

DOWNSVILLE CSD, K-12 GUIDANCE PLAN



**Downsville Central School District K-12 Guidance Plan
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Introduction

This K-12 Guidance Plan is designed to be a resource for members of the Downsville Central School District K-12 Student Support Services Team and the Downsville Central School District educational community. The plan supports the overall mission of the School District by promoting student achievement, college and career planning, and personal social development for every student. Student Support Services team members, using their leadership, advocacy, teaming and collaboration, and data driven decision-making skills, will ensure that every student in the Downsville Central School District will have access to a quality and equitable education. This plan is aligned with the Common Core Learning Standards, aligned with the New York State School Counselor Association’s Model Comprehensive K-12 School Counseling Program and enhanced with practical ideas for activities and assessments from the Student Support Services Team in Downsville. This is a living document. We encourage the K-12 Student Support Services team to refine this document as further information and resources become available. The counselor is encouraged to use this document as a springboard for further detailing the key components to meet the needs of the student body. It is recognized that the development of any program is a process of continuous improvement, not a one-time event. This plan assumes that the use of data as a powerful planning tool makes school counseling programs more effective. A properly implemented program focuses school resources on student achievement and increases collaboration between educational professionals within schools.

Resources Utilized in the Development of the Plan

- Common Core Learning Standards
- The New York State Model for Comprehensive K-12 School Counseling Programs
- American School Counselor Association National Standards for Student

Acknowledgements

The following members of the PK-12 Student Support Services team contribute to the writing and revising of the plan.

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Mission Statement

The Downsville Central School District is committed to a strong educational program that promotes academic and personal growth for all students. Each student will become a productive, responsible, confident individual with a strong academic foundation and the ability to make intelligent choices. Our goal is to cultivate a sense of pride in our students, our school and our community. The Board of Education, school staff, parents, students and other members of the community share responsibility for this mission.

Core Values

Quality Education Includes:

- Safety and Health:** Students and staff need a healthy and safe environment.
- Resources:** A successful education program requires appropriate facilities, equipment, and materials.
- Respect:** We respect and honor the dignity and worth of ourselves, others, and our environment.
- Responsibility:** Each person is responsible for what he or she says and does.
- Courage:** Courage is required to grow, change, take risks, and make commitments.
- Integrity:** Personal integrity develops as one attends to and becomes increasingly ethical in one's speech and actions. Adults model this process.
- Whole Child:** In order for students to be successful, their emotional, social, physical, and academic needs must be met.
- Collaboration:** The education of our students is a process involving the entire educational community: students, teachers, administrators, non-instructional staff, Board of Education, families, and the community at large.
- Student Achievement:** Continuous growth and improvement occur when there is use of best practices, and articulated/aligned curriculum, and pertinent data.
- Recognition:** Acknowledging and celebrating successes, large and small, nurtures growth and a sense of community.

Educational Objectives

The Board of Education upholds and supports the District’s Mission as stated in our Comprehensive District Education Plan by creating and encouraging opportunities for all Downsville Central School District graduates to become:

•**Self-directed learners**, who use positive core values to create a positive vision for themselves and their future, set priorities, and achievable goals, create options for themselves, monitor and evaluate their progress, and assume responsibility for their actions.

•**Collaborative workers**, who use effective leadership and group skills to develop and manage interpersonal relationships within culturally and organizationally diverse settings.

•**Complex thinkers**, who identify, access, integrate, and use available resources and information to reason, make decisions, and solve complex problems in a variety of contexts.

•**Community contributors**, who contribute their time, energies, and talents to improving the welfare of others and the quality of life in their diverse communities.

•**Quality producers**, who create intellectual, artistic, practical, and physical products which reflect originality, high standards, and the use of appropriate advanced technologies.

•**Ethical decision-makers**, who exemplify the principles of trustworthiness, respect, responsibility, integrity, fairness, caring, and citizenship.

Student Support Services

Mission Statement

All students in the Downsville Central School District have access to student support staff that will assist students in developing their academic, personal/social, and career college skills. Through a comprehensive student support program, students will:

1. Demonstrate an understanding of their present academic status, achievement, interests, abilities, and educational requirements.
2. Experience greater self-awareness and responsible decision making.
3. Develop interpersonal and effective competencies critical to realizing and achieving their potential.

We educate our students to become respectful and responsible towards self and others.

Benefits of a Comprehensive School Counseling Program

Comprehensive developmental school counseling programs have a positive impact on students, parents or guardians, teachers, administrators, boards of education, school counselors and other student services personnel, post-secondary institutions and the community. The benefits to each of these groups include the following:

Benefits for Students

- Ensures every student receives the benefits of the school counseling program.
- Assists students in acquiring knowledge and skills in academic, career, and personal/social development.
- Ensures equitable access to educational opportunities.
- Provides strategies for closing the student achievement gap.
- Supports development of skills to increase student success.
- Facilitates career exploration and development.
- Monitors data to facilitate student improvement.
- Fosters advocacy for students.
- Develops decision-making and problem-solving skills.
- Assists in acquiring knowledge of self and others.
- Assists in developing effective interpersonal relationship skills.
- Provides school counseling services for every student.
- Increases the opportunity for adult - youth relationships.
- Encourages positive peer relationships.
- Fosters a connectedness to school.
- Fosters resiliency factors for students.

Benefits for Parents

- Provides support in advocating for their children's academic, career and personal/social development.
- Supports partnerships in their children's learning and career planning.
- Ensures academic planning for every student.
- Develops a systematic approach for their child's long-range planning and learning.
- Increases opportunities for parent/school interaction.
- Enables parents to access school and community resources.
- Provides informational workshops.
- Connects to community and school-based services.

- Provides data on student progress.
- Ensures every child receives access to school counseling services.

Benefits for Teachers

- Provides an interdisciplinary team approach to address student needs and educational goals.
- Increases collaboration between school counselors and teachers.
- Provides opportunities for co-facilitation of classroom guidance lessons.
- Supports the learning environment.
- Provides consultation to assist teachers in their guidance and advisement role.
- Promotes a team effort to address developmental skills and core competencies.
- Supports classroom instruction.
- Promotes supportive working relationships.
- Increases teacher accessibility to the counselor as a classroom presenter and resource person.
- Positively impacts school climate and the learning environment.

Benefits for Administrators

- Aligns the school counseling program with the school's academic mission.
- Provides a school counseling program promoting student success.
- Provides a proactive school counseling curriculum addressing student needs and enhancing school climate.
- Provides a program structure with specific content.
- Assists administration to use school counselors effectively to enhance learning and development for all students.
- Uses data to develop school counseling goals and school counselor responsibilities.
- Monitors data for school improvement.
- Provides data for grant applications and funding sources.
- Enhances community image of the school counseling program.

Benefits for the Board of Education

- Provides a rationale for implementing a school counseling program.
- Ensures that a quality school counseling program is available for every student.
- Demonstrates the need for appropriate levels of funding.
- Articulates appropriate credentials and staffing ratios.
- Supports standards-based programs.
- Provides data about improved student achievement.
- Furnishes program information to the community.
- Provides ongoing information about student acquisition of competencies and standards through school counseling program efforts.

Benefits for School Counselors

- Defines responsibilities within the context of a school counseling program.
- Provides a clearly defined role and function in the educational system.
- Supports access to every student.
- Provides direct service to every student.
- Provides a tool for program management, implementation and accountability.
- Recognizes school counselors as leaders, advocates and change agents.
- Ensures the school counseling program's contribution to the school's mission.

Benefits for Student Services Personnel

- Defines the school counseling program.
- Provides school psychologists, social workers, and other professional student services personnel with a clear understanding of the role of the school counselor.
- Fosters a positive team approach, which enhances cooperative working relationships and improves on individual student success.
- Uses school counseling data to maximize benefit to individual student growth.
- Increases collaboration for utilizing school and community resources.

Benefits for Post-secondary Education

- Enhances articulation and transition of students to post-secondary institutions.
- Prepares every student for advanced educational opportunities.
- Motivates every student to seek a wide range of substantial, post-secondary options, including college.
- Encourages and supports rigorous academic preparation.
- Promotes equity and access to post-secondary education for every student.

Benefits for the Community

- Provides an increased opportunity for collaboration and participation of community members with the school program.
- Builds collaboration, which enhances a student's post-secondary success.
- Creates community awareness and visibility of the school counseling program.
- Enhances economic development through quality preparation of students for the world of work.
- Increases opportunities for business and industry to participate actively in the total school program.
- Provides increased opportunity for collaboration among counselors, business, industry, and communities.
- Provides a potential work force with decision-making skills, pre-employment skills, and increased worker maturity.
- Supports the academic preparation necessary for students' success in the workforce.

Adapted from the American School Counseling Association National Model

Roles and Responsibilities

The Student Support Services Team in the Downsville Central School District consists of the School Counselor, School Social Worker, and School Psychologist. The individual expertise of each Student Support Service member provides students with the highest level of professionalism towards achieving success in a K-12 educational setting.

The Student Support Service members generally:

- Collaborate and consult with administrators, educators, parents, and other Student Support Service providers in achieving student success
- Advocate for students' academic, social, personal, and emotional needs
- Participate in parent-teacher conferences
- Provide classroom lessons on academic, social/personal, and career/college skills
- Provide individual/group counseling and mediation
- Provide crisis intervention, risk assessment, and ongoing evaluation
- Attend meetings for Committee on Special Education, RTI data Team, and 504 Committee, Committee on Preschool Special Education
- Provide staff in-service training when appropriate
- Are mandated reporters for Child Protective Services
- Serve as "point of entry" liaison for students entering or leaving mental health facilities
- Prepare constituent communication including newsletters, web pages, etc.
- Participate in professional development activities through professional memberships

Roles and Responsibilities

School Counselor

School Counselors are New York State certified professionals with a Master's Degree in School Counseling or related discipline.

School Counselors responsibilities may include, but are not limited to:

- Counseling students in developing academic, personal, social and college/career plans, goals and skills
- Coordinating and administering PSAT, SAT/ACT, including Services for Students with Disabilities
- Presenting classroom instruction on standardized testing, course selection, college preparation/application, summer programs, and graduation requirements
- Presenting grade level parent/guardian workshops on college and financial aid application process, developmental issues, and graduation requirements
- Counseling students at-risk and exploring alternative programs
- Advising and registering new students
- Coordinating the review and selection process of awards and scholarship programs
- Serving as a liaison for students in alternative programs
- Assisting in Master Schedule development and implementation
- Verifying student diploma requirements and monitor academic progress
- Processing School registration
- Supporting Guidance Office Assistant and Secretary
- Serving as liaison with NCAA Eligibility Clearinghouse for student athletes
- Maintaining relationships with post-secondary institutions and staying current with post-secondary trends and policies

Roles and Responsibilities

School Social Worker

School Social Workers are New York State licensed professionals with a Master's Degree in Social Work.

School Social Workers responsibilities may include, but are not limited to:

- Conducting Functional Behavioral Assessments (FBA's)
- Generating and tracking Behavioral Intervention Plans (BIP's) utilizing information yielded from Functional Behavioral Assessments (FBA's)
- Implementation of appropriate behavioral modification approaches through staff consultation
- Consultation with parents, staff and outside agencies regarding individual student development and needs.
- Addressing social/emotional/behavioral learning needs through classroom lessons and/or programs when appropriate
- Providing Individualized Education Plans (IEP), 504, and AIS individual and group counseling
- Serving as members of the Committee on Special Education (CSE) and Committee of Preschool Special Education (CPSE).
- Assisting in the writing and development of student Individualized Education Plans (IEP's)
- Observing and recording information on students that are educated in facilities outside of the District
- Coordinating and participating in the screening process of new entrants to the School District
- Evaluating appropriate alternative education programming and placement

Student Support Service Goals for Grades K – 12

Comprehensive programs for students in grades K – 4 include:

Goal 1 Provide direct support to students in the following areas:

- Academics
- Behavioral, social and/or emotional concerns
- Attendance and parent/family support

Goal 2 Provide education concerning the awareness of self and others

Comprehensive programs for students in grades 5 – 8 include:

Goal 3 Provide direct support to students in the following areas:

- Academic
- Behavioral, social and/or emotional concerns
- Attendance
- Parent and familial support

Goal 4 Provide opportunities for students to begin career exploration, conceptualize high school and college plans/goals and teaching daily living skills

Goal 5 Provide education concerning the awareness of self and others

Comprehensive programs for students in grades 9 – 12 include:

Goal 6 Provide advisory assistance to enable student to benefit from the curriculum in the following areas:

- Curriculum, options, educational and career plans
- Attendance
- Post-secondary plans
- Academics
- Behavioral and/or transition concerns

Goal 7 Review each student’s educational progress, career directions and future plans.

Goal 8 Encourage parental involvement in the educational process

Goal 9 Educate students concerning their awareness of intrapersonal and interpersonal skills in order to be a meaningful contributor within the greater community.

Student Support Service Goals for Grades K – 12

Comprehensive programs for students in grades K – 6 include:

Goal 1 Provide direct support to students in the following areas:

- Academics
- Behavioral, social and/or emotional concerns
- Attendance and parent/family support

Goal 2 Provide education concerning the awareness of self and others

GOAL 1

Provide direct support to student in the following areas: Academic, Behavioral/Social and/or Emotional concerns, Attendance and Parent/Family support

TARGET POPULATION

Students in grades PK-6

OBJECTIVES

Academic:

Students will:

- Demonstrate an understanding of their present academic status, achievement levels and educational requirements
- Demonstrate an understanding of their behavioral/social and/or emotional concerns
- Understand the importance of attendance and participation in school through Parent/family support

ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Parent feedback.
- Review report cards.
- Teacher feedback.

Goal 1: Provide direct support to students in the following areas: Academic, Behavioral/Social and/or Emotional Concerns, Attendance and Parent/Family Support

ACTIVITIES	TARGET GROUP	STAFF ASSIGNED	OTHER RESOURCES	DATES	EVALUATION
Screening of new entrants	PK-6	Pre-K Teacher Kindergarten Teacher Speech Therapist School Psychologist School Counselor	Preschool data, screening instruments, parent information, observations	May	Review of records Parent input Staff input
Record review of new entrants	1-6	Principal School Counselor Instructional Specialist	Transfer Records Phone contact with previous district	Sept – Aug.	Review of records Parent input Staff input
Placement/Transition meetings	PreK-6	School Counselor School Administrator CPSE/CSE Team	Grouping information Teacher Reports RTI Data PreK Observations	Sept – June	Review of records Parent input Staff input
Identify Students in need of remediation	PK-6	School Counselor School Administrator Instructional Specialist	RTI Data IEP/RTI Direct NYS Assessments NWEA MAPS	Sept – June	Review of records Parent input Staff input
Formal/Informal Behavioral Assessments/Interventions	PK-6	School Social Worker School Psychologist	Behavior Plans Outside Evaluations FBA Behavioral Screenings Discipline Referrals Consultation with Staff	Sept-June	Review of records Parent input Staff input
Improving Student Attendance	PK-6	School Social Worker School Counselor School Administrator Teachers	School Tool Data Family Service Contact Parent Contact	Sept – June	Review of records Parent input Staff input
Individual, Group and Crisis Counseling	PK-6	School Social Worker School Counselor School Psychologist	IEP's Student Records Outside Evaluations Counseling Materials	Sept – June	Student Performance Observations Parent, Teacher, Student Input

					School Records
Crisis Intervention	PK-6	School Social Worker School Counselor School Psychologist Administration	Staff Input Parent Input Student Input	Sept – June	Discipline referrals Student performance
Maximize Home/School Connection	PK-6	Student Assistance Team	Parent/Teacher Conferences Parent Meetings Act as a Liaison Communication with Outside Agencies SchoolTool – Parent Portal Open House	Sept – June	Parent input Staff input Student observations
Career Exploration	K-6	School Counselor	Classroom Lessons	Sept – June	Parent input Staff input
Psychological/Psycho Educational Evaluations	PK-6	School Psychologist	Student Records Parent, Student, Staff Input Class Observations Assessment Tools	Sept-June	CSE recommendations Student performance
Classroom Interventions	PK-6	School Social Worker School Counselor School Psychologist	Behavior Plans Student Records Staff, Parent Input Student Input	Sept – June	Student performance Discipline referrals
RTI Meetings	K-6	Student Assistance Team Instructional Specialists Related Service Providers	IEP/RTI Direct Student Record Staff, Teacher, Parent Input Student Input DIBELS NWEA MAPS	Sept – June	Staff input Observations
Consultation with Outside Service Providers	PK-6	School Social Worker School Counselor School Psychologist Administration	Department of Family Services Mental Health Professional	Sept – June	Parent input Review of records

			FBA's Behavior Plans		
Master Schedule Development	PK-6	School Administrator School Counselor	School Tool NYS Requirements	Sept – June	Staff input
CPSE/CSE/504 Meetings	PK-6	CPSE/CSE Chairperson School Psychologist School Social Worker School Counselor	IEP, 504 Plans Student Records Staff Input	Sept – June	Staff input Review of Records Parent Input

GOAL 2

Provide education concerning the awareness of self and others

TARGET POPULATION

Students in grades PK-6

OBJECTIVES

Academic:

- Students will: Demonstrate an understanding/awareness of self and others

ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Parent feedback.
- Review report cards
- Teacher feedback

Goal 2: Provide education concerning the awareness of self and others

ACTIVITIES	TARGET GROUP	STAFF ASSIGNED	OTHER RESOURCES	DATES	EVAULATION
Character Education Curriculum	K-6	ADAC Prevention Educators	Too Good for Drugs and Violence Prevention Education Curriculum	Sept – June	Student Performance Discipline referrals
Individual/Group Counseling	K-6	School Social Worker School Counselor	Counseling Materials Outside Evaluations Student, Staff, Parent Input	Sept – June	Staff input Student observations Parent feedback
Addressing ongoing bullying and harassment issues	K-6	School Social Worker School Counselor Dignity Act Coordinator Teachers Administration	Individual Counseling Peer Mediation Collaboration with administration Family Contact OLWEUS Program	Sept – June	Discipline referrals Student performance Staff input
Education on the Prevention of Child Sexual Abuse	K-6	School Counselor	Classroom lessons CHILDHELP Curriculum	Sept-June	Staff input Parent input Observations

Comprehensive programs for District students in grades 7 – 8 include:

Goal 3 Provide direct support to students in the following areas: Academic, Behavioral/Social and/or Emotional Concerns, Attendance, and Parent/Familial Support

Goal 4 Provide opportunities for students to begin career exploration, conceptualize High School and College plans/goals, and directly teaching daily living skills

Goal 5 Provide Education Concerning the awareness of self and others

Goal 3

Provide direct support to students in the following areas: Academic, Behavioral/Social and/or Emotional Concerns, Attendance, and Parent/Familial Support

TARGET POPULATION

Students in grades 7-8

OBJECTIVES

Academic:

Students will: Demonstrate an understanding of their present academic status Demonstrate an understanding of their achievement levels
Demonstrate an understanding of their education requirements

ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Update progress using student and parent feedback concerning their educational and career planning
- Parent feedback regarding their child’s educational and career planning process
- Review report cards
- Feedback from student interview with all 8th grade students and those requiring specific interventions
- Feedback from teachers
- Review career planning material to ascertain they contain accurate information concerning steps needed to implement a plan.

Goal 3: Provide direct support to students in the following areas: Academic, Behavioral/Social and/or Emotional Concerns, Attendance, and Parent/Familial Support

ACTIVITIES	TARGET GROUP	STAFF ASSIGNED	OTHER RESOURCES	DATES	EVAULATION
Placement/Transition Meetings	7-8	School Administration School Counselor Teachers Student Assistance Team	Student Transcripts RTI Data IEP/RTI Direct Discipline Referrals IEP's	Sept – June	Review of records
Identify Students in need of remediation	7-8	Student Assistance Team Teachers Parent	RTI Data IEP/RTI Direct NYS Assessments NWEA MAPS DIBELS	Sept – June	Review of records
Formal and Informal Behavior Assessments and Interventions	7-8	School Social Worker School Psychology School Counselor	Behavior Plans Outside Evaluations FBA Behavior Assessments Discipline Referrals	Sept – June	Review of records
Improving Student Attendance	7-8	Student Assistance Team Teacher Parent	Parent Contact Monitor Daily Attendance Collaboration with outside agencies Student Contracts	Sept – June	Review of records
Maximizing home-school connection	7-8	School Social Worker School Counselor School Staff Administration	Parent Meetings Advocate for outside agency support Act as liaison between home and school	Sept – June	Review of records
Crisis Intervention	7-8	School Social Worker School Counselor School Psychologist	Collaboration between home and school staff Crisis Intervention Plan	Sept – June	Crisis Evaluation

Academic Assessments	7-8	School Psychologist	Psycho-educational evaluation Academic/Behavior screening	Sept – June	Review of Records CSE
CSE/504 Committee	7-8	School Psychologist School Counselor CSE Committee	Determine initial eligibility Review annually	Sept – June	CSE/504 Meeting Plan

Goal 4

Provide opportunities for students to begin career exploration, conceptualize high school and college plans/goals, and directly teaching daily living skills.

TARGET POPULATION

Students in grades 7-8

OBJECTIVES

Academic:

Students will: Begin Career Exploration Conceptualize High School and College plans/goals

ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Update progress using student and parent feedback concerning their educational and career planning
- Parent feedback regarding their child’s educational and career planning process
- Review report cards
- Feedback from Teachers
- Review career planning material to ascertain they contain accurate information concerning steps needed to implement plan

Goal 4: Provide opportunities for students to begin career exploration, conceptualize high school and college plans/goals, and directly teaching daily living skills.

ACTIVITIES	TARGET GROUP	STAFF ASSIGNED	OTHER RESOURCES	DATES	EVAULATION
Career Exploration	7-8	School Counselor Instructional Staff	Exposure to a variety of potential careers	Sept – June	Student feedback
Individual meetings with students and parents	7-8	School Counselor	Review High School Course selections Diploma options Regents Exam Future Goals High School Requirements	Spring	Student feedback
Creating Post-Secondary Transition Goals	7-8	School Counselor	Identifying long term goals regarding career and adaptive skills Selecting course work to help achieve goals	Sept – June	Student Feedback
Individual Meetings with students regarding problem solving, self-management and interpersonal relationships	7-8	School Social Worker School Counselor	Helping the student process their current life challenges/crisis both in and out of school Brain storming solutions and identify the necessary skills to overcome problems	Sept – June	Student Feedback Student record review Parent feedback

Goal 5

Provide education concerning the awareness of self and others

TARGET POPULATION

Students in grades 7-8

OBJECTIVES

Academic:

Students will: Demonstrate an understanding of self and others

ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Update progress using student and parent feedback concerning their education
- Review report cards Feedback from student interview
- Feedback from teachers

Goal 5: Provide education concerning the awareness of self and others

ACTIVITIES	TARGET GROUP	STAFF ASSIGNED	OTHER RESOURCES	DATES	EVAULATION
Develop and implement a character education program	7-8	ADAC Prevention Educators School Counselor Teachers	Too Good for Drugs and Violence Prevention Education Curriculum Olweus Bully Prevention Program	Sept – June	Discipline referrals Bullying incidents
Identifying the difference between appropriate and inappropriate behaviors as they relate to social interactions	7-8	ADAC Prevention Educators School Counselor Teachers	Too Good for Drugs and Violence Prevention Education Curriculum Olweus Bully Prevention Program Individual counseling Peer Mediation Group Counseling Crisis Intervention	Sept – June	Discipline referrals
Addressing ongoing issues of bullying	7-8	Teachers School Counselor Administration	Individual counseling Peer mediation Collaboration with administration Providing education on bullying - OLWEUS Family contact Documentation of bullying	Sept – June	Discipline referrals Bullying incidents

Comprehensive programs for District students in grade 9 – 12 include:

Goal 6 Provide advisory assistance to enable student to benefit from the curriculum in the following areas: Curriculum, options, educational and career plans
Attendance Post-secondary plans Academics Behavioral and/or transition concerns

Goal 7 Review each student’s educational progress, career directions and future plans.

Goal 8 Encourage parental involvement in the educational process

Goal 9 Educate students concerning their awareness of intrapersonal and interpersonal skills in order to be a meaningful contributor within the greater community

Goal 6

Provide advisory assistance to enable students to benefit from the curriculum in the following areas: curriculum options, educational and career plans; attendance; post-secondary plans; academics; behavioral and/or transition concerns

TARGET POPULATION

Students in grades 9 – 12

OBJECTIVES

Academic:

Students will: Become familiar with all aspects of the school curriculum offerings and full understand the requirements for graduation. Become aware of their own strengths and weaknesses related to academic and extracurricular activities Understand their own potential and select appropriate courses necessary for success in their future career and academic goals Become aware of ways to improve their academic achievement

Personal/Social:

Students will: Raise their own sense of self-worth and become a more productive student Become aware of and use available support systems to improve their school performance Feel supported by their counselor and develop a positive relationship, which will foster a tone of honesty and openness Learn how to analyze and attempt resolution for problems encountered in any subject area Understand the need for a good relationship among themselves, their parents and school in resolving academic or personal difficulties

ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Improved student academic achievement (i.e. grades)
- Teacher comments/evaluation
- Parental feedback
- Counselor appraisal

Goal 6: Educate students concerning the awareness and respect of self and others.

ACTIVITIES	DOMAIN	TARGET GROUP	STAFF ASSIGNED	OTHER RESOURCES	DATES	EVAULATION
Individual Counseling	Academic Personal/Social	9-12	School Mental Health Clinician, LCSW School Counselor	IEP/504's Student records Evaluations	Sept – June	Classroom observation Faculty input Student input Parent input Goal achievement Review of records
Group Counseling	Academic Personal/Social	9-12	School Mental Health Clinician, LCSW School Counselor	IEP/504's Student records Evaluations	Sept – June	Classroom observation Faculty input Student input Parent input Goal achievement Review of records
Conflict Resolution	Personal/Social	9-12	School Counselor Administrator	Faculty input Student input Parent input Principal input	Sept – June	Reduction of student referrals
Brief Contact	Academic Personal/Social	9-12	School Counselor Administrator	Faculty input Student input Parent input	Sept – June	Student Performance
Crisis Intervention	Personal/Social	9-12	School Mental Health Clinician, LCSW School Counselor Administrator	Faculty input Student input Parent input	Sept – June	Reduction of student referrals

Goal 7

Review each student's educational progress, career directions and future plans

TARGET POPULATION

Students in grades 9–12

OBJECTIVES

Academic:

Students will: Demonstrate an understanding of their present academic status, achievement, levels and educational requirements for graduation. Develop a program of studies for the following year. Develop a self-directed interest inventory for students receiving special education supports.

Career:

Students will: Develop an understanding of their interests, abilities, knowledge and skills for other post-secondary options as it relates to their career goals

ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Review career planning material to ascertain they contain accurate information concerning steps needed to implement plan
- Update progress using student and parent feedback concerning their educational and career planning
- Parent feedback regarding their child's educational and career planning progress
- Review report cards. Feedback from student interview
- Teacher feedback

Goal 7: Review each student’s educational progress, career directions, and future plans annually.

ACTIVITIES	DOMAIN	TARGET GROUP	STAFF ASSIGNED	OTHER RESOURCES	DATES	EVAULATION
Screening of New Entrants	Academic Personal/Social	9 -12	School Counselor CSE Chairperson	Student records	Sept – June	Review of records Assess as necessary
Course Selection Process	Academic	9-12	School Counselor	Course Catalog Program of Student School Tool	Sept June	Final schedules Student input
Student Course Selection	Academic	9-12	School Counselor	Student records Parent input Faculty input Student input	Sept – June	Student performance Parent input Student input Teacher input
Four-Year Plan Development	Academic Personal/Social College/Career	9-12	School Counselor	Student records Parent input	Sept – June	Student Four Year Plan Yearly plan
Career Advisement	Academic Personal/Social College/Career	9-12	School Counselor Instructional Staff	Student records Interest/abilities assessment Military reps College reps	Sept – June	Student input Parent input Student performance Post-secondary placement
Post High School Planning Meetings	Academic Personal/Social College/Career	9-12	School Counselor	Student records Student input Parent input College reps Military reps	Sept – June	Student input Parent input Student performance
Scholarships	Academic	11-12	School Counselor Community Organizations	Scholarship information Community	Sept-June	Complete scholarship application Awarded monies
PSAT Exam Administration	Academic College/Career	10-11	School Counselor	PSAT Exam Materials	Sept-November	Exams ordered and completed Attendance

						Score profile
SAT School Day Administration	Academic College/Career	11-12	School Counselor	The College Board	Sept – June	Score Profile
ACT Test	Academic College/Career	11-12	School Counselor	www.act.org	Sept-June	Score profile
College Application Process	Academic College/Career	11-12	School Counselor	Internet Common Application College Board College application materials SUNY Website	Sept – June	Student input Faculty input Parent input
College Admissions Process	Academic College/Career Personal/Social	12	School Counselor	Application forms Internet College Admissions Personnel School Profile Classroom presentations	Sept – June	Letters of recommendation Completed college applications
NCAA Eligibility	Academic College/Career	11-12	School Counselor Athletic Director	NCAA Forms Internet	Sept – June	Eligibility approval

Goal 8

Encourage parental involvement in the educational process.

TARGET POPULATION

Parents of students in grades 9 – 12

OBJECTIVES

Academic:

Parents will: Gain insights into their child’s academic and social progress as well as their goals, abilities, aptitudes and interests Understand and participate in plans to remediate any academic and/or behavioral problems their child might display Recognize the importance of their school involvement as it relates to their child’s success

Career:

Parents will: Be informed of the necessary resources, procedures and opportunities available concerning their child’s post–secondary options. These include:

- ✓ Applying to college
- ✓ Financial implication, i.e., scholarships, financial aid
- ✓ Military careers
- ✓ Obtaining employment

Personal/Social:

Students will: Have a more positive attitude towards school and learning as a result of parental involvement

Parents will: Be assisted in obtaining help from sources within or outside the school if their child exhibits adjustment, behavioral or attendance problems

ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Improved student performance
- Parental feedback through conferences, telephone contacts or mailings

Goal 8: Encourage parental involvement in the educational process.

ACTIVITIES	DOMAIN	TARGET GROUP	STAFF ASSIGNED	OTHER RESOURCES	DATES	EVAULATION
Financial Aid/Scholarship Process	College/Career	11-12	School Counselor	FAFSA Forms Scholarship Information College Personnel Financial Aid	Sept – June	Complete application
Guidance Information Dissemination	Academic Personal/Social College/Career	9-12	School Counselor	Website Handouts Classroom presentation	Sept-June	Parent input Student input
Open House	Academic	9-12	Faculty Administration	School Tool	September	Attendance Parent input Program review
Parent/Teacher Conference	Academic Personal/Social	9-12	Faculty Administration	Outside agencies RTI Team School tool	As needed	Attendance Parent input Program review
Parent Consultation	Academic Personal/Social	9-12	School Counselor Faculty as needed School Psychologist	Student records Parent input Faculty input	As needed	Student performance Parent feedback

Goal 9

Educate students concerning their awareness of intrapersonal and interpersonal skills in order to be a meaningful contributor within the greater community

TARGET POPULATION

Students in grades 9 – 12

OBJECTIVES

Personal/Social:

Students will: Develop an understanding of intrapersonal and interpersonal dynamics

ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Incident and referral reports
- Teacher feedback Student feedback
- Parent feedback
- Report cards

Goal 9: Educate students concerning the awareness and respect of self and others.

ACTIVITIES	DOMAIN	TARGET GROUP	STAFF ASSIGNED	OTHER RESOURCES	DATES	EVALUATION
Individual Counseling	Academic Personal/Social	9-12	School Counselor School Mental Health Clinician, LCSW	IEP/504 Plan Student records Evaluations	Sept – June	Classroom observation Faculty input Student input Parent input Goal achievement Review of records
Group Counseling	Academic Personal/Social	9-12	School Counselor School Mental Health Clinician, LCSW	IEP/504 Plan Student records Evaluations	Sept – June	Classroom observation Faculty input Student input Parent input Goal achievement Review of records
Conflict Resolution	Personal/Social	9-12	School Counselor	Faculty input Student input Parent input Principal input	Sept – June	Reduction of student referral
Brief Contact	Academic Personal/Social	9-12	School Counselor Administration	Faculty input Parent input Student input	Sept – June	Student performance
Crisis Intervention	Personal/Solution	9-12	School Mental Health Clinician, LCSW School Counselor Administration	Faculty input Parent input Student input	Sept – June	Reduction of student referrals

NEW YORK STATE MODEL FOR COMPREHENSIVE K -12 SCHOOL COUNSELING PROGRAMS

Foundation System

The foundation is the basis of a comprehensive school counseling program. It establishes the overall basis for developing a program within the school and sets the philosophy and vision for school counselors.

Components

The Philosophy: Is the set of guiding principles that are used in the development, implementation and evaluation of the program. The principles are statements of agreement that address all students, focus on prevention, and how school counselors will maintain their professional competencies.

The Vision: Is the future-oriented statement that establishes the program's direction and the desired outcome for all students. The vision of the program reflects and supports the vision of the School District. The vision sets the tone for the school counseling department and its comprehensive program.

The Mission Statement: Is the guide for the school counseling program. Statements should be specific and clear. Mission statements should take into consideration the beliefs of the school, link to state and District's statements and reflect the benefits that all students will receive. It should encompass the benefits of a school counseling program.

Sample Statements:

To assist all students to grow academically, personally, socially and vocationally

To promote and enhance students' educational, learning experiences through the development of skills in the domains of academic, personal, social and career.

Program's Goals: As a driving principle, school counseling programs should develop a set of goals that will guide the program. Goals reflect the three domains of student development and are listed as:

- Academic
- Social/Personal
- Career

The National Standards for School Counseling Programs

The National Standards for School Counseling Programs identify the attitudes, knowledge and skills for students that were deemed important by the profession, clarify the relationship of school counseling to the educational system, and address the contributions of school counseling to student success in school. With accountability driving school improvement there is a critical need to inform stakeholders of the relationship of school counseling programs to student learning and achievement. Most importantly, as critical players in school improvement, school counselors use school data to demonstrate accountability for student achievement and school success.

The National Standards for School Counseling Programs provide a framework for developing and writing the content of a school counseling program. The standards focus on what all students, from pre-kindergarten through grade twelve, should know, understand, and be able to do to enhance their development. The nine national standards, three in each area of academic, career and personal-social development, are considered to be the essential foundation for the content of school counseling programs (Campbell & Dahir, 1997).

The National Standards offer school counselors, administrators, teachers, and counselor educators a common language to promote student success through school counseling programs, which is readily understood by colleagues in schools who are involved in school improvement and the implementation of standards across other disciplines. Comprehensive national standards-based school counseling programs have the characteristics similar to other educational programs including a scope and sequence; expected student outcomes or competencies; activities and processes to assist student in achieving these outcomes; professionally credentialed personnel; materials and resources, and accountability methods. The National Standards for School Counseling are outlined in Appendix G.

The New York State Comprehensive School Counseling Program Crosswalk

The New York State School Counselor Association has developed a linking process for *National Standards in School Counseling Programs* and the NYS Learning Standards. This document is the NYS Comprehensive School Counseling Program Crosswalk. The crosswalk assists school counseling program and how it matches the content area key ideas for the state learning standards. The learning standards for New York State are in the following content areas:

Health, Physical Education, and Family and Consumer Sciences

Mathematics, Science, and Technology

English Language Arts

Languages Other Than English

The Arts

Career Development and Occupational Studies

Social Studies

The Crosswalk is a reference document that charts four areas: New York State Learning Standards, the New York State student competency related to the specific learning standard, the American School Counselor Association National School Counseling Standard, the student competency related to the National Standard and the Performance Indicator for the student competency. School counselors should begin by familiarizing themselves with the New York State Learning Standards (see Appendix C). Under each of the content areas, the New York State Education Department has identified learning standards for students.

What are the benefits of the Crosswalk for the following groups?

Students:

Learn academic, personal/social and career skills

Apply a connection to the learning standards

Improve their academic achievement and understanding of relationships to the real world

Teachers:

Create interdisciplinary team work

Address students' needs

Support elimination of learning barriers

Roles are supported through consultation and guidance process

Administrators:

Integrate school counseling to the academic mission

Integrate school counseling to the state learning standards

Support state regulations related to NCLB, SAVE Legislation and CDOS

Increase staff collaboration and effectiveness

Superintendents and School Boards:

Support academic, personal/social and career achievements for all students
Align school counseling programs to the NYS Learning Standards
Establish standards and competencies for school counseling programs and students
Produce a high quality school counseling program
Support collaborative efforts to achieve student success
Provide effective preventive programs for school districts

In reading the Crosswalk, please follow the legend:

First letter: National Standard Domain:

Academic (A); Personal/Social (PS); Career (C)

Second Letter: Standard (A, B or C)

First number: Student Competency from the National Standards

Second number: Performance Indicator from the National Standards

As an example: A:A 1.1 would mean:

A: Academic

:A Standard A

1: Competency 1

1: Performance Indicator #1 under Standard 1

The purpose of the Crosswalk is to assist school counselors in utilizing the legend as indicators of how a School Counseling Program can assist student academic, personal/social and career achievement. Activities school counselors perform should have the Crosswalk legend as the identity of student competencies to be achieved.

On the next pages are samples of the Crosswalk template that can be reproduced for use in a school counseling program.

	National School Counseling Standards <i>Students will...</i>	Competency	New York State Learning Standards						
			ELA	SS	M/S/T	LOTE	PE	ARTS	CDOS
Academic	A: Acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	1.Improve Academic Self-Concept						1	3
		2.Acquire Skills for Improving Learning	1		6				2,3
		3.Achieve School Success	2,3,4	5		2		1,3,4	1,2,3
	B: Complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.	1.Improve Learning	1,3,4	2,3,4,5	7		3A,3B	2,3	2,3
		2.Plan to Achieve Goal			7		3A		1,2,3
	C: Understand the relationship of academics to the work of work, and to life at home and in the community.	1.Relate School to Live Experiences	4	5	3,6,7		3B	1	1,2,3
Career	A: Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	1.Develop Career Awareness	4	5	2,7		3C	1	1,2,3
		2.Develop Employment Readiness	1,4	5			3C	2	1,2,3
	B: Employ strategies to achieve future career goals with success and satisfaction.	1.Acquire Career Information	1		5		3C	1,2	1,2,3
		2.Identify Career Goals					3C	1,2	1,2,3
	C: Understand the relationship between personal qualities, education, training and the world of work.	1.Acquire Knowledge to Achieve Career Goals					3C		1,3
		2.Apply Skills to Achieve Career Goals	4		6		3C		1,2,3
Personal	A: Acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.	1.Acquire Self-Knowledge	2,3,4						
		2.Acquire Interpersonal Skills	2,4						
	B: Make decisions set goals and take necessary action to achieve goals.	1.Self-Knowledge Application	3	1,2,4	7	2		3,4	1,3
	C: Understand safety and survival skills.	1.Acquire Personal Safety Skills		4,5			2B	2	3

Health, Physical Education, and Family and Consumer Sciences

Standard 1: Personal Health and Fitness

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Standard 2: A Safe and Healthy Environment

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Standard 3: Resource Management

Students will understand and be able to manage their personal and community resources.

Mathematics, Science, and Technology

Standard 1: Analysis, Inquiry, and Design

Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

Standard 2: Information Systems

Students will access, generate, process, and transfer information using appropriate technologies.

Standard 3: Mathematics

Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

Standard 4: Science

Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Standard 5: Technology

Students will apply technological knowledge and skills to design, construct, use and evaluate products and systems to satisfy human and environmental needs.

Standard 6: Interconnectedness: Common Themes

Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

Standard 7: Interdisciplinary Problem Solving

Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real – life problems and make informed decisions.

English Language Arts

Standard 1: Language for Information and Understanding

Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

Standard 2: Language for Literary Response and Expression

Students will read and listen to oral, written, and electronically produced texts and performance from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self – expression and artistic creation.

Standard 3: Language for Critical Analysis and Evaluation

Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

Standard 4: Language for Social Interaction

Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

Languages Other Than English

Standard 1: Communication Skills

Students will be able to use a language other than English for communication.

Standard 2: Cultural Understanding

Students will develop cross – cultural skills and understandings.

The Arts

Standard 1: Creating, Performing, and Participating in the Arts

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

Standard 2: Knowing and Using Arts Materials and Resources

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

Standard 3: Responding to and Analyzing Works of Art

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Standard 4: Understanding the Cultural Contributions of the Arts.

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Career Development and Occupational Studies

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.

Standard 3b: Career Majors

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

Social Studies

Standard 1: History of the United States and New York

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Standard 2: World History

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Standard 3: Geography

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live – local, national, and global – including the distribution of people, places, and environments over the Earth’s surface.

Standard 4: Economics

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision – making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms.

Standard 5: Civics, Citizenship, and Government

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights and the responsibilities of citizenship, including avenues of participation.

ASCA National Standards for Students – One Vision, One Voice

Professional school counselors everywhere proudly share the same simple vision — to prepare today’s students to become tomorrow’s adults. The American School Counselor Association (ASCA) not only supports this idea, it has made it the Association’s mission. Educational reform movements of the late 20th and early 21st centuries, such as standards-based education and the No Child Left Behind legislation, focused on raising teacher quality and academic achievement. Unfortunately, these efforts ignored the emotional, physical, social and economic barriers that can inhibit student success. This is where school counselors make a difference. School counselors are actively committed to eliminating these obstacles and to helping students understand that the choices they make now will affect their educational and career options in the future. ASCA National Standards for Students was established to help school counselors help students. ASCA National Standards identify and prioritize the specific attitudes, knowledge and skills that students should be able to demonstrate as a result of participating in a school counseling program. Best of all, by adopting and implementing ASCA National Standards, school counselors change the way school counseling programs are designed and delivered across our country.

The Development of Standards

The development of ASCA National Standards for Students required an examination of theory, research and practice to ensure that all aspects of school counseling were considered. The process solicited broad-based involvement from all segments of the school counseling community to determine what purpose the Standards

would serve and what their content would be. Through pilot surveys at ASCA’s national Delegate Assembly in April 1995 and a revised survey to more than 2,000 ASCA members in September of that year, ASCA was able to gather input on school counselor attitudes and to initiate the movement toward adopting National Standards.

The standards movement has provided ASCA with a timely opportunity to better define the role of school counseling in the American educational system and establish similar goals, expectations, support systems and experiences for all students across the country. Additionally, on the local level, National Standards offer an

opportunity for school counselors, school administrators, faculty, parents, businesses and the community to engage in conversations about expectations for students’ academic success and the role of counseling programs in enhancing student learning.

Finally, ASCA National Standards for Students serves as the foundation for The ASCA National Model: A Framework for School Counseling Programs. Representing more than 50 years of research, theory and practice, the National Model helps school counselors design and implement programs that meet the National Standards and establish school counseling as an integral component of the academic mission of their schools.

ASCA’s decision to participate in this educational reform agenda through the development of National Standards for Students offers an opportunity for the school counseling profession to implement the goals deemed important by the profession, to promote its mission in educational reform and to ensure that all students have access to comprehensive school counseling programs as part of the learning experience.

We look forward to having you join us on this mission!

Acknowledgments

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ASCA National Standards for Students

(COMPETENCIES AND INDICATORS)

Legend: A:A-1.1 = Academic Domain, Standard A,
Competency 1 and Indicator 1

Academic Development

ASCA National Standards for academic development guide school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

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

A:A1 Improve Academic Self-concept

A:A1.1 Articulate feelings of competence and confidence as learners

A:A1.2 Display a positive interest in learning

A:A1.3 Take pride in work and achievement

A:A1.4 Accept mistakes as essential to the learning process

A:A1.5 Identify attitudes and behaviors that lead to successful learning

A:A2 Acquire Skills for Improving Learning

A:A2.1 Apply time-management and task-management skills

A:A2.2 Demonstrate how effort and persistence positively affect learning

A:A2.3 Use communications skills to know when and how to ask for help when needed

A:A2.4 Apply knowledge and learning styles to positively influence school performance

A:A3 Achieve School Success

A:A3.1 Take responsibility for their actions

A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students

A:A3.3 Develop a broad range of interests and abilities

A:A3.4 Demonstrate dependability, productivity and initiative

A:A3.5 Share knowledge

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

A:B1 Improve Learning

A:B1.1 Demonstrate the motivation to achieve individual potential

A:B1.2 Learn and apply critical-thinking skills

A:B1.3 Apply the study skills necessary for academic success at each level

A:B1.4 Seek information and support from faculty, staff, family and peers

A:B1.5 Organize and apply academic information from a variety of sources

A:B1.6 Use knowledge of learning styles to positively influence school performance

A:B1.7 Become a self-directed and independent learner

A:B2 Plan to Achieve Goals

A:B2.1 Establish challenging academic goals in elementary, middle/jr. high and high school

A:B2.2 Use assessment results in educational planning

A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement

A:B2.4 Apply knowledge of aptitudes and interests to goal setting

A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals

A:B2.6 Understand the relationship between classroom performance and success in school

A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities

STANDARD C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

A:C1 Relate School to Life Experiences

A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life

A:C1.2 Seek co-curricular and community experiences to enhance the school experience

A:C1.3 Understand the relationship between learning and work

A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals

A:C1.5 Understand that school success is the preparation to make the transition from student to community member

A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

Career Development

ASCA National Standards for career development guide school counseling programs to provide the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work, and from job to job across the life span.

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.

C:A1 Develop Career Awareness

C:A1.1 Develop skills to locate, evaluate and interpret career information

C:A1.2 Learn about the variety of traditional and nontraditional occupations

C:A1.3. Develop an awareness of personal abilities, skills, interests and motivations

C:A1.4 Learn how to interact and work cooperatively in teams

C:A1.5 Learn to make decisions

C:A1.6 Learn how to set goals

C:A1.7 Understand the importance of planning

C:A1.8 Pursue and develop competency in areas of interest

C:A1.9 Develop hobbies and vocational interests

C:A1.10 Balance between work and leisure time

C:A2 Develop Employment Readiness

- C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills
- C:A2.2 Apply job readiness skills to seek employment opportunities
- C:A2.3 Demonstrate knowledge about the changing workplace
- C:A2.4 Learn about the rights and responsibilities of employers and employees
- C:A2.5 Learn to respect individual uniqueness in the workplace
- C:A2.6 Learn how to write a résumé
- C:A2.7 Develop a positive attitude toward work and learning
- C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
- C:A2.9 Utilize time- and task-management skills

Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

C:B1 Acquire Career Information

- C:B1.1 Apply decision-making skills to career planning, course selection and career transition
- C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice
- C:B1.3 Demonstrate knowledge of the career-planning process
- C:B1.4 Know the various ways in which occupations can be classified
- C:B1.5 Use research and information resources to obtain career information
- C:B1.6 Learn to use the Internet to access career-planning information
- C:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice
- C:B1.8 Understand how changing economic and societal needs influence employment trends and future training

C:B2 Identify Career Goals

- C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals
- C:B2.2 Assess and modify their educational plan to support career
- C:B2.3 Use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience
- C:B2.4 Select course work that is related to career interests
- C:B2.5 Maintain a career-planning portfolio

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

C:C1 Acquire Knowledge to Achieve Career Goals

- C:C1.1 Understand the relationship between educational achievement and career success
- C:C1.2 Explain how work can help to achieve personal success and satisfaction
- C:C1.3 Identify personal preferences and interests influencing career choice and success
- C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills
- C:C1.5 Describe the effect of work on lifestyle
- C:C1.6 Understand the importance of equity and access in career choice
- C:C1.7 Understand that work is an important and satisfying means of personal expression

C:C2 Apply Skills to Achieve Career Goals

C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals

C:C2.2 Learn how to use conflict management skills with peers and adults

C:C2.3 Learn to work cooperatively with others as a team member

C:C2.4 Apply academic and employment readiness skills in work based learning situations such as internships, shadowing and/or mentoring experiences

Personal/Social Development

ASCA National Standards for personal/social development guide school counseling programs to provide the foundation for personal and social growth as student's progress through school and into adulthood.

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

PS:A1 Acquire Self-knowledge

PS:A1.1 Develop positive attitudes toward self as a unique and worthy person

PS:A1.2 Identify values, attitudes and beliefs

PS:A1.3 Learn the goal-setting process

PS:A1.4 Understand change is a part of growth

PS:A1.5 Identify and express feelings

PS:A1.6 Distinguish between appropriate and inappropriate behavior

PS:A1.7 Recognize personal boundaries, rights and privacy needs

PS:A1.8 Understand the need for self-control and how to practice it

PS:A1.9 Demonstrate cooperative behavior in groups

PS:A1.10 Identify personal strengths and assets

PS:A1.11 Identify and discuss changing personal and social roles

PS:A1.12 Identify and recognize changing family roles

PS:A2 Acquire Interpersonal Skills

PS:A2.1 Recognize that everyone has rights and responsibilities

PS:A2.2 Respect alternative points of view

PS:A2.3 Recognize, accept, respect and appreciate individual differences

PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity

PS:A2.5 Recognize and respect differences in various family configurations

PS:A2.6 Use effective communications skills

PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior

PS:A2.8 Learn how to make and keep friends

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

PS:B1 Self-knowledge Application

- PS:B1.1 Use a decision-making and problem-solving model
- PS:B1.2 Understand consequences of decisions and choices
- PS:B1.3 Identify alternative solutions to a problem
- PS:B1.4 Develop effective coping skills for dealing with problems
- PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
- PS:B1.6 Know how to apply conflict resolution skills
- PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
- PS:B1.8 Know when peer pressure is influencing a decision
- PS:B1.9 Identify long- and short-term goals
- PS:B1.10 Identify alternative ways of achieving goals
- PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills
- PS:B1.12 Develop an action plan to set and achieve realistic goals

Standard C: Students will understand safety and survival skills.

PS:C1 Acquire Personal Safety Skills

- PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)
- PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of rights of the individual
- PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact
- PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy
- PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help
- PS:C1.6 Identify resource people in the school and community, and know how to seek their help
- PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices
- PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse
- PS:C1.9 Learn how to cope with peer pressure
- PS:C1.10 Learn techniques for managing stress and conflict
- PS:C1.11 Learn coping skills for managing life events

About ASCA

The American School Counselor Association (ASCA) is a worldwide nonprofit organization based in Alexandria, Va. Founded in 1952, ASCA supports school counselors' efforts to help students focus on academic, personal/social and career development so they not only achieve success in school but are prepared to lead fulfilling lives as responsible members of society. With a motto of "One Vision, One Voice," the association provides professional development, publications and other resources, research and advocacy to professional school counselors around the globe.

For more information on ASCA, or to order “The ASCA National Model: A Framework for School Counseling Programs,” visit www.schoolcounselor.org, or call (703) 683-ASCA (2722). 1101 King St., Suite 625, Alexandria, VA 22314 (703) 683-ASCA, (800) 306-4722, fax: (703) 683-1619.

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