student's Individualized Education Plan. The school counselor recommends initiation; continuation or termination of counseling services based on goals set and determined met by the school counselor.

**SYSTEM SUPPORT- Elementary Schools**

Each Elementary School Counselor:

* Should utilize newsletters and electronic communications to inform the whole school community of the school counseling program.
* Must update knowledge and skills by participating in training, professional meetings, conferences and relevant course work.
* Is encouraged to join the American School Counselors Association and the New York State School Counselors Association.
* Will follow the district APPR Plan.

**ELEMENTARY COUNSELING CURRICULUM**

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| **ACADEMIC** | **K** | **1** | **2** | | | **3** | | **4** | **5** | **6** | | | **7** | | **8** | **9** | | **10** | | **11** | | **12** | |
| **SC K-12.2.1 Academic Development: Standard A**  *Students will acquire the attitudes, knowledge, and sills that contribute to effective learning in school and across the life span.* | | | | | | | | | | | | | | | | | | | | | | | | |
| ***Improve Academic Self-Concept*** |  |  |  | | |  | |  |  |  | | |  | |  |  | |  | |  | |  | |
| Articulate feelings of competence and confidence as a learner |  |  | | **X** |  | | **X** | | **X** | |  |  | |  | | |  | |  | |  | |  | |
| Display a positive interest in learning | **X** | **X** | | **X** | **X** | | **X** | | **X** | |  |  | |  | | |  | |  | |  | |  | |
| Accept mistakes as essential to the learning process | **X** | **X** | | **X** | **X** | | **X** | | **X** | |  |  | |  | | |  | |  | |  | |  | |
| Identify attitudes and behaviors which lead to successful  Learning | **X** | **X** | | **X** | **X** | | **X** | | **X** | |  |  | |  | | |  | |  | |  | |  | |
| ***Acquire Skills for Improving Learning*** |  |  | |  |  | |  | |  | |  |  | |  | | |  | |  | |  | |  | |
| Apply time management and task management skills |  |  | | **X** |  | | **X** | | **X** | |  |  | |  | | |  | |  | |  | |  | |
| Demonstrate how effort and persistence positively  affect learning | **X** |  | |  |  | |  | |  | |  |  | |  | | |  | |  | |  | |  | |
| Use communication skills to know when and how to  ask for help when needed |  |  | | **X** |  | |  | |  | |  |  | |  | | |  | |  | |  | |  | |
| Apply knowledge of learning styles to positively  influence school performance |  |  | |  |  | | **X** | | **X** | |  |  | |  | | |  | |  | |  | |  | |
| ***Achieve School Success*** |  |  | |  |  | |  | |  | |  |  | |  | | |  | |  | |  | |  | |
| Take responsibility for their actions | **X** | **X** | | **X** | **X** | | **X** | | **X** | |  |  | |  | | |  | |  | |  | |  | |
| Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students | **X** | **X** | | **X** | **X** | | **X** | | **X** | |  |  | |  | | |  | |  | |  | |  | |
| Develop a broad range of interests and abilities |  |  | |  |  | |  | | **X** | |  |  | |  | | |  | |  | |  | |  | |
| Demonstrate dependability, productivity and initiative |  |  | |  |  | |  | | **X** | |  |  | |  | | |  | |  | |  | |  | |
| Share Knowledge | **X** | **X** | | **X** | **X** | | **X** | | **X** | |  |  | |  | | |  | |  | |  | |  | |
|  |  |  | |  |  | |  | |  | |  |  | |  | | |  | |  | |  | |  | |
| **SC K-12.2.2. Academic Development: Standard B**  *Students will complete school with the academic preparation essential to choose from a wide range of*  *substantial postsecondary options, including college.* | | | | | | | | | | | | | | | | | | | | | | | | |
| ***Improve Learning*** | **K** | **1** | | **2** | **3** | | **4** | | **5** | | **6** | **7** | | **8** | | | **9** | | **10** | | **11** | | **12** | |
| Demonstrate the motivation to achieve individual potential |  |  | |  |  | |  | | **X** | |  |  | |  | | |  | |  | |  | |  | |
| Learn and apply critical thinking skills |  |  | |  |  | |  | | **X** | |  |  | |  | | |  | |  | |  | |  | |
| Apply the study skills necessary for academic success at each level |  |  | |  | **X** | | **X** | | **X** | |  |  | |  | | |  | |  | |  | |  | |
| Seek information and support from faculty, staff, family, and peers | **X** | **X** | | **X** | **X** | | **X** | | **X** | |  |  | |  | | |  | |  | |  | |  | |
| Organize and apply academic information from a variety of sources |  |  | |  |  | | **X** | | **X** | |  |  | |  | | |  | |  | |  | |  | |
| Use knowledge of learning styles to positively influence school performance |  |  | |  |  | |  | | **X** | |  |  | |  | | |  | |  | |  | |  | |
| Become self-directed and independent learners |  |  | |  |  | | **X** | | **X** | |  |  | |  | | |  | |  | |  | |  | |
| ***Plan to achieve Goals*** |  |  | |  |  | |  | |  | |  |  | |  | | |  | |  | |  | |  | |
| Establish challenging academic goals in elementary,  middle/junior high and high school | **X** | **X** | | **X** | **X** | | **X** | | **X** | |  |  | |  | | |  | |  | |  | |  | |
| Use assessment results in educational planning |  |  | |  |  | |  | | **X** | |  |  | |  | | |  | |  | |  | |  | |
| Develop and implement an annual plan of study to  maximize academic ability and achievement | **X** | **X** | | **X** | **X** | | **X** | | **X** | |  |  | |  | | |  | |  | |  | |  | |
| Apply knowledge of aptitudes and interests to goal setting |  |  | |  |  | | **X** | | **X** | |  |  | |  | | |  | |  | |  | |  | |
| Use problem-solving and decision-making skills to assess progress toward educational goals |  |  | |  |  | | **X** | | **X** | |  |  | |  | | |  | |  | |  | |  | |
| Understand the relationship between classroom  performance and success in school | **X** | **X** | | **X** | **X** | | **X** | | **X** | |  |  | |  | | |  | |  | |  | |  | |
| Identify post-secondary options consistent with  interests, achievement, aptitude and abilities |  |  | |  |  | |  | | **X** | |  |  | |  | | |  | |  | |  | |  | |

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| **SC K-12.2.3 Academic Development: Standard C**  *Students will understand the relationship of academics to the world of work, and to life at home and in the community.* | | | | | | | | | | | | | | | | | | | | | | | | |
| ***Relate School to Life Experiences*** | **K** | **1** | | **2** | | **3** | | | **4** | **5** | **6** | | **7** | | | **8** | **9** | | **10** | | **11** | | **12** |
| Demonstrate the ability to balance school, studies,  extracurricular activities, leisure time and family life |  |  |  | | |  | |  | | **X** |  | |  | |  | |  |  | |  | |  | | |
| Seek co-curricular and community experiences to  enhance the school experience | **X** | **X** | **X** | | | **X** | | **X** | | **X** |  | |  | |  | |  |  | |  | |  | | |
| Understand the relationship between learning and work |  |  |  | | |  | | **X** | | **X** |  | |  | |  | |  |  | |  | |  | | |
| Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals |  |  |  | | |  | | **X** | | **X** |  | |  | |  | |  |  | |  | |  | | |
| Understand that school success is the preparation to make the transition from student to community member |  |  |  | | |  | | **X** | | **X** |  | |  | |  | |  |  | |  | |  | | |
| Understand how school success and academic achievement enhance future career and vocational opportunities |  |  |  | | |  | | **X** | | **X** |  | |  | |  | |  |  | |  | |  | | |
|  |  |  |  | | |  | |  | |  |  | |  | |  | |  |  | |  | |  | | |
| **Career Development** | **K** | **1** | **2** | | | **3** | | **4** | | **5** | **6** | | **7** | | **8** | | **9** | **10** | | **11** | | **12** | | |
| **SC K-12.1.1 Career Development: Standard A**  *Students will acquire the skills to investigate the world of work in relation to knowledge of self and tomake informed career decisions.* | | | | | | | | | | | | | | | | | | | | | | | | |
| ***Develop Career Awareness*** |  |  |  | |  | |  | | |  |  |  | |  | | |  |  | |  | |  | | |
| Develop skills to locate, evaluate, and interpret  career information |  |  |  | | **X** | | **X** | | | **X** |  |  | |  | | |  |  | |  | |  | | |
| Learn about the variety of traditional and nontraditional  Occupations |  |  |  | | **X** | | **X** | | | **X** |  |  | |  | | |  |  | |  | |  | | |
| Develop an awareness of personal abilities, skills,  interests, and motivations | **X** | **X** | **X** | | **X** | | **X** | | | **X** |  |  | |  | | |  |  | |  | |  | | |
| Learn how to interact and work cooperatively in  Teams | **X** | **X** | **X** | | **X** | | **X** | | | **X** |  |  | |  | | |  |  | |  | |  | | |
| Learn to make decisions | **X** | **X** | **X** | | **X** | | **X** | | | **X** |  |  | |  | | |  |  | |  | |  | | |
| Learn how to set goals |  |  |  | |  | | **X** | | | **X** |  |  | |  | | |  |  | |  | |  | | |
| Understand the importance of planning |  |  |  | |  | |  | | | **X** |  |  | |  | | |  |  | |  | |  | | |
| Pursue and develop competency in areas of interest |  |  |  | |  | |  | | | **X** |  |  | |  | | |  |  | |  | |  | | |
| Develop hobbies and vocational interests |  |  |  | |  | |  | | | **X** |  |  | |  | | |  |  | |  | |  | | |
| Balance between work and leisure time |  |  |  | |  | |  | | | **X** |  |  | |  | | |  |  | |  | |  | | |
| ***Develop Employment Readiness*** |  |  |  | |  | |  | | | **X** |  |  | |  | | |  |  | |  | |  | | |
| Acquire employability skills such as working on a  team, problem-solving and organizational skills |  |  |  | |  | |  | | | **X** |  |  | |  | | |  |  | |  | |  | | |
| Apply job readiness skills to seek employment  Opportunities |  |  |  | |  | |  | | | **X** |  |  | |  | | |  |  | |  | |  | | |
| Demonstrate knowledge about the changing  Workplace |  |  |  | |  | |  | | | **X** |  |  | |  | | |  |  | |  | |  | | |
| Learn about the rights and responsibilities of  employers and employees |  |  |  | |  | |  | | | **X** |  |  | |  | | |  |  | |  | |  | | |
| Learn to respect individual uniqueness in the  Workplace |  |  |  | |  | |  | | | **X** |  |  | |  | | |  |  | |  | |  | | |
| Learn how to write a resume |  |  |  | |  | |  | | |  |  |  | |  | | |  |  | |  | |  | | |
| Develop a positive attitude toward work and learning | **X** | **X** | **X** | | **X** | | **X** | | | **X** |  |  | |  | | |  |  | |  | |  | | |
| Understand the importance of responsibility,  dependability, punctuality, integrity and effort in the  workplace |  |  |  | |  | | **X** | | | **X** |  |  | |  | | |  |  | |  | |  | | |
| Utilize time and task-management skills |  |  |  | |  | | **X** | | | **X** |  |  | |  | | |  |  | |  | |  | | |

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| **SC K-12.1.2 Career Development: Standard B**  *Students will employ strategies to achieve future career goals with success and satisfaction.* | | | | | | | | | | | | | | | | | | | | | | | | | |
| ***Acquire Career Information*** | **K** | **1** | | **2** | | **3** | | **4** | **5** | | **6** | | **7** | | | **8** | | **9** | | **10** | | **11** | | **12** |
| Apply decision-making skills to career planning,course selection, and career transitions |  |  |  | | |  |  | |  |  | | |  | |  | |  | |  | |  | |  | | |
| Identify personal skills, interests, and abilities and relate them to current career choices |  |  |  | | |  | **X** | | **X** |  | | |  | |  | |  | |  | |  | |  | | |
| Demonstrate knowledge of the career planning process |  |  |  | | |  | **X** | | **X** |  | | |  | |  | |  | |  | |  | |  | | |
| Know the various ways which occupations can be classified |  |  |  | | |  |  | | **X** |  | | |  | |  | |  | |  | |  | |  | | |
| Use research and information resources to obtain career information |  |  |  | | | **X** | **X** | | **X** |  | | |  | |  | |  | |  | |  | |  | | |
| Learn to use the internet to access career planning information |  |  |  | | |  |  | | **X** |  | | |  | |  | |  | |  | |  | |  | | |
| Describe traditional and non-traditional occupations and how these relate to career choice |  |  |  | | |  |  | | **X** |  | | |  | |  | |  | |  | |  | |  | | |
| Understand how changing economic and societal  needs influence employment trends and future training |  |  |  | | |  |  | |  |  | | |  | |  | |  | |  | |  | |  | | |
| ***Identify Career Goals*** |  |  |  | | |  |  | |  |  | | |  | |  | |  | |  | |  | |  | | |
| Demonstrate awareness of the education and training needed to achieve career goals |  |  |  | | | **X** | **X** | | **X** |  | | |  | |  | |  | |  | |  | |  | | |
| Assess and modify their educational plan to support career goals |  |  |  | | |  |  | |  |  | | |  | |  | |  | |  | |  | |  | | |
| Use employability and job readiness skills in internship, mentoring, shadowing and/or other world of work experiences |  |  |  | | |  |  | |  |  | | |  | |  | |  | |  | |  | |  | | |
| Select course work that is related to career interests |  |  |  | | |  |  | |  |  | | |  | |  | |  | |  | |  | |  | | |
| Maintain a career planning portfolio |  |  |  | | |  |  | |  |  | | |  | |  | |  | |  | |  | |  | | |
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| **SC K-12.1.3 Career Development: Standard C**  *Students will understand the relationship between personal qualities, education, training, and theworld of work.* | | | | | | | | | | | | | | | | | | | | | | | | | |
| ***Acquire Knowledge to Achieve Career Goals*** | **K** | **1** | **2** | | **3** | | **4** | | **5** | **6** | | **7** | | **8** | | | **9** | | **10** | | **11** | | **12** | | |
| Understand the relationship between educational achievement and career success | **X** | **X** | **X** | | **X** | | **X** | | **X** |  | |  | |  | | |  | |  | |  | |  | | |
| Explain how work can help to achieve personal success and satisfaction |  |  |  | |  | |  | | **X** |  | |  | |  | | |  | |  | |  | |  | | |
| Identify personal preferences and interests which  influence career choices and success | **X** | **X** | **X** | | **X** | | **X** | | **X** |  | |  | |  | | |  | |  | |  | |  | | |
| Understand that the changing workplace requires  lifelong learning and acquiring new skills |  |  |  | |  | | **X** | | **X** |  | |  | |  | | |  | |  | |  | |  | | |
| Describe the effect of work on lifestyles |  |  |  | |  | | **X** | | **X** |  | |  | |  | | |  | |  | |  | |  | | |
| Understand the importance of equity and access in  career choice |  |  |  | |  | |  | |  |  | |  | |  | | |  | |  | |  | |  | | |
| Understand that work is an important and satisfying  means of personal expression |  |  |  | |  | | **X** | | **X** |  | |  | |  | | |  | |  | |  | |  | | |
| ***Apply Skills to Achieve Career Goals*** |  |  |  | |  | |  | |  |  | |  | |  | | |  | |  | |  | |  | | |
| Demonstrate how interests, abilities, andachievement relate to achieving personal, social, educational and career goals. |  |  |  | |  | | **X** | | **X** |  | |  | |  | | |  | |  | |  | |  | | |
| Learn how to use conflict management skills with peers and adults | **X** | **X** | **X** | | **X** | | **X** | | **X** |  | |  | |  | | |  | |  | |  | |  | | |
| Learn to work cooperatively with others as a team member | **X** | **X** | **X** | | **X** | | **X** | | **X** |  | |  | |  | | |  | |  | |  | |  | | |
| Apply academic and employment readiness skills in  work-based learning situations such as internships, shadowing, and/or mentoring experiences |  |  |  | |  | | **X** | | **X** |  | |  | |  | | |  | |  | |  | |  | | |

**Personal/Social Development K 1 2 3 4 5 6 7 8**

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| **Personal/Social Development** | **K** | **1** | **2** | | | **3** | | | **4** | **5** | **6** | | | **7** | | **8** | **9** | | **10** | | **11** | | **12** | |
| **SC K-12.1.4 Personal/Social Development: Standard A**  Students will acquire the knowledge, attitudes, ad interpersonal skills to help them understand andrespect self and others. | | | | | | | | | | | | | | | | | | | | | | | | | |
| ***Acquire Self-Knowledge*** |  |  |  | | |  | | |  |  |  | | |  | |  |  | |  | |  | |  | |
| Develop a positive attitude toward self as a unique and worthy person | **X** | **X** | | **X** | | | **X** | **X** | | **X** | |  |  | |  | | |  | |  | |  | |  | |
| Identify values, attitudes and beliefs | **X** | **X** | | **X** | | | **X** | **X** | | **X** | |  |  | |  | | |  | |  | |  | |  | |
| Learn the goal setting process |  |  | |  | | | **X** | **X** | | **X** | |  |  | |  | | |  | |  | |  | |  | |
| Understand change as a part of growth |  |  | |  | | |  | **X** | | **X** | |  |  | |  | | |  | |  | |  | |  | |
| Identify and express feelings | **X** | **X** | | **X** | | | **X** | **X** | | **X** | |  |  | |  | | |  | |  | |  | |  | |
| Distinguish between appropriate and inappropriate  Behaviors | **X** | **X** | | **X** | | | **X** | **X** | | **X** | |  |  | |  | | |  | |  | |  | |  | |
| Recognize personal boundaries, rights and privacy needs | **X** | **X** | | **X** | | | **X** | **X** | | **X** | |  |  | |  | | |  | |  | |  | |  | |
| Understand the need for self-control and how to practice it |  | **X** | | **X** | | |  |  | |  | |  |  | |  | | |  | |  | |  | |  | |
| Demonstrate cooperative behavior in groups | **X** | **X** | | **X** | | | **X** | **X** | | **X** | |  |  | |  | | |  | |  | |  | |  | |
| Identify personal strengths and assets | **X** | **X** | | **X** | | | **X** | **X** | | **X** | |  |  | |  | | |  | |  | |  | |  | |
| Identify and discuss changing personal and social roles | **X** | **X** | | **X** | | | **X** | **X** | | **X** | |  |  | |  | | |  | |  | |  | |  | |
| Identify and recognize changing family roles |  |  | |  | | |  |  | |  | |  |  | |  | | |  | |  | |  | |  | |
| ***Acquire Interpersonal Skills*** |  |  | |  | | |  |  | |  | |  |  | |  | | |  | |  | |  | |  | |
| Recognize that everyone has rights and responsibilities | **X** | **X** | | **X** | | | **X** | **X** | | **X** | |  |  | |  | | |  | |  | |  | |  | |
| Respect alternative points of view | **X** | **X** | | **X** | | | **X** | **X** | | **X** | |  |  | |  | | |  | |  | |  | |  | |
| Recognize, accept, respect and appreciate individual  Differences | **X** | **X** | | **X** | | | **X** | **X** | | **X** | |  |  | |  | | |  | |  | |  | |  | |
| Recognize, accept and appreciate ethnic and cultural  Diversity | **X** | **X** | | **X** | | | **X** | **X** | | **X** | |  |  | |  | | |  | |  | |  | |  | |
| Recognize and respect differences in various family configurations | **X** | **X** | | **X** | | | **X** | **X** | | **X** | |  |  | |  | | |  | |  | |  | |  | |
| Use effective communication skills | **X** | **X** | | **X** | | | **X** | **X** | | **X** | |  |  | |  | | |  | |  | |  | |  | |
| Know that communication involves speaking, listening, and nonverbal behavior | **X** | **X** | | **X** | | | **X** | **X** | | **X** | |  |  | |  | | |  | |  | |  | |  | |
| Learn how to make and keep friends |  | **X** | | **X** | | |  |  | |  | |  |  | |  | | |  | |  | |  | |  | |
|  |  |  | |  | | |  |  | |  | |  |  | |  | | |  | |  | |  | |  | |
| **SC K-12.1.5 Personal/Social Development: Standard B**  *Students will make decisions, set goals, and take necessary action to achieve goals.* | | | | | | | | | | | | | | | | | | | | | | | | | |
| ***Self-Knowledge Applications*** | **K** | **1** | | **2** | **3** | | | **4** | | **5** | | **6** | **7** | | **8** | | | **9** | | **10** | | **11** | | **12** | |
| Use a decision-making and problem-solving model |  | **X** | | **X** | **X** | | | **X** | | **X** | |  |  | |  | | |  | |  | |  | |  | |
| Understand consequences of decisions and choices |  | **X** | | **X** | **X** | | | **X** | | **X** | |  |  | |  | | |  | |  | |  | |  | |
| Identify alternative solutions to a problem | **X** | **X** | | **X** | **X** | | | **X** | | **X** | |  |  | |  | | |  | |  | |  | |  | |
| Develop effective coping skills for dealing with problems | **X** | **X** | | **X** | **X** | | | **X** | | **X** | |  |  | |  | | |  | |  | |  | |  | |
| Demonstrate when, where, and how to seek help for  solving problems and making decisions | **X** | **X** | | **X** | **X** | | | **X** | | **X** | |  |  | |  | | |  | |  | |  | |  | |
| Know how to apply conflict resolution skills |  | **X** | | **X** | **X** | | | **X** | | **X** | |  |  | |  | | |  | |  | |  | |  | |
| Demonstrate a respect and appreciation for individual and cultural differences | **X** | **X** | | **X** | **X** | | | **X** | | **X** | |  |  | |  | | |  | |  | |  | |  | |
| Know when peer pressure is influencing a decision |  |  | | **X** | **X** | | | **X** | | **X** | |  |  | |  | | |  | |  | |  | |  | |
| Identify long and short-term goals |  |  | |  |  | | | **X** | | **X** | |  |  | |  | | |  | |  | |  | |  | |
| Identify alternative ways of achieving goals |  |  | |  |  | | | **X** | | **X** | |  |  | |  | | |  | |  | |  | |  | |
| Use persistence and perseverance in acquiring knowledge and skills |  |  | |  |  | | |  | |  | |  |  | |  | | |  | |  | |  | |  | |
| Develop an action plan to set and achieve realistic goals |  |  | |  |  | | |  | |  | |  |  | |  | | |  | |  | |  | |  | |

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| **SC K-12.1.5 Personal/Social Development: Standard C**  *Students will understand safety and survival skills.* | | | | | | | | | | | | | |
| ***Acquire Personal Safety Skills*** | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
| Demonstrate knowledge of personal information  (i.e., telephone number, home address, emergency contact) | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  |  |  |  |  |
| Learn about the relationship between rules, laws, safety, and the protection of an individual’s rights | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  |  |  |  |  |
| Learn the difference between appropriate and inappropriate physical contact | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  |  |  |  |  |
| Demonstrate the ability to assert boundaries, rights, and personal privacy | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  |  |  |  |  |
| Differentiate between situations requiring peer support and situations requiring adult professional help | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  |  |  |  |  |
| Identify resource people in the school and community, and know how to seek their help | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  |  |  |  |  |
| Apply effective problem-solving and decision-making  skills to make safe and healthy choices | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  |  |  |  |  |
| Learn about the emotional and physical dangers of  substance use and abuse |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Learn how to cope with peer pressure |  |  |  |  | **X** | **X** |  |  |  |  |  |  |  |
| Learn techniques for managing stress and conflict |  |  | **X** | **X** | **X** | **X** |  |  |  |  |  |  |  |
| Learn coping skills for managing life events |  |  | **X** | **X** | **X** | **X** |  |  |  |  |  |  |  |

**BELB**

**Below**

R**ESPONSIVE SERVICES – Elementary Schools**

Each Elementary School Counselor is:

- Available to meet the needs of students and the school community during a time of crisis. School Counselors must make themselves available to all students presenting with a crisis.

- Responsible for the RTI process and 504 plans/meetings at their building.

- Available to students requesting individual support and/or to mediate situations among a group of students.

- Responsible for facilitating the district attendance plan.

- Responsible for referring students and their families to appropriate school/community agencies when needed.

**INDIVIDUAL STUDENT PLANNING- Elementary Schools**

Each Elementary School Counselor:

- Implements large (classroom) and/or small group counseling programs each year.

- May schedule and facilitate parent/teacher conferences as needed.

- Will be available and provide assistance as needed in the transition of students described as “new entrants".

- Supports and collaborates with classroom teachers to address the academic, social, and emotional needs of the students.

- Collaborates and consults with building administrators to provide academic, social, and emotional interventions as needed.

- Attends Committee on Special Education meetings for their individual students.

- Provides mandated counseling as indicated by a student's Individualized Education Plan. The school counselor recommends initiation, continuation or termination of counseling services based on goals set and determined met by the school counselor.

**SYSTEM SUPPORT- Elementary Schools**

Each Elementary School Counselor:

- Should utilize newsletters and electronic communications to inform the whole school community of the school counseling program.

- Must update knowledge and skills by participating in training, professional meetings, conferences and relevant course work.

- Is encouraged to join the American School Counselors Association and the New York State School Counselors Association.

**-** Will follow the district APPR Plan.

**MIDDLE SCHOOL COUNSELING CURRICULUM**

**Career Exploration Activities**

Beginning in 6th grade, counselors will meet with all students through their Home & Career class and go through the process of exploring students’ interests and setting future college and career goals. This includes a discussion regarding promotion policies, grading, and expectations as they move forward in their education. Students can create an on-line portfolio that will move up with them through their Middle School years. Career and Life Explorer activities are given to middle students which relate their interests to possible careers for the future, with follow up discussion in a classroom setting. Students will be able to create an on-line account where their career research, exploration and classwork can be stored. This is all done through Guidance Direct.

**Career Assessment**

Career and Life Explorer assessments are continued to be given to 7th and 8th grade students which relate their interests to possible careers for the future, with follow up discussion in a classroom setting. This is all done through Guidance Direct.

**Second Step**

The Second Step Program engages students in learning essential social and emotional skills crucial to healthy child development. Skills such as empathy, emotion management (i.e. anger management, impulse control), and social problem solving promote social competence and reduce social and emotional problems. Benefits include the enhancement of a caring school culture through promoting respect and acceptance.

**Conflict Resolution and Bullying Prevention Programming**

Aggressive and other anti-social behavior in students is a disruptive element in school, and along with bullying results in an inordinate amount of time being taken away from the learning process. Intervention protocols and prevention programming address the need for a multidimensional and comprehensive approach to address these issues.

**MIDDLE SCHOOL COUNSELING CURRICULUM**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Academic** | **K** | **1** | **2** | | | | **3** | | | | **4** | **5** | **6** | | | | | **7** | | | **8** | **9** | | | **10** | | | **11** | | | **12** | | |
| **SC K-12.2.1 Academic Development: Standard A**  *Students will acquire the attitudes, knowledge, and sills that contribute to effective learning in school and across the life span.* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ***Improve Academic Self-Concept*** |  |  |  | | | |  | | | |  |  |  | | | | |  | | |  |  | | |  | | |  | | |  | | |
| Articulate feelings of competence and confidence as a learner |  |  | |  | | | |  |  | | |  | | **X** | | **X** | | | **X** | | | |  | | |  | | |  | | |  | | |
| Display a positive interest in learning |  |  | |  | | | |  |  | | |  | | **X** | | **X** | | | **X** | | | |  | | |  | | |  | | |  | | |
| Take pride in work and in achievement |  |  | |  | | | |  |  | | |  | | **X** | | **X** | | | **X** | | | |  | | |  | | |  | | |  | | |
| Accept mistakes as essential to the learning process |  |  | |  | | | |  |  | | |  | | **X** | | **X** | | | **X** | | | |  | | |  | | |  | | |  | | |
| Identify attitudes and behaviors which lead to successful learning |  |  | |  | | | |  |  | | |  | | **X** | | **X** | | | **X** | | | |  | | |  | | |  | | |  | | |
| **2*Acquire Skills for Improving Learning*** |  |  | |  | | | |  |  | | |  | |  | |  | | |  | | | |  | | |  | | |  | | |  | | |
| Apply time management and task management skills |  |  | |  | | | |  |  | | |  | | **X** | | **X** | | | **X** | | | |  | | |  | | |  | | |  | | |
| Demonstrate how effort and persistence positively affect learning |  |  | |  | | | |  |  | | |  | | **X** | | **X** | | | **X** | | | |  | | |  | | |  | | |  | | |
| Use communication skills to know when and how to ask for help when needed |  |  | |  | | | |  |  | | |  | | **X** | | **X** | | | **X** | | | |  | | |  | | |  | | |  | | |
| Apply knowledge of learning styles to positively influence school performance |  |  | |  | | | |  |  | | |  | | **X** | | **X** | | | **X** | | | |  | | |  | | |  | | |  | | |
| ***Achieve School Success*** |  |  | |  | | | |  |  | | |  | |  | |  | | |  | | | |  | | |  | | |  | | |  | | |
| Take responsibility for their actions |  |  | |  | | | |  |  | | |  | | **X** | | **X** | | | **X** | | | |  | | |  | | |  | | |  | | |
| Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students |  |  | |  | | | |  |  | | |  | | **X** | |  | | |  | | | |  | | |  | | |  | | |  | | |
| Develop a broad range of interests and abilities |  |  | |  | | | |  |  | | |  | | **X** | |  | | |  | | | |  | | |  | | |  | | |  | | |
| Demonstrate dependability, productivity and initiative |  |  | |  | | | |  |  | | |  | | **X** | |  | | |  | | | |  | | |  | | |  | | |  | | |
| Share knowledge |  |  | |  | | | |  |  | | |  | | **X** | | **X** | | | **X** | | | |  | | |  | | |  | | |  | | |
|  |  |  | |  | | | |  |  | | |  | |  | |  | | |  | | | |  | | |  | | |  | | |  | | |
| **SC K-12.2.2. Academic Development: Standard B**  *Students will complete school with the academic preparation essential to choose from a wide range ofsubstantial postsecondary options, including college.* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ***Improve Learning*** | **K** | **1** | | **2** | | **3** | | | **4** | | | **5** | | **6** | | **7** | | | **8** | | | | **9** | | | **10** | | | **11** | | | **12** | | |
| Demonstrate the motivation to achieve individual potential |  |  | |  | |  | | |  | | |  | | **X** | | **X** | | | **X** | | | |  | | |  | | |  | | |  | | |
| Learn and apply critical thinking skills |  |  | |  | |  | | |  | | |  | |  | | **X** | | | **X** | | | |  | | |  | | |  | | |  | | |
| Apply the study skills necessary for academic success at each level |  |  | |  | |  | | |  | | |  | | **X** | | **X** | | | **X** | | | |  | | |  | | |  | | |  | | |
| Seek information and support from faculty, staff, family, and peers |  |  | |  | |  | | |  | | |  | | **X** | | **X** | | | **X** | | | |  | | |  | | |  | | |  | | |
| Organize and apply academic information from a variety of sources |  |  | |  | |  | | |  | | |  | |  | |  | | |  | | | |  | | |  | | |  | | |  | | |
| Use knowledge of learning styles to positively influence school performance |  |  | |  | |  | | |  | | |  | | **X** | | **X** | | | **X** | | | |  | | |  | | |  | | |  | | |
| Become self-directed and independent learners |  |  | |  | |  | | |  | | |  | | **X** | | **X** | | | **X** | | | |  | | |  | | |  | | |  | | |
| ***Plan to achieve Goals*** |  |  | |  | |  | | |  | | |  | |  | |  | | |  | | | |  | | |  | | |  | | |  | | |
| Establish challenging academic goals in elementary,  middle/junior high and high school |  |  | |  | |  | | |  | | |  | | **X** | | **X** | | | **X** | | | |  | | |  | | |  | | |  | | |
| Use assessment results in educational planning |  |  | |  | |  | | |  | | |  | | **X** | | **X** | | | **X** | | | |  | | |  | | |  | | |  | | |
| Develop and implement an annual plan of study to  maximize academic ability and achievement |  |  | |  | |  | | |  | | |  | |  | |  | | |  | | | |  | | |  | | |  | | |  | | |
| Apply knowledge of aptitudes and interests to goal setting |  |  | |  | |  | | |  | | |  | | **X** | | **X** | | | **X** | | | |  | | |  | | |  | | |  | | |
| Use problem-solving and decision-making skills to assess progress toward educational goals |  |  | |  | |  | | |  | | |  | | **X** | | **X** | | | **X** | | | |  | | |  | | |  | | |  | | |
| Understand the relationship between classroom performance and success in school |  |  | |  | |  | | |  | | |  | | **X** | | **X** | | | **X** | | | |  | | |  | | |  | | |  | | |
| Identify post-secondary options consistent with interests, achievement, aptitude and abilities |  |  | |  | |  | | |  | | |  | |  | |  | | | **X** | | | |  | | |  | | |  | | |  | | |
| **SC K-12.2.3. Academic Development: Standard C**  *Students will understand the relationship of academics to the world of work, and to life at home and in the community.* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ***Relate to School to Life Experiences*** | **K** | **1** | | | **2** | | | **3** | | **4** | | **5** | | | **6** | | **7** | | | **8** | | | | **9** | | | **10** | | | **11** | | | **12** |
| Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life. |  |  | |  | | | |  |  | | |  | | **x** | | **x** | | | **X** | | | |  | | |  | | |  | | |  | | |
| Seek co-curricular and community experiences to enhance the school experience. |  |  | |  | | | |  |  | | |  | | **X** | | **x** | | | **x** | | | |  | | |  | | |  | | |  | | |
| Understand the relationship between learning and wor |  |  | |  | | | |  |  | | |  | | **x** | | **x** | | | **X** | | | |  | | |  | | |  | | |  | | |
| Demonstrate an understanding of lifelong learning as essential to seeking, obtaining, and maintaining life goals. |  |  | |  | | | |  |  | | |  | | **x** | | **X** | | | **x** | | | |  | | |  | | |  | | |  | | |
| Understand that school success is the preparation to make the transition from student to community member |  |  | |  | | | |  |  | | |  | | **x** | | **X** | | | **X** | | | |  | | |  | | |  | | |  | | |
| Understand how school success and academic achievement enhance future career and vocational opportunities |  |  | |  | | | |  |  | | |  | | **X** | | **X** | | | **x** | | | |  | | |  | | |  | | |  | | |
|  |  |  | |  | | | |  |  | | |  | |  | |  | | |  | | | |  | | |  | | |  | | |  | | |
| **Career Development** | **K** | **1** | | **2** | | | | **3** | **4** | | | **5** | | **6** | | **7** | | | **8** | | | | **9** | | | **10** | | | **11** | | | **12** | | |
| **SC K-12.1.1 Career Development: Standard A**  *Students will acquire the skills to investigate the world of work in relation to knowledge of self and tomake informed career decisions.* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ***Develop Career Awareness*** |  |  | |  | |  | | |  | | |  | |  | |  | | |  | | | |  | | |  | | |  | | |  | | |
| Develop skills to locate, evaluate, and interpretcareer information |  |  | |  | |  | | |  | | |  | | **x** | | **x** | | | **X** | | | |  | | |  | | |  | | |  | | |
| Learn about the variety of traditional and nontraditional  Occupations |  |  | |  | |  | | |  | | |  | | **x** | | **X** | | | **x** | | | |  | | |  | | |  | | |  | | |
| Develop an awareness of personal abilities, skills,  interests, and motivations |  |  | |  | |  | | |  | | |  | | **x** | | **x** | | | **X** | | | |  | | |  | | |  | | |  | | |
| Learn how to interact and work cooperatively in  Teams |  |  | |  | |  | | |  | | |  | | **x** | | **x** | | | **X** | | | |  | | |  | | |  | | |  | | |
| Learn to make decisions |  |  | |  | |  | | |  | | |  | | **x** | | **x** | | | **X** | | | |  | | |  | | |  | | |  | | |
| Learn how to set goals |  |  | |  | |  | | |  | | |  | | **x** | | **x** | | | **X** | | | |  | | |  | | |  | | |  | | |
| Understand the importance of planning |  |  | |  | |  | | |  | | |  | | **x** | | **x** | | | **X** | | | |  | | |  | | |  | | |  | | |
| Pursue and develop competency in areas of interest |  |  | |  | |  | | |  | | |  | | **x** | | **x** | | | **X** | | | |  | | |  | | |  | | |  | | |
| Develop hobbies and vocational interests |  |  | |  | |  | | |  | | |  | | **x** | | **x** | | | **X** | | | |  | | |  | | |  | | |  | | |
| Balance between work and leisure time |  |  | |  | |  | | |  | | |  | | **x** | | **x** | | | **X** | | | |  | | |  | | |  | | |  | | |
| ***Develop Employment Readiness*** |  |  | |  | |  | | |  | | |  | |  | |  | | |  | | | |  | | |  | | |  | | |  | | |
| Acquire employability skills such as working on a team, problem-solving and organizational skills |  |  | |  | |  | | |  | | |  | | **x** | | **x** | | | **X** | | | |  | | |  | | |  | | |  | | |
| Apply job readiness skills to seek employment  Opportunities |  |  | |  | |  | | |  | | |  | | **x** | | **x** | | | **X** | | | |  | | |  | | |  | | |  | | |
| Demonstrate knowledge about the changing workplace |  |  | |  | |  | | |  | | |  | | **x** | | **x** | | | **X** | | | |  | | |  | | |  | | |  | | |
| Learn about the rights and responsibilities of employers and employees |  |  | |  | |  | | |  | | |  | | **x** | | **x** | | | **X** | | | |  | | |  | | |  | | |  | | |
| Learn to respect individual uniqueness in the work place |  |  | |  | |  | | |  | | |  | | **x** | | **x** | | | **X** | | | |  | | |  | | |  | | |  | | |
| Learn how to write a resume |  |  | |  | |  | | |  | | |  | | **x** | | **x** | | | **x** | | | |  | | |  | | |  | | |  | | |
| Develop a positive attitude toward work and learning |  |  | |  | |  | | |  | | |  | | **X** | | **x** | | | **X** | | | |  | | |  | | |  | | |  | | |
| Understand the importance of responsibility,dependability, punctuality, integrity and effort in the workplace |  |  | |  | |  | | |  | | |  | | **x** | | **x** | | | **X** | | | |  | | |  | | |  | | |  | | |
| Utilize time-and-task management skills |  |  | |  | |  | | |  | | |  | | **x** | | **x** | | | **X** | | | |  | | |  | | |  | | |  | | |

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| **SC K-12.1.2 Career Development: Standard B**  *Students will employ strategies to achieve future career goals with success and satisfaction.* | | | | | | | | | | | | | | | | | | | | | | | |
| ***Acquire Career Information*** | **K** | **1** | | **2** | **3** | | **4** | **5** | | **6** | | **7** | | **8** | | **9** | | **10** | | **11** | | **12** |
| Apply decision-making skills to career planning,course selection, and career transitions |  |  |  | |  |  | |  | **x** | | **x** | | **X** | |  | |  | |  | |  | | |
| Identify personal skills, interests, and abilities and relate them to current career choices |  |  |  | |  |  | |  | **x** | | **x** | | **X** | |  | |  | |  | |  | | |
| Demonstrate knowledge of the career planning process |  |  |  | |  |  | |  | **x** | | **x** | | **X** | |  | |  | |  | |  | | |
| Know the various ways which occupations can be classified |  |  |  | |  |  | |  | **x** | | **x** | | **X** | |  | |  | |  | |  | | |
| Use research and information resources to obtaincareer information |  |  |  | |  |  | |  | **x** | | **x** | | **X** | |  | |  | |  | |  | | |
| Learn to use the internet to access career planning information |  |  |  | |  |  | |  | **x** | | **x** | | **X** | |  | |  | |  | |  | | |
| Describe traditional and non-traditional occupations and how these relate to career choice |  |  |  | |  |  | |  | **x** | | **x** | | **X** | |  | |  | |  | |  | | |
| Understand how changing economic and societal needs influence employment trends and future training |  |  |  | |  |  | |  | **x** | | **x** | | **X** | |  | |  | |  | |  | | |
| ***Identify Career Goals*** |  |  |  | |  |  | |  | **x** | | **x** | | **X** | |  | |  | |  | |  | | |
| Demonstrate awareness of the education and training needed to achieve career goals |  |  |  | |  |  | |  | **x** | | **x** | | **x** | |  | |  | |  | |  | | |
| Assess and modify their educational plan to support  career goals |  |  |  | |  |  | |  | **x** | | **x** | | **X** | |  | |  | |  | |  | | |
| Use employability and job readiness skills in internship, mentoring, shadowing and/or other world of work experiences |  |  |  | |  |  | |  | **x** | | **x** | | **X** | |  | |  | |  | |  | | |
| Select course work that is related to career interests |  |  |  | |  |  | |  | **X** | | **x** | | **x** | |  | |  | |  | |  | | |
| Maintain a career planning portfolio |  |  |  | |  |  | |  | **X** | | **x** | | **X** | |  | |  | |  | |  | | |
|  | | | | | | | | | | | | | | | | | | | | | | | |
| **SC K-12.1.3 Career Development: Standard C**  *Students will understand the relationship between personal qualities, education, training, and the world of work.* | | | | | | | | | | | | | | | | | | | | | | | |
| ***Acquire Knowledge to Achieve Career Goals*** | **K** | **1** | **2** | | **3** | **4** | | **5** | **6** | | **7** | | **8** | | **9** | | **10** | | **11** | | **12** | | |
| Understand the relationship between educational  achievement and career success |  |  |  | |  |  | |  | **x** | | **x** | | **x** | |  | |  | |  | |  | | |
| Explain how work can help to achieve personal  success and satisfaction |  |  |  | |  |  | |  | **x** | | **x** | | **X** | |  | |  | |  | |  | | |
| Identify personal preferences and interests which influence career choices and success |  |  |  | |  |  | |  | **x** | | **x** | | **X** | |  | |  | |  | |  | | |
| Understand that the changing workplace requires  lifelong learning and acquiring new skills |  |  |  | |  |  | |  | **x** | | **x** | | **X** | |  | |  | |  | |  | | |
| Describe the effect of work on lifestyles |  |  |  | |  |  | |  | **x** | | **x** | | **x** | |  | |  | |  | |  | | |
| Understand the importance of equity and access in career choice |  |  |  | |  |  | |  | **x** | | **x** | | **X** | |  | |  | |  | |  | | |
| Understand that work is an important and satisfying  means of personal expression |  |  |  | |  |  | |  | **x** | | **x** | | **X** | |  | |  | |  | |  | | |
| ***Apply Skills to Achieve Career Goals*** |  |  |  | |  |  | |  |  | |  | |  | |  | |  | |  | |  | | |
| Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational and career goals. |  |  |  | |  |  | |  | **x** | | **x** | | **X** | |  | |  | |  | |  | | |
| Learn how to use conflict management skills with peers and adults |  |  |  | |  |  | |  | **x** | | **x** | | **X** | |  | |  | |  | |  | | |
| Learn to work cooperatively with others as a team member |  |  |  | |  |  | |  | **x** | | **x** | | **x** | |  | |  | |  | |  | | |

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| **Personal/Social Development** | **K** | **1** | **2** | | | **3** | | | **4** | **5** | **6** | | | **7** | | **8** | **9** | | **10** | | **11** | | **12** | |
| **SC K-12.1.4 Personal/Social Development: Standard A**  Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others. | | | | | | | | | | | | | | | | | | | | | | | | | |
| ***Acquire Self-Knowledge*** |  |  |  | | |  | | |  |  |  | | |  | |  |  | |  | |  | |  | |
| Develop a positive attitude toward self as a unique and worthy person |  |  | |  | | |  |  | |  | | **x** | **x** | | **X** | | |  | |  | |  | |  | |
| Identify values, attitudes and beliefs |  |  | |  | | |  |  | |  | | **x** | **x** | | **X** | | |  | |  | |  | |  | |
| Learn the goal setting process |  |  | |  | | |  |  | |  | | **x** | **x** | | **X** | | |  | |  | |  | |  | |
| Understand change as a part of growth |  |  | |  | | |  |  | |  | | **x** | **x** | | **X** | | |  | |  | |  | |  | |
| Identify and express feelings |  |  | |  | | |  |  | |  | | **x** | **x** | | **X** | | |  | |  | |  | |  | |
| Distinguish between appropriate and inappropriate behaviors |  |  | |  | | |  |  | |  | | **x** | **x** | | **X** | | |  | |  | |  | |  | |
| Recognize personal boundaries, rights and privacy needs |  |  | |  | | |  |  | |  | | **x** | **x** | | **X** | | |  | |  | |  | |  | |
| Understand the need for self-control and how to practice it |  |  | |  | | |  |  | |  | | **x** | **x** | | **X** | | |  | |  | |  | |  | |
| Demonstrate cooperative behavior in groups |  |  | |  | | |  |  | |  | | **x** | **x** | | **x** | | |  | |  | |  | |  | |
| Identify personal strengths and assets |  |  | |  | | |  |  | |  | | **x** | **x** | | **X** | | |  | |  | |  | |  | |
| Identify and discuss changing personal and social roles |  |  | |  | | |  |  | |  | | **x** | **x** | | **X** | | |  | |  | |  | |  | |
| Identify and recognize changing family roles |  |  | |  | | |  |  | |  | | **x** | **x** | | **X** | | |  | |  | |  | |  | |
| ***Acquire Interpersonal Skills*** |  |  | |  | | |  |  | |  | |  |  | |  | | |  | |  | |  | |  | |
| Recognize that everyone has rights and responsibilities |  |  | |  | | |  |  | |  | | **x** | **x** | | **X** | | |  | |  | |  | |  | |
| Respect alternative points of view |  |  | |  | | |  |  | |  | | **x** | **x** | | **X** | | |  | |  | |  | |  | |
| Recognize, accept, respect and appreciate individual differences |  |  | |  | | |  |  | |  | | **x** | **x** | | **X** | | |  | |  | |  | |  | |
| Recognize, accept and appreciate ethnic and cultural  Diversity |  |  | |  | | |  |  | |  | | **x** | **x** | | **X** | | |  | |  | |  | |  | |
| Recognize and respect differences in various family  Configurations |  |  | |  | | |  |  | |  | | **x** | **x** | | **X** | | |  | |  | |  | |  | |
| Use effective communication skills |  |  | |  | | |  |  | |  | | **x** | **x** | | **X** | | |  | |  | |  | |  | |
| Know that communication involves speaking, listening, and nonverbal behavior |  |  | |  | | |  |  | |  | | **x** | **x** | | **X** | | |  | |  | |  | |  | |
| Learn how to make and keep friends |  |  | |  | | |  |  | |  | | **x** | **x** | | **X** | | |  | |  | |  | |  | |
|  |  |  | |  | | |  |  | |  | |  |  | |  | | |  | |  | |  | |  | |
| **SC K-12.1.5 Personal/Social Development: Standard B**  *Students will make decisions, set goals, and take necessary action to achieve goals.* | | | | | | | | | | | | | | | | | | | | | | | | | |
| ***Self-Knowledge Applications*** |  |  | |  |  | | |  | |  | |  |  | |  | | |  | |  | |  | |  | |
| Use a decision-making and problem-solving model |  |  | |  |  | | |  | |  | | **x** | **x** | | **X** | | |  | |  | |  | |  | |
| Understand consequences of decisions and choices |  |  | |  |  | | |  | |  | | **x** | **x** | | **X** | | |  | |  | |  | |  | |
| Identify alternative solutions to a problem |  |  | |  |  | | |  | |  | | **x** | **x** | | **X** | | |  | |  | |  | |  | |
| Develop effective coping skills for dealing with problems |  |  | |  |  | | |  | |  | | **x** | **x** | | **X** | | |  | |  | |  | |  | |
| Demonstrate when, where, and how to seek help for  solving problems and making decisions |  |  | |  |  | | |  | |  | | **x** | **x** | | **X** | | |  | |  | |  | |  | |
| Know how to apply conflict resolution skills |  |  | |  |  | | |  | |  | | **x** | **x** | | **X** | | |  | |  | |  | |  | |
| Demonstrate a respect and appreciation for individual and cultural differences |  |  | |  |  | | |  | |  | | **x** | **x** | | **X** | | |  | |  | |  | |  | |
| Know when peer pressure is influencing a decision |  |  | |  |  | | |  | |  | | **x** | **x** | | **X** | | |  | |  | |  | |  | |
| Identify long- and short-term goals |  |  | |  |  | | |  | |  | | **x** | **x** | | **X** | | |  | |  | |  | |  | |
| Identify alternative ways of achieving goals |  |  | |  |  | | |  | |  | | **x** | **x** | | **X** | | |  | |  | |  | |  | |
| Use persistence and perseverance in acquiring knowledge and skills |  |  | |  |  | | |  | |  | | **x** | **x** | | **X** | | |  | |  | |  | |  | |
| Develop an action plan to set and achieve realisticgoals |  |  | |  |  | | |  | |  | | **X** | **x** | | **X** | | |  | |  | |  | |  | |

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| **SC K-12.1.5 Personal/Social Development: Standard C**  *Students will understand safety and survival skills.* | | | | | | | | | | | | | |
| ***Acquire Personal Safety Skills*** | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
| Demonstrate knowledge of personal information(i.e., telephone number, home address, emergency contact) |  |  |  |  |  |  | **x** | **X** | **X** |  |  |  |  |
| Learn about the relationship between rules, laws, safety, and the protection of an individual’s rights |  |  |  |  |  |  | **X** | **X** | **X** |  |  |  |  |
| Learn the difference between appropriate and  inappropriate physical contact |  |  |  |  |  |  | **X** | **X** | **X** |  |  |  |  |
| Demonstrate the ability to assert boundaries, rights,and personal privacy |  |  |  |  |  |  | **X** | **X** | **X** |  |  |  |  |
| Differentiate between situations requiring peer support and situations requiring adult professional help |  |  |  |  |  |  | **X** | **X** | **X** |  |  |  |  |
| Identify resource people in the school and community, and know how to seek their help |  |  |  |  |  |  | **X** | **X** | **X** |  |  |  |  |
| Apply effective problem-solving and decision-making  skills to make safe and healthy choices |  |  |  |  |  |  | **X** | **X** | **X** |  |  |  |  |
| Learn about the emotional and physical dangers of  substance use and abuse |  |  |  |  |  |  | **X** | **X** | **X** |  |  |  |  |
| Learn how to cope with peer pressure |  |  |  |  |  |  | **X** | **X** | **X** |  |  |  |  |
| Learn techniques for managing stress and conflict |  |  |  |  |  |  | **X** | **X** | **X** |  |  |  |  |
| Learn coping skills for managing life events |  |  |  |  |  |  | **X** | **X** | **x** |  |  |  |  |

R**ESPONSIVE SERVICES – Middle School**

\_ Each School Counselor must be available to meet the needs of students and the school community during a time of crisis. School counselors must make themselves available to all students presenting with a crisis. This responsibility takes priority over any other school counseling responsibility. *(Responsive services include, but are not limited to death, divorce, violence, classroom disruption, homelessness, suicidal ideation and school anxiety).*

*\_*School counselors are responsible for implementing the district attendance plan.

\_ Each School Counselor is responsible for assisting team teachers in RTI process and presenting requests. Each counselor is a core member of the RTI team and is required to attend scheduled meetings.

\_ Each School Counselor will be available to students requesting individual support and/ or mediating

situations among a group of students.

**INDIVIDUAL STUDENT PLANNING- Middle School**

\_ Each School Counselor will hold no less than 2 individual meetings per year with students in danger of failing two or more academic subjects.

\_ Each School Counselor will implement at least one large group counseling program per year.

\_ Each School Counselor will implement at least two small group counseling programs per year.

\_ Each School Counselor is responsible for scheduling and facilitating parent / teacher conferences upon

requests of teachers and/ or parents.

\_ Each counselor will be available and provide assistance in transition of students described as “new entrants.”

\_ Each School Counselor is to support and collaborate with classroom teachers to meet the academic, social, and emotional needs of the students. At the Middle School, each counselor will attend team meetings with teachers no less than twice a week.

\_ Each School Counselor is to collaborate and consult with building administrators to provide academic,

social, and emotional interventions as needed.

\_ Each School Counselor is responsible for individualacademic course selection process and maintain the scheduling process throughout the school year.

\_ Each School Counselor is responsible for attending Committee on Special Education Meetings for their

individual students and reflecting their individual academic goals and programming in the student’s daily schedule.

\_ Each School Counselor is required to provide mandated counseling as indicated by a student's Individualized Education Plan. It is the school counselor's sole responsibility to recommend continuation or termination of counseling services based on goals set and met by the school counselor.

\_ Each School Counselor is involved in the scheduling and implementing of transition programs from 5th grade to 6th grade, and from 8th grade to 9th grade. This includes communicating and collaborating with 5th grade teachers and counselors, and 9th grade teachers and counselors.

**SYSTEM SUPPORT- Middle School**

\_ Each Middle School Counselor is responsible for implementing a strong communication program at their level.

\_ Each Middle School Counselor should utilize newsletters and electronic communications to inform the whole school community of the school counseling programing

\_ Each Middle School Counselor should utilize the school counseling website to promote their programs.

\_ Middle School Counselors must update knowledge and skills by participating in training, professional

meetings and conferences and relevant courses work.

\_ Middle School Counselors may join the American School Counselor Association and the New York

State School Counselor Association.

**HIGH SCHOOL COUNSELING CURRICULUM CAREER DEVELOPMENT (Grades 8-12)**

Students utilize the comprehensive college, career, and life readiness program, Guidance Direct to align student strengths and interests to postsecondary goals. The High School’s Scope and Sequence is covered at each grade level where students set academic, career, personal/social goals, assess their interests and learning styles through self-discovery, explore career planning, and take part in college planning activities.

**RESPONSIVE SERVICES – High School**

Each School Counselor is available to meet the needs of students and the school community during a time of crisis. School counselors must make themselves available to all students presenting with a crisis. This responsibility takes priority over any other school counseling responsibility.

\_Responsible for playing a role in the district attendance plan.

\_Responsible for assisting team teachers in RTI and 504 Plan/CSE process and presenting requests.

\_ Core members of the RTI team and are required to attend scheduled meetings.

\_ Core members of the Crisis Intervention Team

\_ Available to students requesting individual support and/or mediating situations among a group of students.

\_ Responsible for linking students and family with social services agency support as needed.

\_ Will participate in quarterly district school counseling department meetings.

**INDIVIDUAL STUDENT PLANNING- High School**

\_Will meet with students in danger of failing two or more academic subjects every 5 weeks.

\_ Will implement appropriate grade level programs, which may include large or small group instruction.

\_Are responsible for scheduling and facilitating parent/teacher conferences upon requests of teachers and/ or parents.

\_Will be available and provide assistance in transition of students described as “transfer students”

\_Are to support and collaborate with classroom teachers to meet the academic, social, and emotional needs of the students.

\_Are to collaborate and consult with building administrators to provide academic, social, and emotional interventions as needed.

\_Are responsible for each student’s individual course selection process and schedule development and will do so by annual individual progress review.

\_Are responsible for attending 504 PLAN and Committee on Special Education Meetings for their students and reflecting their individual academic goals and programming in the student’s daily schedule.

\_Are involved in the scheduling process. This includes communicating and collaborating with teachers, parents, and administrators.

\_Will meet with each senior individually re: graduation and post-graduation plans

**SYSTEM SUPPORT- High School**

\_ Should utilize appropriate communication tools to disseminate pertinent information concerning the high school counseling program.

\_ Update their knowledge and skills by participating in training, professional meetings, conferences, and relevant course work.

\_Will participate in school improvement initiatives.

\_Will participate in grade level team meetings as requested

\_Will participate in coordination of onsite and offsite services

\_Will coordinate BIG PICTURE referrals

\_ Will coordinate JCC connections courses

\_Will administer ACCUPLACER, SAT, PSAT

\_Will coordinate ASVAB career exploration test

\_ Will attend monthly administrator/counselor meetings

\_Will coordinate and update the HS Course Catalog

**HIGH SCHOOL COUNSELING CURRICULUM**

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| **Academic** | **K** | **1** | **2** | | | | **3** | | | **4** | **5** | **6** | | | | **7** | | | **8** | | **9** | | | **10** | | | **11** | | | **12** | | |
| **SC K-12.2.1 Academic Development: Standard A**  *Students will acquire the attitudes, knowledge, and sills that contribute to effective learning in school and across the life span.* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ***Improve Academic Self-Concept*** |  |  | | |  | | |  | |  |  | | |  | | |  | | |  | | |  | | |  | | |  | | |  |
| Articulate feelings of competence and confidence asa learner |  |  | |  | | | |  |  | |  | |  | | | |  | | |  | | **X** | | | **X** | | | **x** | | | **X** | | |
| Display a positive interest in learning |  |  | |  | | | |  |  | |  | |  | | | |  | | |  | | **X** | | | **X** | | | **X** | | | **X** | | |
| Take pride in work and in achievement |  |  | |  | | | |  |  | |  | |  | | | |  | | |  | | **X** | | | **X** | | | **X** | | | **X** | | |
| Accept mistakes as essential to the learning process |  |  | |  | | | |  |  | |  | |  | | | |  | | |  | | **X** | | | **X** | | | **X** | | | **X** | | |
| Identify attitudes and behaviors which lead to successful learning |  |  | |  | | | |  |  | |  | |  | | | |  | | |  | | **X** | | | **X** | | | **X** | | | **X** | | |
| Apply time management and task management skills |  |  | |  | | | |  |  | |  | |  | | | |  | | |  | | **X** | | | **X** | | | **X** | | | **X** | | |
| Demonstrate how effort and persistence positively affect learning |  |  | |  | | | |  |  | |  | |  | | | |  | | |  | | **X** | | | **X** | | | **X** | | | **X** | | |
| Use communication skills to know when and how to ask for help when needed |  |  | |  | | | |  |  | |  | |  | | | |  | | |  | | **X** | | | **X** | | | **X** | | | **X** | | |
| Apply knowledge of learning styles to positively influence school performance |  |  | |  | | | |  |  | |  | |  | | | |  | | |  | | **X** | | | **X** | | | **X** | | | **X** | | |
| ***Achieve School Success*** |  |  | |  | | | |  |  | |  | |  | | | |  | | |  | |  | | |  | | |  | | |  | | |
| Take responsibility for their actions |  |  | |  | | | |  |  | |  | |  | | | |  | | |  | | **X** | | | **X** | | | **X** | | | **X** | | |
| Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students |  |  | |  | | | |  |  | |  | |  | | | |  | | |  | | **X** | | | **X** | | | **X** | | | **X** | | |
| Develop a broad range of interests and abilities |  |  | |  | | | |  |  | |  | |  | | | |  | | |  | | **X** | | | **X** | | | **X** | | | **X** | | |
| Demonstrate dependability, productivity and initiative |  |  | |  | | | |  |  | |  | |  | | | |  | | |  | | **X** | | | **X** | | | **X** | | | **x** | | |
| Share knowledge |  |  | |  | | | |  |  | |  | |  | | | |  | | |  | | **X** | | | **x** | | | **X** | | | **X** | | |
|  |  |  | |  | | | |  |  | |  | |  | | | |  | | |  | |  | | |  | | |  | | |  | | |
| **SC K-12.2.2. Academic Development: Standard Bx**  *Students will complete school with the academic preparation essential to choose from a wide range ofsubstantial postsecondary options, including college.* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ***Improve Learning*** |  |  | |  | |  | | |  | |  | |  | |  | | |  | | | | **X** | | | **X** | | | **x** | | | **X** | | |
| Demonstrate the motivation to achieve individual potential |  |  | |  | |  | | |  | |  | |  | |  | | |  | | | | **X** | | | **X** | | | **X** | | | **X** | | |
| Learn and apply critical thinking skills |  |  | |  | |  | | |  | |  | |  | |  | | |  | | | | **X** | | | **X** | | | **X** | | | **X** | | |
| Apply the study skills necessary for academic success at each level |  |  | |  | |  | | |  | |  | |  | |  | | |  | | | | **X** | | | **X** | | | **X** | | | **X** | | |
| Seek information and support from faculty, staff, family, and peers |  |  | |  | |  | | |  | |  | |  | |  | | |  | | | | **X** | | | **X** | | | **X** | | | **X** | | |
| Organize and apply academic information from a variety of sources |  |  | |  | |  | | |  | |  | |  | |  | | |  | | | | **X** | | | **X** | | | **X** | | | **X** | | |
| Use knowledge of learning styles to positively influence school performance |  |  | |  | |  | | |  | |  | |  | |  | | |  | | | | **X** | | | **X** | | | **X** | | | **X** | | |
| Become self-directed and independent learners |  |  | |  | |  | | |  | |  | |  | |  | | |  | | | | **X** | | | **x** | | | **X** | | | **X** | | |
| ***Plan to achieve Goals*** |  |  | |  | |  | | |  | |  | |  | |  | | |  | | | |  | | |  | | |  | | |  | | |
| Establish challenging academic goals in elementary,middle/junior high and high school |  |  | |  | |  | | |  | |  | |  | |  | | |  | | | | **X** | | | **X** | | | **X** | | | **X** | | |
| Use assessment results in educational planning |  |  | |  | |  | | |  | |  | |  | |  | | |  | | | | **X** | | | **X** | | | **X** | | | **X** | | |
| Develop and implement an annual plan of study to  maximize academic ability and achievement |  |  | |  | |  | | |  | |  | |  | |  | | |  | | | | **x** | | | **X** | | | **x** | | | **X** | | |
| Apply knowledge of aptitudes and interests to goal setting |  |  | |  | |  | | |  | |  | |  | |  | | |  | | | | **x** | | | **x** | | | **X** | | | **x** | | |
| Use problem-solving and decision-making skills to assess progress toward educational goals |  |  | |  | |  | | |  | |  | |  | |  | | |  | | | | **X** | | | **X** | | | **X** | | | **X** | | |
| Understand the relationship between classroom performance and success in school |  |  | |  | |  | | |  | |  | |  | |  | | |  | | | | **X** | | | **X** | | | **X** | | | **X** | | |
| Identify post-secondary options consistent with interests, achievement, aptitude and abilities |  |  | |  | |  | | |  | |  | |  | |  | | |  | | | | **x** | | | **X** | | | **x** | | | **X** | | |

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| **SC K-12.2.3 Academic Development: Standard C**  *Students will understand the relationship of academics to the world of work, and to life at home and in the community.* | | | | | | | | | | | | | |
| ***Relate School to Life Experiences*** | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
| Demonstrate the ability to balance school, studies,extracurricular activities, leisure time and family life |  |  |  |  |  |  |  |  |  | **X** | **x** | **X** | **X** |
| Seek co-curricular and community experiences to enhance the school experience |  |  |  |  |  |  |  |  |  | **X** | **X** | **X** | **X** |
| Understand the relationship between learning and work |  |  |  |  |  |  |  |  |  | **X** | **X** | **X** | **X** |
| Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals |  |  |  |  |  |  |  |  |  | **X** | **X** | **X** | **X** |
| Understand that school success is the preparation tomake the transition from student to communitymember |  |  |  |  |  |  |  |  |  | **X** | **X** | **X** | **X** |
| Understand how school success and academic achievement enhance future career and vocational opportunities |  |  |  |  |  |  |  |  |  | **x** | **X** | **x** | **X** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Career Development** | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
| **SC K-12.1.1 Career Development: Standard A**  *Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.* | | | | | | | | | | | | | |
| ***Develop Career Awareness*** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Develop skills to locate, evaluate, and interpretcareer information |  |  |  |  |  |  |  |  |  | **X** | **x** | **X** | **X** |
| Learn about the variety of traditional and nontraditional  Occupations |  |  |  |  |  |  |  |  |  | **X** | **X** | **X** | **X** |
| Develop an awareness of personal abilities, skills,  interests, and motivations |  |  |  |  |  |  |  |  |  | **X** | **X** | **X** | **X** |
| Learn how to interact and work cooperatively in  Teams |  |  |  |  |  |  |  |  |  | **X** | **X** | **X** | **X** |
| Learn to make decisions |  |  |  |  |  |  |  |  |  | **X** | **X** | **X** | **X** |
| Learn how to set goals |  |  |  |  |  |  |  |  |  | **X** | **X** | **X** | **X** |
| Understand the importance of planning |  |  |  |  |  |  |  |  |  | **X** | **X** | **X** | **X** |
| Pursue and develop competency in areas of interest |  |  |  |  |  |  |  |  |  | **X** | **X** | **X** | **X** |
| Develop hobbies and vocational interests |  |  |  |  |  |  |  |  |  | **X** | **X** | **X** | **X** |
| Balance between work and leisure time |  |  |  |  |  |  |  |  |  | **x** | **x** | **x** | **X** |
| ***Develop Employment Readiness*** |  |  |  |  |  |  |  |  |  | **X** | **X** | **X** | **X** |
| Acquire employability skills such as working on a team, problem-solving and organizational skills |  |  |  |  |  |  |  |  |  | **X** | **X** | **X** | **X** |
| Apply job readiness skills to seek employment opportunities |  |  |  |  |  |  |  |  |  | **X** | **x** | **X** | **X** |
| Demonstrate knowledge about the changingworkplace |  |  |  |  |  |  |  |  |  | **X** | **X** | **X** | **X** |
| Learn about the rights and responsibilities of employers and employees |  |  |  |  |  |  |  |  |  | **X** | **X** | **X** | **X** |
| Learn to respect individual uniqueness in the workplace |  |  |  |  |  |  |  |  |  | **X** | **X** | **X** | **X** |
| Learn how to write a resume |  |  |  |  |  |  |  |  |  | **x** | **X** | **x** | **X** |
| Develop a positive attitude toward work and learning |  |  |  |  |  |  |  |  |  | **X** | **x** | **X** | **X** |
| Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace |  |  |  |  |  |  |  |  |  | **X** | **X** | **X** | **X** |
| Utilize time- and task-management skills |  |  |  |  |  |  |  |  |  | **x** | **X** | **x** | **X** |

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| **SC K-12.1.2 Career Development: Standard B**  *Students will employ strategies to achieve future career goals with success and satisfaction.* | | | | | | | | | | | | | | | | | | | | | | | |
| ***Acquire Career Information*** | **K** | **1** | | **2** | **3** | | **4** | **5** | | **6** | | **7** | | **8** | | **9** | | **10** | | **11** | | **12** |
| Apply decision-making skills to career planning, course selection, and career transitions |  |  |  | |  |  | |  |  | |  | |  | | **X** | | **x** | | **X** | | **x** | | |
| Identify personal skills, interests, and abilities and relate them to current career choices |  |  |  | |  |  | |  |  | |  | |  | | **X** | | **X** | | **X** | | **X** | | |
| Demonstrate knowledge of the career planning process |  |  |  | |  |  | |  |  | |  | |  | | **X** | | **X** | | **X** | | **X** | | |
| Know the various ways which occupations can be classified |  |  |  | |  |  | |  |  | |  | |  | | **X** | | **X** | | **X** | | **X** | | |
| Use research and information resources to obtain career information |  |  |  | |  |  | |  |  | |  | |  | | **X** | | **X** | | **X** | | **X** | | |
| Learn to use the internet to access career planning information |  |  |  | |  |  | |  |  | |  | |  | | **X** | | **X** | | **X** | | **X** | | |
| Describe traditional and non-traditional occupations and how these relate to career choice |  |  |  | |  |  | |  |  | |  | |  | | **X** | | **X** | | **X** | | **X** | | |
| Understand how changing economic and societal needs influence employment trends and futuretraining |  |  |  | |  |  | |  |  | |  | |  | | **X** | | **X** | | **X** | | **X** | | |
| ***Identify Career Goals*** |  |  |  | |  |  | |  |  | |  | |  | | **X** | | **X** | | **X** | | **X** | | |
| Demonstrate awareness of the education and training needed to achieve career goals |  |  |  | |  |  | |  |  | |  | |  | | **X** | | **X** | | **X** | | **X** | | |
| Assess and modify their educational plan to support  career goals |  |  |  | |  |  | |  |  | |  | |  | | **X** | | **X** | | **X** | | **X** | | |
| Use employability and job readiness skills in internship, mentoring, shadowing and/or other world of work experiences |  |  |  | |  |  | |  |  | |  | |  | | **X** | | **X** | | **X** | | **X** | | |
| Select course work that is related to career interests |  |  |  | |  |  | |  |  | |  | |  | | **x** | | **X** | | **X** | | **X** | | |
| Maintain a career planning portfolio |  |  |  | |  |  | |  |  | |  | |  | | **x** | | **x** | | **X** | | **X** | | |
|  | | | | | | | | | | | | | | | | | | | | | | | |
| **SC K-12.1.3 Career Development: Standard C**  *Students will understand the relationship between personal qualities, education, training, and the world of work.* | | | | | | | | | | | | | | | | | | | | | | | |
| ***Acquire Knowledge to Achieve Career Goals*** | **K** | **1** | **2** | | **3** | **4** | | **5** | **6** | | **7** | | **8** | | **9** | | **10** | | **11** | | **12** | | |
| Understand the relationship between educational  achievement and career success |  |  |  | |  |  | |  |  | |  | |  | | **X** | | **x** | | **X** | | **X** | | |
| Explain how work can help to achieve personal  success and satisfaction |  |  |  | |  |  | |  |  | |  | |  | | **X** | | **X** | | **X** | | **X** | | |
| Identify personal preferences and interests which influence career choices and success |  |  |  | |  |  | |  |  | |  | |  | | **X** | | **X** | | **X** | | **X** | | |
| Understand that the changing workplace requires  lifelong learning and acquiring new skills |  |  |  | |  |  | |  |  | |  | |  | | **X** | | **X** | | **X** | | **X** | | |
| Describe the effect of work on lifestyles |  |  |  | |  |  | |  |  | |  | |  | | **X** | | **X** | | **X** | | **X** | | |
| Understand the importance of equity and access in career choice |  |  |  | |  |  | |  |  | |  | |  | | **X** | | **X** | | **X** | | **X** | | |
| Understand that work is an important and satisfying  means of personal expression |  |  |  | |  |  | |  |  | |  | |  | | **x** | | **X** | | **x** | | **X** | | |
| ***Apply Skills to Achieve Career Goals*** |  |  |  | |  |  | |  |  | |  | |  | |  | |  | |  | |  | | |
| Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational and career goals. |  |  |  | |  |  | |  |  | |  | |  | | **x** | | **x** | | **x** | | **x** | | |
| Learn how to use conflict management skills with peers and adults |  |  |  | |  |  | |  |  | |  | |  | | **X** | | **X** | | **x** | | **X** | | |
| Learn to work cooperatively with others as a team member |  |  |  | |  |  | |  |  | |  | |  | | **X** | | **X** | | **X** | | **X** | | |
| Apply academic and employment readiness skills inwork-based learning situations such as internships, shadowing, and/or mentoring experiences |  |  |  | |  |  | |  |  | |  | |  | | **X** | | **x** | | **X** | | **x** | | |

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| **X** | **K** | **1** | **2** | | | **3** | | | **4** | **5** | **6** | | | **7** | | **8** | **9** | | **10** | | **11** | | **12** | |
| **SC K-12.1.4 Personal/Social Development: Standard A**  Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others. | | | | | | | | | | | | | | | | | | | | | | | | | |
| ***Acquire Self-Knowledge*** |  |  |  | | |  | | |  |  |  | | |  | |  |  | |  | |  | |  | |
| Develop a positive attitude toward self as a unique and worthy person |  |  | |  | | |  |  | |  | |  |  | |  | | | **X** | | **x** | | **X** | | **X** | |
| Identify values, attitudes and beliefs |  |  | |  | | |  |  | |  | |  |  | |  | | | **X** | | **X** | | **X** | | **X** | |
| Learn the goal setting process |  |  | |  | | |  |  | |  | |  |  | |  | | | **X** | | **X** | | **X** | | **X** | |
| Understand change as a part of growth |  |  | |  | | |  |  | |  | |  |  | |  | | | **X** | | **X** | | **X** | | **X** | |
| Identify and express feelings |  |  | |  | | |  |  | |  | |  |  | |  | | | **X** | | **X** | | **X** | | **X** | |
| Distinguish between appropriate and inappropriate behaviors |  |  | |  | | |  |  | |  | |  |  | |  | | | **X** | | **X** | | **X** | | **X** | |
| Recognize personal boundaries, rights and privacy needs |  |  | |  | | |  |  | |  | |  |  | |  | | | **X** | | **X** | | **X** | | **X** | |
| Understand the need for self-control and how to practice it |  |  | |  | | |  |  | |  | |  |  | |  | | | **X** | | **X** | | **X** | | **X** | |
| Demonstrate cooperative behavior in groups |  |  | |  | | |  |  | |  | |  |  | |  | | | **X** | | **X** | | **X** | | **X** | |
| Identify personal strengths and assets |  |  | |  | | |  |  | |  | |  |  | |  | | | **Xx** | | **X** | | **X** | | **X** | |
| Identify and discuss changing personal and social roles |  |  | |  | | |  |  | |  | |  |  | |  | | | **X** | | **X** | | **X** | | **X** | |
| Identify and recognize changing family roles |  |  | |  | | |  |  | |  | |  |  | |  | | | **X** | | **X** | | **x** | | **X** | |
| ***Acquire Interpersonal Skills*** |  |  | |  | | |  |  | |  | |  |  | |  | | |  | |  | |  | |  | |
| Recognize that everyone has rights and responsibilities |  |  | |  | | |  |  | |  | |  |  | |  | | | **X** | | **x** | | **X** | | **X** | |
| Respect alternative points of view |  |  | |  | | |  |  | |  | |  |  | |  | | | **X** | | **X** | | **X** | | **X** | |
| Recognize, accept, respect and appreciate individual differences |  |  | |  | | |  |  | |  | |  |  | |  | | | **X** | | **X** | | **X** | | **X** | |
| Recognize, accept and appreciate ethnic and cultural  Diversity |  |  | |  | | |  |  | |  | |  |  | |  | | | **X** | | **X** | | **X** | | **X** | |
| Recognize and respect differences in various family  Configurations |  |  | |  | | |  |  | |  | |  |  | |  | | | **X** | | **X** | | **X** | | **X** | |
| Use effective communication skills |  |  | |  | | |  |  | |  | |  |  | |  | | | **X** | | **X** | | **X** | | **X** | |
| Know that communication involves speaking, listening, and nonverbal behavior |  |  | |  | | |  |  | |  | |  |  | |  | | | **X** | | **X** | | **X** | | **X** | |
| Learn how to make and keep friends |  |  | |  | | |  |  | |  | |  |  | |  | | | **x** | | **X** | | **x** | | **X** | |
|  |  |  | |  | | |  |  | |  | |  |  | |  | | |  | |  | |  | |  | |
| **SC K-12.1.5 Personal/Social Development: Standard B**  *Students will make decisions, set goals, and take necessary action to achieve goals.* | | | | | | | | | | | | | | | | | | | | | | | | | |
| ***Self-Knowledge Applications*** | **K** | **1** | | **2** | **3** | | | **4** | | **5** | | **6** | **7** | | **8** | | | **9** | | **10** | | **11** | | **12** | |
| Use a decision-making and problem-solving model |  |  | |  |  | | |  | |  | |  |  | |  | | | **X** | | **X** | | **X** | | **X** | |
| Understand consequences of decisions and choices |  |  | |  |  | | |  | |  | |  |  | |  | | | **X** | | **X** | | **X** | | **X** | |
| Identify alternative solutions to a problem |  |  | |  |  | | |  | |  | |  |  | |  | | | **X** | | **X** | | **X** | | **X** | |
| Develop effective coping skills for dealing with problems |  |  | |  |  | | |  | |  | |  |  | |  | | | **X** | | **X** | | **X** | | **X** | |
| Demonstrate when, where, and how to seek help for  solving problems and making decisions |  |  | |  |  | | |  | |  | |  |  | |  | | | **X** | | **X** | | **X** | | **X** | |
| Know how to apply conflict resolution skills |  |  | |  |  | | |  | |  | |  |  | |  | | | **x** | | **X** | | **X** | | **X** | |
| Demonstrate a respect and appreciation for individual and cultural differences |  |  | |  |  | | |  | |  | |  |  | |  | | | **X** | | **x** | | **X** | | **X** | |
| Know when peer pressure is influencing a decision |  |  | |  |  | | |  | |  | |  |  | |  | | | **X** | | **X** | | **X** | | **X** | |
| Identify long- and short-term goals |  |  | |  |  | | |  | |  | |  |  | |  | | | **X** | | **X** | | **X** | | **X** | |
| Identify alternative ways of achieving goals |  |  | |  |  | | |  | |  | |  |  | |  | | | **X** | | **X** | | **X** | | **X** | |
| Use persistence and perseverance in acquiring knowledge and skills |  |  | |  |  | | |  | |  | |  |  | |  | | | **X** | | **X** | | **X** | | **X** | |
| Develop an action plan to set and achieve realistic goals |  |  | |  |  | | |  | |  | |  |  | |  | | | **x** | | **X** | | **x** | | **X** | |

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| **SC K-12.1.5 Personal/Social Development: Standard C**  *Students will understand safety and survival skills.* | | | | | | | | | | | | | |
| ***Acquire Personal Safety Skills*** | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
| Demonstrate knowledge of personal information(i.e., telephone number, home address, emergency contact) |  |  |  |  |  |  |  |  |  | **x** | **x** | **X** | **X** |
| Learn about the relationship between rules, laws,safety, and the protection of an individual’s rights |  |  |  |  |  |  |  |  |  | **X** | **X** | **X** | **X** |
| Learn the difference between appropriate and  inappropriate physical contact |  |  |  |  |  |  |  |  |  | **X** | **X** | **X** | **X** |
| Demonstrate the ability to assert boundaries, rights, and personal privacy |  |  |  |  |  |  |  |  |  | **X** | **X** | **X** | **X** |
| Differentiate between situations requiring peer support and situations requiring adult professional help |  |  |  |  |  |  |  |  |  | **X** | **X** | **X** | **X** |
| Identify resource people in the school and community, and know how to seek their help |  |  |  |  |  |  |  |  |  | **X** | **X** | **X** | **X** |
| Apply effective problem-solving and decision-making  skills to make safe and healthy choices |  |  |  |  |  |  |  |  |  | **X** | **X** | **X** | **X** |
| Learn about the emotional and physical dangers of  substance use and abuse |  |  |  |  |  |  |  |  |  | **X** | **X** | **X** | **X** |
| Learn how to cope with peer pressure |  |  |  |  |  |  |  |  |  | **X** | **X** | **X** | **X** |
| Learn techniques for managing stress and conflict |  |  |  |  |  |  |  |  |  | **X** | **X** | **X** | **X** |
| Learn coping skills for managing life events |  |  |  |  |  |  |  |  |  | **x** | **X** | **x** | **X** |

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*Comprehensive K-12 SchoolCounseling Programs*

***THE MANAGEMENT SYSTEM***

*Advisory Council Use of Data*

*Action Plan and Calendars*

**MANAGEMENT SYSTEM**

Intertwined with the delivery system is the management system, which incorporates organizational processes andtools to ensure the program is organized, concrete, clearly delineated and reflective of the school’s needs.

● **Management agreements** ensure effective implementation of the delivery system to meet student needs. These agreements, which address how the school counseling program is organized and what will be accomplished, should be discussed with and approved by designated administrators at the beginning of each school year.

● **Use of Data**: A comprehensive school counseling program is data-driven to ensure every student receives the benefits of the school counseling program. School counselors must show that each activity implemented as part of the program was developed from analysis of students' needs, achievement and/or related data.

● **Action Plans:** For every desired competency and result, there must be a plan outlining how the desired competency will be achieved. Each plan should contain:

○ competencies addressed

○ description of the activity

○ data driving the decision to address the competency

○ time-line in which activity is to be completed

○ who is responsible for the delivery

○ means of evaluating student success

○ expected results for students

● **Use of Time:** District counselors recognize the value of direct service (contact) with students in addition to indirect service. A School Counselor’s time and resources are limited and therefore should be protected. Program delivery and direct counseling services can be increased by reassigning non-counseling activities whenever possible.

● **Use of Calendars**: Monthly calendars may be utilized by counselors to guide program delivery.

**Using Data in School Counseling Programs**

Data informs, confirms progress, and can reveal shortcomings in student performance. Using data enables school counselors to work in tandem with building administrators and faculty to close the achievement gap through systemic change. By using data, school counselors present a picture of the current status of student needs and issues and then examine the practices that can lead to higher levels of student success.

School counselors will evaluate programs and demonstrate accountability by collecting and using data that linkthe programs to both student achievement and school improvement. This process will strengthen the relationship between the school counseling program and the instructional program.

It is important to use all three of the following types of data:

● Process data (i.e. number of students in a given group)

● Perception data (i.e. needs assessments or surveys)

● Results data (i.e. proof of change in student competency such as graduation rates, attendance, etc.)

*Comprehensive K-12 School Counseling Programs*

***THE ACCOUNTABILITY SYSTEM***

*DATA Result Reports / Counselor Performance / Standards and Program Review*

**SCHOOL COUNSELING DEPARTMENT**

**ACCOUNTABILITY SYSTEM**

School Counselors are increasingly challenged to demonstrate the effectiveness of the School Counseling Program in measurable terms. To evaluate the program and to hold it accountable, school counselors must collect and use information and data that links the program to student achievement in the three domains and school improvement.

**School Counselor Accountability Components**

Individual School Counselor evaluations will be aligned with the district approved APPR process.

**DATA Result Reports**

The results reports organizes school counseling curriculum to demonstrate the relationship between the school counseling program to the instructional program. School Counselors use reflectives kills, collaboration and teaming, and data analysis to become action researchers and show how the school counseling program impacts school improvement. These reports include the process, perception and results data to ensure schoolcounseling programs are carried out, analyzed for effectiveness and modified as needed. Sharing these reports with stakeholders serves to advocate for the students and program. Immediate, intermediate and long-range results are collected and analyzed by individual counselors and the department for the program improvement.

**Program Review**

The Ellicottville Central School Counseling Department will self-audit their program annually as a guide to evaluate the comprehensive programming. Subsequently, a report will be submitted to the Superintendent of Schools for dissemination to the Board of Education and district/building level administrators. Additionally, the district’s School Counseling Comprehensive Program Plan will be reviewed annually and necessary revisions made.

**APPENDIX**

**ASCA School Counselor Competencies**

The ASCA School Counselor Competencies outline the knowledge, abilities, skills and attitudes that ensure school counselors are equipped to meet the rigorous demands of the profession and the needs of pre-K–12 students. These competencies help ensure new and experienced school counselors are equipped to establish, maintain and enhance a comprehensive school counseling program addressing academic achievement, career planning and personal/social development.

Organized around and consistent with “The ASCA National Model: A Framework for School Counseling Programs (Third Edition),” the competencies can be used in a variety of ways including:

**School counselors**

n Self-assess their own competencies

n Formulate an appropriate professional development plan

**School administrators**

n Guide the recruitment and selection of competent school counselors

n Develop or inform meaningful school counselor performance evaluation

**School counselor education programs**

n Establish benchmarks for ensuring school education students graduate with the knowledge, skills and attitudes needed for developing comprehensive school counseling programs.

**SCHOOL COUNSELING PROGRAMS**

School counselors should possess the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate a comprehensive, developmental, results-based school counseling program that aligns with the ASCA National Model.

**I-A: Knowledge**

*ASCA’s position statement, The Professional School Counselor and School Counseling Preparation Programs, states that school counselors should articulate and demonstrate an understanding of:*

n I-A-1. The organizational structure and governance of the American educational system as well as cultural, political and social influences on current educational practices

n I-A-2. The organizational structure and components of an effective school counseling program that aligns with the ASCA National Model

n I-A-4. Leadership principles and theories

n I-A-5. Individual counseling, group counseling and classroom instruction ensuring equitable access to resources promoting academic achievement, career development and personal/social development for every student

n I-A-6. Collaborations with stakeholders such as parents and guardians, teachers, administrators and community leaders to create learning environments that promote educational equity and success for every student

n I-A-7. Legal, ethical and professional issues in pre-K–12 schools

n I-A-8. Developmental theory, learning theories, social justice theory, multiculturalism, counseling theories and career counseling theories

n I-A-9. The continuum of mental health services, including prevention and intervention strategies to enhance student success

**I-B: Abilities and Skills**

*An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills.*

n I-B-1. Plans, organizes, implements and evaluates a school counseling program aligning with the ASCA National Model

n I-B-1a. Creates a vision statement examining the professional and personal competencies and qualities a school counselor should possess

n I-B-1b. Describes the rationale for a comprehensive school counseling program

n I-B-1c. Applies the school counseling themes of leadership, advocacy, collaboration and systemic change, which are critical to a successful school counseling program

n I-B-1d. Describes, defines and identifies the qualities of an effective school counseling program

n I-B-1e. Describes the benefits of a comprehensive school counseling program for all stakeholders, including students, parents, teachers, administrators, school boards, department of education, school counselors, counselor educators, community stakeholders and business leaders

n I-B-1f. Describes the history of school counseling to create a context for the current state of the profession and comprehensive school counseling programs

n I-B-1g. Uses technology effectively and efficiently to plan, organize, implement and evaluate the comprehensive school counseling program

n I-B-1h. Demonstrates multicultural, ethical and professional competencies in planning, organizing, implementing and evaluating the comprehensive school counseling program

n I-B-2. Serves as a leader in the school and community to promote and support student success

n I-B-2a. Understands and defines leadership and its role in comprehensive school counseling programs

n I-B-2b. Identifies and applies a model of leadership to a comprehensive school counseling program

n I-B-2c. Identifies and demonstrates professional and personal qualities and skills of effective leaders

n I-B-2d. Identifies and applies components of the ASCA National Model requiring leadership, such as an advisory council, management tools and accountability

n I-B-2e. Creates a plan to challenge the non-counseling tasks that are assigned to school counselors

n I-B-3. Advocates for student success

n I-B-3a. Understands and defines advocacy and its role in comprehensive school counseling programs

n I-B-3b. Identifies and demonstrates benefits of advocacy with school and community stakeholders

n I-B-3c. Describes school counselor advocacy competencies, which include dispositions, knowledge and skills

n I-B-3d. Reviews advocacy models and develops a personal advocacy plan

n I-B-3e. Understands the process for development of policy and procedures at the building, district, state and national levels

n I-B-4. Collaborates with parents, teachers, administrators, community leaders and other stakeholders to promote and support student success

n I-B-4a. Defines collaboration and its role in comprehensive school counseling programs

n I-B-4b. Identifies and applies models of collaboration for effective use in a school counseling program and understands the similarities and differences between consultation, collaboration and counseling and coordination strategies

n I-B-4c. Creates statements or other documents delineating the various roles of student service providers, such as school social worker, school psychologist or school nurse, and identifies best practices for collaborating to affect student success

n I-B-4d. Understands and knows how to apply a consensus-building process to foster agreement in a group

n I-B-4e. Understands how to facilitate group meetings to effectively and efficiently meet group goals

n I-B-5. Acts as a systems change agent to create an environment promoting and supporting student success

n I-B-5a. Defines and understands system change and its role in comprehensive school counseling programs

n I-B-5b. Develops a plan to deal with personal (emotional and cognitive) and institutional resistance impeding the change process

n I-B-5c. Understands the impact of school, district and state educational policies, procedures and practices supporting and/or impeding student success

**I-C: Attitudes**

*School counselors believe:*

n I-C-1. Every student can learn, and every student can succeed

n I-C-2. Every student should have access to and opportunity for a high-quality education

n I-C-3. Every student should graduate from high school and be prepared for employment or college and other post-secondary education

n I-C-4. Every student should have access to a school counseling program

n I-C-5. Effective school counseling is a collaborative process involving school counselors, students, parents, teachers, administrators, community leaders and other stakeholders

n I-C-6. School counselors can and should be leaders in the school and district

n I-C-7. The effectiveness of school counseling programs should be measurable using process, perception and outcome data

**FOUNDATIONS**

School counselors should possess the knowledge, abilities, skills and attitudes necessary to establish the foundations of a school counseling program aligning with the ASCA National Model.

**II-A: Knowledge**

*School counselors should articulate and demonstrate an understanding of:*

n II-A-1. Beliefs and vision of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level

n II-A-2. Educational systems, philosophies and theories and current trends in education, including federal and state legislation

n II-A-3. Learning theories

n II-A-4. History and purpose of school counseling, including traditional and transformed roles of school counselors

n II-A-5. Human development theories and developmental issues affecting student success

n II-A-6. District, state and national student standards and competencies, including ASCA Student Standards and other student standards that may complement and inform the comprehensive school counseling program

n II-A-7. Legal and ethical standards and principles of the school counseling profession and educational systems, including district and building policies

n II-A-8. The three domains of academic achievement, career planning and personal/social development

**II-B: Abilities and Skills**

*An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills:*

n II-B-1. Develops the beliefs and vision of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level

n II-B-1a. Examines personal, district and state beliefs, assumptions and philosophies about student success, specifically what they should know and be able to do

n II-B-1b. Demonstrates knowledge of a school’s particular educational vision and mission

n II-B-1c. Conceptualizes and writes a personal philosophy about students, families, teachers, school counseling programs and the educational process consistent with the school’s educational philosophy and mission

n II-B-1d. Writes a school counseling vision statement that describes a future world in which the school counseling goals and strategies are being successfully achieved

n II-B-2. Develops a school counseling mission statement aligning with the school, district and state mission

n II-B-2a. Critiques a school district mission statement and identifies or writes a mission statement aligning with beliefs

n II-B-2b. Writes a school counseling mission statement that is specific, concise, clear and comprehensive, describing a school counseling program’s purpose and a vision of the program’s benefits for every student

n II-B-2c. Communicates the vision and mission of the school counseling program to all appropriate stakeholders

n II-B-3. Uses student standards, such as ASCA Student Standards and other appropriate student standards such as district or state standards, to drive the implementation of a comprehensive school counseling program

n II-B-3a. Crosswalks the ASCA Student Standards with other appropriate student standards

n II-B-3b. Prioritizes student standards that align with the school’s goals

n II-B-4. Applies the ethical standards and principles of the school counseling profession and adheres to the legal aspects of the role of the school counselor

n II-B-4a. Practices ethical principles of the school counseling profession in accordance with the ASCA Ethical Standards for School Counselors

n II-B-4b. Understands the legal and ethical nature of working in a pluralistic, multicultural and technological society

n II-B-4c. Understands and practices in accordance with school district policy and local, state and federal statutory requirements

n II-B-4d. Understands the unique legal and ethical nature of working with minor students in a school setting

n II-B-4e. Advocates responsibly for school board policy and local, state and federal statutory requirements in students’ best interests

n II-B-4f. Resolves ethical dilemmas by employing an ethical decision-making model appropriate to work in schools

n II-B-4g. Models ethical behavior

n II-B-4h. Continuously engages in professional development and uses resources to inform and guide ethical and legal work

n II-B-4i. Practices within the ethical and statutory limits of confidentiality

n II-B-4j. Continually seeks consultation and supervision to guide legal and ethical decision making and to recognize and resolve ethical dilemmas

n II-B-4k. Understands and applies an ethical and legal obligation not only to students but to parents, administration and teachers as well

**II-C: Attitudes**

*School counselors demonstrate their attitudes and beliefs that all students deserve access to a comprehensive program that:*

n II-C-1. Has an impact on every student rather than a series of services provided only to students in need

n II-C-2. Is an integral component of student success and the overall mission of the school and school district

n II-C-3. Promotes and supports academic achievement, career planning and personal/social development for every student

n II-C-4. Adheres to school and district policies, state laws and regulations and professional ethics standards

n II-C-5. Is intentional in addressing the information, opportunity and achievement gaps.

**MANAGEMENT**

School counselors should possess the knowledge, abilities, skills and attitudes necessary to manage a school counseling program aligning with the ASCA National Model.

**III-A: Knowledge**

*School counselors should articulate and demonstrate an understanding of:*

n III-A-1. Leadership principles, including sources of power and authority and formal and informal leadership

n III-A-2. Organization theory to facilitate advocacy, collaboration and systemic change

n III-A-3. Presentation skills for programs such as teacher in-services, parent workshops and presentation of results reports to school boards

n III-A-4. Time management, including long- and short-term management using tools such as schedules and calendars

n III-A-5. Data-driven decision making

n III-A-6. Current and emerging technologies such as use of the Internet, Web-based resources and information management systems

**III-B: Abilities and Skills**

*An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills:*

n III-B-1. Self-evaluates his/her own competencies leading to and resulting in the formulation of an appropriate professional development plan

n III-B-1a. Conducts a school counseling program assessment

n III-B-1b. Negotiates a management plan for the comprehensive school counseling program with the administrator

n III-B-1c. Discusses and develops the management component of the school counseling program with the other members of the school counseling staff

n III-B-1d. Presents school counseling management tools to the principal, and finalizes an annual school counseling agreement

n III-B-1e. Discusses the anticipated program results when implementing the action plans for the school year

n III-B-1f. Participates in school counseling and education-related professional organizations

n III-B-1g. Develops a yearly professional development plan demonstrating how the school counselor advances relevant knowledge, skills and dispositions

n III-B-1h. Communicates effective goals and benchmarks for meeting and exceeding expectations consistent with the administrator/school counselor annual agreement and district performance appraisals

n III-B-1i. Uses personal reflection, consultation and supervision to promote professional growth and development

n III-B-2. Establishes and convenes an advisory council for the comprehensive school counseling program

n III-B-2a. Uses leadership skills to facilitate vision and positive change for the comprehensive school counseling program

n III-B-2b. Determines appropriate education stakeholders who should be represented on the advisory council

n III-B-2c. Develops effective and efficient meeting agendas

n III-B-2d. Reviews school data, school counseling program assessment and school counseling program goals with the advisory council

n III-B-2e. Records meeting notes and distributes as appropriate

n III-B-2f. Analyzes and incorporates feedback from the advisory council related to school counseling program goals as appropriate

n III-B-3. Accesses or collects relevant data, including process, perception and outcome data, to monitor and improve student behavior and achievement

n III-B-3a. Reviews and disaggregates student achievement, attendance and behavior data to identify and implement interventions as needed

n III-B-3b. Uses data to identify policies, practices and procedures leading to successes, systemic barriers and areas of weakness

n III-B-3c. Uses student data to demonstrate a need for systemic change in areas such as course enrollment patterns; equity and access; and achievement, opportunity and/or information gaps

n III-B-3d. Understands and uses data to establish goals and activities to close the achievement, opportunity and/or information gap

n III-B-3e. Knows how to use data to identify gaps between and among different groups of students

n III-B-3f. Uses school data to identify and assist individual students who do not perform at grade level and do not have opportunities and resources to be successful in school

n III-B-3g. Knows and understands theoretical and historical basis for assessment techniques

n III-B-4. Assesses use of time in direct and indirect student services and program management and school support

n III-B-4a. Organizes and manages time to effectively implement a comprehensive school counseling program

n III-B-4b. Identifies appropriate distribution of school counselor’s time based on the school data and program goals

n III-B-4c. Creates a rationale for school counselor’s use of time in the delivery component to focus on the goals of the comprehensive school counseling program

n III-B-4d. Identifies and evaluates fair-share responsibilities, which articulate appropriate and inappropriate counseling and non-counseling activities

n III-B-5. Develops calendars to ensure the effective implementation of the school counseling program

n III-B-5a. Creates annual and weekly calendars to plan activities to reflect school counseling program goals

n III-B-5b. Demonstrates time-management skills including scheduling, publicizing and prioritizing time and tasks

n III-B-6. Designs and implements action plans aligning with school and school counseling program goals

n III-B-6a. Uses appropriate academic and behavioral data to develop school counseling core curriculum, small-group and closing-the-gap action plans and determines appropriate students for the target group or interventions

n III-B-6b. Identifies ASCA domains, standards and competencies being addressed by each plan

n III-B-6c. Creates lesson plans related to the school counseling core curriculum identifying what will be delivered, to whom it will be delivered, how it will be delivered and how student attainment of competencies will be evaluated

n III-B-6d. Determines the intended impact on academics, attendance and behavior

n III-B-6e. Identifies appropriate activities to accomplish objectives

n III-B-6f. Identifies appropriate resources needed

n III-B-6g. Identifies data-collection strategies to gather process, perception and outcome data

n III-B-6h. Shares results of action plans with staff, parents and community.

n III-B-7. Implements program management and school support activities for the comprehensive school counseling program

n III-B-7a. Creates a program management and school support planning document addressing school counselor’s responsibilities for program management and professional development

n III-B-7b. Coordinates activities that establish, maintain and enhance the school counseling program as well as other educational programs

n III-B-8. Conducts self-appraisal related to school counseling skills and performance

**III-C: Attitudes**

*School counselors believe:*

n III-C-1. A school counseling program/department must be managed like other programs and departments in a school

n III-C-2. Planning, organizing, implementing and evaluating a school counseling program are critical responsibilities for a school counselor

n III-C-3. Management of a school counseling program must be done in collaboration with administrators

**DELIVERY**

School counselors should possess the knowledge, abilities, skills and attitudes necessary to deliver a school counseling program aligning with the ASCA National Model.

**IV-A: Knowledge**

*School counselors should articulate and demonstrate an understanding of:*

n IV-A-1. The distinction between direct and indirect student services

n IV-A-2. The concept of a school counseling core curriculum

n IV-A-3. Counseling theories and techniques that work in school, such as rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Alderian, solution-focused brief counseling, person-centered counseling and family systems

n IV-A-4. Counseling theories and techniques in different settings, such as individual planning, group counseling and classroom lessons

n IV-A-5. Classroom management

n IV-A-6. Principles of career planning and college admissions, including financial aid and athletic eligibility

n IV-A-7. Principles of working with various student populations based on characteristics such as ethnic and racial background, English language proficiency, special needs, religion, gender and income

n IV-A-8. Principles of multi-tiered approaches within the context of a comprehensive school counseling program

n IV-A-9. Responsive services (counseling and crisis response) including grief and bereavement

n IV-A-10. The differences between counseling, collaboration and consultation, especially the potential for dual roles with parents, guardians and other caretakers

**IV-B: Abilities and Skills**

*An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills.*

*Direct Student Services*

School Counseling Core Curriculum

n IV-B-1. Implements the school counseling core curriculum

n IV-B-1a. Identifies appropriate curriculum aligned to ASCA Student Standards

n IV-B-1b. Develops and presents a developmental school counseling core curriculum addressing all students’ needs based on student data

n IV-B-1c. Demonstrates classroom management and instructional skills

n IV-B-1d. Develops materials and instructional strategies to meet student needs and school goals

n IV-B-1e. Encourages staff involvement to ensure the effective implementation of the school counseling core curriculum

n IV-B-1f. Knows, understands and uses a variety of technology in the delivery of school counseling core curriculum activities

n IV-B-1g. Understands multicultural and pluralistic trends when developing and choosing school counseling core curriculum

n IV-B-1h. Understands and is able to build effective, high-quality peer helper programs

Individual Student Planning

n IV-B-2. Facilitates individual student planning

n IV-B-2a. Understands individual student planning as a component of a comprehensive program

n IV-B-2b. Develops strategies to implement individual student planning, such as strategies for appraisal, advisement, goal-setting, decision-making, social skills, transition or post-secondary planning

n IV-B-2c. Helps students establish goals and develops and uses planning skills in collaboration with parents or guardians and school personnel

n IV-B-2d. Understands career opportunities, labor market trends and global economics and uses various career assessment techniques to help students understand their abilities and career interests

n IV-B-2e. Helps students learn the importance of college and other post-secondary education and helps students navigate the college admissions process

n IV-B-2f. Understands the relationship of academic performance to the world of work, family life and community service

n IV-B-2g. Understands methods for helping students monitor and direct their own learning and personal/social and career development

Responsive Services

n IV-B-3. Provides responsive services

n IV-B-3a. Lists and describes interventions used in responsive services, such as individual/small-group counseling and crisis response

n IV-B-3b. Understands appropriate individual and small-group counseling theories and techniques such as rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems

n IV-B-3c. Demonstrates an ability to provide counseling for students during times of transition, separation, heightened stress and critical change

n IV-B-3d. Understands what defines a crisis, the appropriate response and a variety of intervention strategies to meet the needs of the individual, group or school community before, during and after crisis response WWW.SCHOOLCOUNSELOR.ORG

n IV-B-3e. Provides team leadership to the school and community in a crisis

n IV-B-3f. Involves appropriate school and community professionals as well as the family in a crisis situation

n IV-B-3g. Understands the nature of academic, career and personal/social counseling in schools and the similarities and differences among school counseling and other types of counseling, such as mental health, marriage and family and substance abuse counseling, within a continuum of care

n IV-B-3h. Understands the role of the school counselor and the school counseling program in the school crisis plan

*Indirect Student Services*

Referrals

n IV-B-4a. Understands how to make referrals to appropriate professionals when necessary

n IV-B-4b. Compiles referral resources to utilize with students, staff and families to effectively address issues

n IV-B-4c. Develops a list of community agencies and service providers for student referrals

Consultation

n IV-B-5a. Shares strategies that support student achievement with parents, teachers, other educators and community organizations

n IV-B-5b. Applies appropriate counseling approaches to promoting change among consultees within a consultation approach

n IV-B-5c. Works with education stakeholders to better understand student needs and to identify strategies that promote student achievement

Collaboration

n IV-B-6a. Partners with parents, teachers, administrators and education stakeholders for student achievement and success

n IV-B-6b. Conducts in-service training or workshops for other stakeholders to share school counseling expertise

n IV-B-6c. Understands and knows how to provide supervision for school counseling interns consistent with the principles of the ASCA National Model

**IV-C: Attitudes**

*School counselors believe:*

n IV-C-1. School counseling is one component in the continuum of care that should be available to all students

n IV-C-2. School counselors coordinate and facilitate counseling and other services to ensure all students receive the care they need, even though school counselors may not personally provide the care themselves

n IV-C-3. School counselors engage in developmental counseling and short-term responsive counseling

n IV-C-4. School counselors should refer students to district or community resources to meet more extensive needs such as long-term therapy or diagnoses of disorders WWW.SCHOOLCOUNSELOR.ORG

**ACCOUNTABILITY**

School counselors should possess the knowledge, abilities, skills and attitudes necessary to monitor and evaluate the processes and results of a school counseling program aligning with the ASCA National Model.

**V-A: Knowledge**

*School counselors should articulate and demonstrate an understanding of:*

n V-A-1. Basic concepts of results-based school counseling and accountability issues

n V-A-2. Basic research sampling, methodology and analysis concepts to understand research outcomes and conduct action research

n V-A-3. Use of data to evaluate program effectiveness and to determine program needs

n V-A-4. School counseling program assessments and results reports

**V-B: Abilities and Skills**

*An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills.*

n V-B-1. Analyzes data from school data profile and results reports to evaluate student outcomes and program effectiveness and to determine program needs

n V-B-1a. Analyzes use of time to determine how much time is spent in school counseling program components and considers best use of time compared to student needs as identified through student data

n V-B-1b. Analyzes results from school counseling program assessment

n V-B-1c. Uses formal and informal methods of program evaluation to design and enhance comprehensive school counseling programs

n V-B-1d. Uses student data to support decision-making in designing effective school counseling programs and interventions

n V-B-1e. Measures and analyzes results attained from school counseling core curriculum, small group and closing-the-gap activities

n V-B-1f. Works with members of the school counseling team and with the administration to decide how school counseling programs are evaluated and how results are shared

n V-B-1g. Analyzes and interprets process, perception and outcome data

n V-B-1h. Reviews progress toward program goals

n V-B-1i. Uses technology in conducting research and program evaluation

n V-B-1j. Reports program results to the school counseling community

n V-B-1k. Uses data to demonstrate the value the school counseling program adds to student achievement

n V-B-1l. Uses results obtained for program improvement

n V-B-2. Understands and advocates for appropriate school counselor performance appraisal process based on school counselor competencies and implementation of the comprehensive school counseling program

n V-B-2a. Analyzes self-assessment related to school counseling skills and performance

n V-B-2b. Identifies how school counseling activities fit within categories of a performance appraisal instrument

n V-B-2c. Encourages administrators to use a performance appraisal instrument reflecting appropriate responsibilities for school counselors

n V-B-3a. Compares current school counseling program implementation with the ASCA National Model

n V-B-3b. Shares the results of the program assessment with administrators, the advisory council and other appropriate stakeholders

n V-B-3c. Identifies areas for improvement for the school counseling program

**V-C: Attitudes**

*School counselors believe:*

n V-C-1. School counseling programs should achieve demonstrable results

n V-C-2. School counselors should be accountable for the results of the school counseling program

n V-C-3. School counselors should use quantitative and qualitative data to evaluate their school counseling program and to demonstrate program results

n V-C-4. The outcomes of the school counseling program should be analyzed and presented in the context of the overall school and district performance

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