

DEPEW UNION FREE SCHOOL DISTRICT
Comprehensive K-12
School Guidance & Counseling Program



Revised August 2018

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School Guidance & Counseling Program**

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Introduction

This comprehensive school counseling model offers content, process and accountability methods. School counselors are integral participants in collaborative programs that guide student achievement. Collaborating with teachers, administrators, community members and families provides school counselors with information that direct our programs. Depew's school counselors, with the support of the superintendents, principals, and the board of education, analyze and assess the school counseling program, implement programs through a variety of delivery systems, and

maintain an accountability system that demonstrates effectiveness. School counselors play significant roles in closing the achievement gap and profoundly contribute to helping New York maintain its position as one of the finest educational systems in our country.

Depew UFSD Comprehensive District Education Plan

Vision: Provide an engaging learning environment focused on achieving excellence.

Mission: Challenge and inspire students to achieve at the highest level and become responsible citizens.

Guiding Philosophy: Continuous Improvement

We Believe

- All students can learn
- Literacy is essential for all learning.
- Good character and a healthy lifestyle enrich student well-being.
- Individual student needs must be met through caring classrooms and engaging instruction.
- Parental involvement and support enhance a child's ability to succeed.
- Effective communication is essential for success.
- Students will be prepared to adapt to an ever-changing world.
- Excellence in our schools requires significant and continuing commitment of human and financial resources.

District Improvement Goals

- Prepare students to be college and career ready by improving student achievement at all levels.
- Align through collaboration Pre-K-12 curriculum with current learning standards.
- Devise ongoing Pre-K-12 assessments that provide timely and meaningful feedback for teachers, students and parents.
- Empower parents through communication to become active participants in their children's success.

Depew UFSD School Counseling Department Mission Statement

The mission of the Depew Counseling Department is to provide a developmental and comprehensive counseling and guidance plan that will assist all students in acquiring the skills, knowledge and attitudes needed to become successful students, responsible citizens, and life-long learners.

Our Foundation

The Depew UFSD School Counseling program is consistent with the goals of Education contained in the District Statement of Philosophy. The foundation for our work with students, parents, teachers and community members are based on the following beliefs:

- We believe in the dignity and worth of each person and will act in a manner that demonstrates respect and acceptance of others.

- We believe that every individual should have the opportunity to become a productive, cooperative, socially responsible and ethically sensitive member of the global society.
- We believe that humans are in a constant state of change and have a need to master a continuing set of developmental tasks.
- We believe in the ideal of equal opportunity.
- We believe that all students can learn and should be given the opportunity to do so.
- We believe that all students have a right to a safe, mutually respectful, healthy and orderly learning environment.
- We believe that learning involves the education of the whole person and is a continuous lifelong process.
- We believe that learning requires the active participation, mutual respect and individual accountability of students, teachers, staff, parents and community members.
- We believe that diversity is to be respected and appreciated as we foster unity among our students, faculty, staff and community.

The Depew Counseling Program

Is student-centered and based on specified goals and developmental student competencies.

Includes education that extends beyond the classroom environment and allows students to develop lifelong skills that can assist them in the pursuit of their life goals.

Considers all students' ethnic, cultural, racial, sexual orientation and special needs when planning and implementing the school counseling program.

Is data-driven. The data will be used in assessing the needs and effectiveness of the school counseling programs, driving future program development and evaluations.

The Depew Counselors

- Are 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, follow the ASCA Model as a format and adhere to NYSED Commissioner's Regulation 100.2 j.
- 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.

The Delivery System

The delivery system describes the activities, interactions and methods necessary to deliver the programs to the school community. Depew's Comprehensive School Counseling Program integrates academic, career and personal/social development. The components of a comprehensive school counseling program include the school counseling curriculum, individual planning, responsive services, and system supports.

School Counseling Curriculum

The instructional guidance 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 guidance 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 Exploration:** School Counselors sponsor College and Career Activities designed to bring personal interests, values, aptitudes, as well as, pertinent personnel into the district.

Individual Student Planning

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

- **Annual review and goal setting:** School Counselors assist students in establishing and developing goals and direction for future college and career 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.

- **Consultation:** School Counselors work with parents, teachers, students and other involved parties to develop strategies to assist students.
- **Personal Counseling:** Provides a student maximum privacy in which to freely explore ideas, feelings, and behaviors.
- **Crisis Counseling:** Provides prevention and interventions. Such counseling is short term in nature addressing a particular student's concern.
- **Referral:** Counselors refer students and their families to appropriate community agencies when needed.

System Supports

Like any organized activity, a school counseling program requires administration and management to establish, maintain and enhance the total counseling program.

- **Professional Development:** School Counselors must update knowledge and skills by participating in training, professional meetings, conferences, departmental meetings/in-services and relevant coursework.
- **Program Promotion:** School Counselors provide orientation and information regarding the programs to the greater community via websites, counseling newsletters, and community presentations, various building and district wide events where the community, public, parents and students can benefit from professional and departmental information.
- **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 participate in 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.

Cayuga Heights Elementary School Counseling Curriculum

Introduction to the Counseling Center

Introduction to the Counseling Center is a classroom program utilized in Kindergarten through 5th Grade that teaches students about the supportive services provided by the school counselors. It also facilitates an understanding of how social and emotional skills can help promote school success. This program provides students with essential information on how to access the services within the counseling center. The program utilizes a variety of activities such as PowerPoint, literature and interactive games to facilitate learning and engage students in the lesson. Implemented with ALL students at Cayuga Heights Elementary School.

Second Step

The Second Step program is an evidence-based, developmental prevention program connecting social emotional confidence and self-regulation skills to success in school and in life. It includes skills and concepts built sequentially across all grade levels and is designed to reinforce skills through both structured and informal practice. This program offers students the opportunity to learn essential social and emotional skills crucial to healthy child development. Essential learning skills are covered such as empathy, skills for learning, emotion management, and problem solving are taught across all grade levels.

Implemented based on availability of curriculum, time and administrative directive.

- **Skills for Learning**
 - Students who can self-regulate are better able to participate in and benefit from classroom instruction.
 - The program promotes development of students' self-regulation skills. It provides practice through games for Kindergarten–Grade 3 and through instruction in Skills for Learning across all grades.
 - Skills for Learning are necessary for having empathy, managing emotions, and solving problems. The Skills for Learning are woven into all units.
- **Empathy**
 - Being able to feel or understand what another person is feeling prepares students to manage their own strong emotions and solve interpersonal problems with others.
 - The program teaches students skills for identifying emotions in themselves and others, labeling these emotions, and taking the perspectives of others.
 - These skills are the basis for helpful and socially responsible behavior. Having empathy is also related to academic success.
- **Emotional Management**
 - Students who can recognize strong emotions and calm down cope better and are less prone to aggressive behaviors.
 - The program teaches students proactive strategies that help prevent strong emotions from escalating into negative behaviors.
 - Calm students are better able to use other skills such as problem solving, to help them get along better with others and make good choices.
- **Problem-Solving**
 - Students who can solve interpersonal conflicts with peers are less likely to engage in impulsive or aggressive behaviors.
 - The program teaches students to use four Problem-Solving Steps after calming down.

- Creating a neutral problem statement, generating safe and respectful solutions, and evaluating the consequences of these solutions steer students toward selecting pro-social solutions.

Transition to the Middle School

The Middle School Transition Program includes an informational lesson and orientation for students in 5th Grade.

Students learn about what middle school life is all about, and how to be socially, emotionally and academically successful in middle school. It offers students the opportunity to explore concerns they may have about entering middle school, and helps to ease the transition to middle school life. After this lesson a “Walking Tour” of the middle school building is scheduled to help familiarize students with their future school.

Implemented with ALL 5th Grade students at Cayuga Heights Elementary School.

The Leader in Me

This school-wide initiative focuses on Steven Covey’s 7 Habits for Highly Effective People. The school counselors implement this program by creating opportunities for students to participate in leadership roles within the school community. Principles of the Leader in Me are taught through classroom lessons and within small group projects. Students are encouraged to demonstrate leadership based on their strengths and interests.

Implemented with ALL students at Cayuga Heights Elementary School.

Red Ribbon Week

National drug prevention campaign that educates children on the dangers of drugs and alcohol and encourages them to make healthy choices. Activities are planned for each grade level focusing on the benefits of leading a drug-free lifestyle and making healthy choices. Students may participate in grade-level assemblies and/or classroom lessons.

Implemented with ALL students at Cayuga Heights Elementary School.

Health & Wellness Activities

The health and wellness activities are designed to engage all students in activities promoting a healthy lifestyle. Students may participate in grade-level assemblies and/or classroom lessons. These lessons focus on healthy eating, the importance of physical activity and the connection to emotional health.

Implemented with ALL students at Cayuga Heights Elementary School.

Responsive Services — Cayuga Heights Elementary School

- School counselors are available to meet the needs of students and the school community during a time of crisis. School counselors make themselves available to all students presenting with a crisis. Responsive services are available to students affected by events such as death, divorce, violence, homelessness, suicidal ideation, and school anxiety
- School counselors are available to students that request individual support through either self-referral, parent/guardian or educator request.
- School counselors are available to address and mediate conflicts among students.

Student Support Services- Cayuga Heights Elementary School

- School counselors will provide referred students with individual counseling.
- School counselors will provide necessary group counseling in the areas of divorce, grief, social skills, friendship skills, anger management, and foundation skills.
- Provide individual and/or group counseling to students as indicated by their Individual Education Plan (IEP), and report progress quarterly.
- School counselors will attend Committee on Special Education (CSE) meetings for students on their caseload.
- School counselors will coordinate with classroom teachers and service providers for individual behavior planning.
- School counselors will collaborate with classroom teachers, parents, service providers, and administrators to meet the academic, social and emotional needs of the students.
- School counselors will be available and provide assistance to new students who are transitioning into the district.
- School counselors are available to participate in parent/teacher conferences upon requests of parents and/or teachers.
- School counselors participate in Open House night and are available to meet parents of students on their caseload.

System Support- Cayuga Heights Elementary School

- School counselors provide families with resources regarding the school counseling programs.
- School counselors will share information with families, colleagues, and the community regarding the school counseling program through the district newsletter and weekly building newsletters.
- School counselors will update knowledge and skill areas by participating in training, professional meetings, and conferences.

- School counselors will follow district guidelines in regards to evaluative systems (ie. My Learning Plan).

Depew Middle School Counseling Curriculum

Grade 6

Move in Day and New Student Welcome Breakfast

Students have the opportunity to set up their lockers, follow schedules, tour the building, and spend time saying "hello" to friends. New students come together to learn more about our middle school and have questions answered.

Red Ribbon Week Activities

Students learn more about making healthy choices and living a drug-free lifestyle.

Career Exploration and Choices 360 Lesson

All 6th graders take part in a three day career exploration lesson where students learn more about; themselves through a vocational inventory (interests & skills), educational options post high school, and the wide world of careers. They also complete a career research project as well as conduct an interview of a working adult for extra credit. Choices 360 is the career exploration program utilized during these classes and it also assists students in starting electronic portfolios.

Take A Stand, Lend A Hand: In Promoting Tolerance Lesson

Students learn more about increasing tolerance and decreasing bullying behaviors while further developing a positive and multicultural climate within our school community. Topics covered in this two period lesson include; what is bullying -vs- what is peer-to-peer conflict, types of bullying behaviors, types of targeted individuals, bystanders, upstanders, external differences, internal differences, cyber-bullying, and what to do if you or a friend is targeted.

7th Grade Awaits Lesson

Students learn more about the transition from 6th to 7th grade in this two period lesson. Topics covered include; how 6th grade is similar to and different from 7th grade, LOTE & Music choices, Literacy Support & Math AIS, Honors classes & selection, schedules, and how to effectively utilize academic time remaining.

Middle School Awaits Lesson

Students learn more about the transition from 5th to 6th grade. Topics covered include: independence & responsibility, emotions, similarities & differences, schedules, grades & school success, clubs, friendships, go-to-people, and other transition steps.

Middle School Walking Tour

5th grade students spend time at the middle school touring the building, learning from older students in the leadership program, and meeting school staff.

6th Grade Orientation

Students & parents learn more about maintaining social-emotional well-being during the teen years. Topics reviewed include: academic/social-emotional/behavioral growth, age related challenges, reaching a healthy balance with priorities, tips for success, and services/programs offered through the Counseling Center.

Second Step Social Skills Lessons

All students in our 12:1:A classes take part in a 30 lesson series over three years to assist in their social skills enhancement. The School Counselor coordinates the lessons but also has a great deal of input and assistance from the school psychologist, speech therapist, special education teachers, special education aides, and middle school librarians. Cooperative learning lessons are derived from a variety of relevant sources including; Second Step, The Leader in Me, Kagan Learning Strategies, and Social Skills Streaming. Some lessons are individually created from “scratch” and are selectively based on the students’ needs.

Grade 7

Welcome Breakfast for New Students

An orientation breakfast is set up at the end of August for transfer students and their parents. Joining a new school community can be both exciting and overwhelming. This is a fun way to ease the transition, meet other new students and learn about DMS. Students will be invited back throughout the year to check-in and participate in small group.

Health & Wellness Day

Together with the Lancaster Youth Bureau and the DHS Help Club, students participate in three workshops promoting sexual abstinence. They learn about teen pregnancy, sexually transmitted infections, and HIV/AIDS.

Sexual Harassment Lesson

Students learn how hurtful this type of harassment is and how it differs from common harassment. Discussed are age appropriate examples, consequences if they engage in this behavior, and what to do if they see it or it happens to them.

Career Exploration using Choices 360

Grade 8

Welcome Breakfast for New Students

An orientation breakfast is set up at the end of August for transfer students and their parents. Joining a new school community can be both exciting and overwhelming. This is a fun way to ease the transition, meet other new students and learn about DMS.

High School Orientation Lesson

Using the HS Course Selection book, an introduction to HS is presented to students with a focus on graduation requirements, course selections and elective choices. They explore elective options, learn about prerequisites, and plan what they would like to take in grade 9. All are encouraged to participate in the Freshmen Orientation Night with their parents which takes place just after this lesson.

Programming for Grade 9

Each student is met with individually to review his/her current academic progress and make a plan for success. Discussed are future career goals, possible HS clubs or sports of interest, and a review of HS graduation requirements. Then together, we make selections for 9th grade course requests. Many parents participate in this process.

Topics Covered in Individual or Small Group Counseling

Students receive individual counseling for a wide variety of reasons both short and long term. Counseling groups are developed based on need and interest. Topics are flexible and could change from year to year. Some include: attendance, academic achievement and motivation, adjustment or transition, behavior, social/emotional stress, friendship and social skills, transfer students, assertiveness skills, anxiety and coping skills, grief, etc. Counseling services are open to all students at any time who are struggling for any reason.

Every counselor is highly trained to work with a variety of needs, concerns and problems as a part of their various skill sets. They also are trained to recognize the limits of their areas of expertise and are well informed of community and agency referral sources that can aid in situations that are above and beyond the goals and extent of the school services.

Transition Planning

Counselors coordinate and execute Pre-IEP/Transition meetings in late winter/early spring of the year for each of their students with IEPs to review and update the student's:

- Special education level of services for the upcoming school year including classroom placement and testing accommodations.
- Post-secondary goals are discussed identifying strengths and areas of difficulty and possible ideas and goals for training, education, future employment.

Whole School Programs- Depew Middle School

Red Ribbon Week

Each year we celebrate the importance of living a drug free life. A variety of activities are planned to educate and help prevent drug use: informational announcements, signing a drug-free pledge, wearing red ribbons, an essay contest, and a presentation by a speaking panel from the Face2Face program. We use this week to educate students on drug prevention and to send a unified positive message that making the choice to be drug free is the only option.

Renaissance House-Kids Escaping Drugs Speaker

Invited in is a speaking panel from The Face2Face community education program. It features adolescents and young adults in recovery. They share their stories focusing on the consequences of experimentation and drug use and how it lead to their addiction. This program promotes making positive choices.

Internet Safety and Cyberbullying with NCMEC Speaker

A community educator from NCMEC, talks with our students about their digital footprint, sexting, the dangers of trusting online "friends," and how to stay safe from online predators. Also discussed is cyberbullying and the sometimes fatal consequences it has. This program promotes cyber responsibility and staying safe online. A workshop for parents to learn of these same dangers is set up along with websites and apps to watch out for.

Bystander Program

This interactive program is performed by our students to their peers in grades 6, 7 and 8. The coordinated PowerPoint slide show humanizes the pain kids feel when bullied online and how deadly it can be. It empowers the bystander to speak up rather than to silently allow bullying to happen.

Responsive Services – Depew 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).
- Each School Counselor will be available to students requesting individual support and/or mediating situations among a group of students.
- Each School Counselor who is not designated as the “At Risk Counselor” must complete an “At Risk” referral that must be approved by the building administrator before the transfer of the student to the At Risk school counselors’ caseload.

Individual Student Planning – Depew 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 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 new students to the district.
- Each School Counselor is to support and collaborate with classroom teachers to meet the academic, social, and emotional needs of the students.
- Each School Counselor is to collaborate and consult with building administrators to provide academic, social, and emotional interventions as needed.
- School Counselors with 8th graders are responsible for each student’s individual course selection process. Prior to 8th grade, School Counselors are responsible for giving scheduling support to the building Principal (entering course requests, schedule adjustments, balancing classes, separate/avoid, etc.).
- Each School Counselor is responsible for attending Committee on Special Education Meetings for their mandated 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.

System Support – Depew Middle School

- Each School Counselor is responsible for implementing a strong communication program at their level.
- Each School Counselor will provide families with necessary resources regarding the School Counseling Program.
- Each School Counselor should utilize building and district newsletters, electronic communications and the counseling page of the District website to share information with the whole school community of the school counseling program.
- Each School Counselor must update knowledge and skills by participating in trainings, professional meetings and conferences.
- School Counselors will follow District guidelines in regards to evaluation systems (i.e.: My Learning Plan).
- School Counselors are encouraged to join professional associations such as ASCA and NYSSCA.

Depew High School Counseling Curriculum

FRESHMAN YEAR

Freshman Orientation

Incoming Freshman and their parents attend an evening event that is designed to help with the transition from middle to high school. During the orientation parents and students are given the opportunity to learn about the scheduling process and meet Counselors, Administration and Elective teachers. Parents and students rotate through a series of elective presentations which also includes a presentation on student life programs highlighting clubs, athletics and extracurricular activities available to high school students.

Freshman Leadership

This course is a part of the Freshman Academy program intended to help freshmen transition from the middle to high school. Counselors come into classrooms once per 10 week quarter to help freshmen students to improve their mental health awareness, resiliency and overall

wellness by assessing their skill levels and learning positive coping, self-esteem, communication and conflict resolution skills.

Freshman Newsletter

Counselors annually update the Freshman Newsletter that will be distributed to freshman students and parents. This newsletter serves as an informational guide and includes academic expectations and recommendations, college and career readiness suggestions as well as helpful ways to deal with social and emotional issues common to high school students. Electronic copies of the newsletter are posted on our school website and made available to students on Schoology.

Freshman Groups

Counselors meet with their freshman students in small groups to review the freshman newsletter and discuss how their transition to high school has been. In addition students are surveyed to assist in exploring their transition as well as other social/emotional concerns. Data from surveys is utilized to improve freshman transition initiatives and to create counseling groups to help freshman deal with pertinent issues.

Career Exploration

Counselors utilize the web-based program, Choices360.com to help students explore their career interests and learning styles.

- Counselors administer an Interest Inventory to freshman students to help them identify their career interests and use these interests to explore jobs and careers that reflect their high interest areas. Students can then use this information to explore the education needed for their chosen careers and explore majors and colleges to help them begin to plan for future endeavors. This information is stored in their Wildcat Career Plan, an electronic portfolio that is used for future exploration and the creation of a life-long career plan.

Freshman Programming

Counselors push in to freshmen classes to review graduation requirements, the course selection process, and assist freshmen in selecting course requests for the upcoming school year. Shortly after, counselors meet with each freshman individually to discuss and review their academic progress, career goals, academic plan, and school and community involvement to date. Counselors assist the students in creating and updating an Activity Resume to be utilized for letters of recommendation, college and scholarship applications in the future.

Lessons

- **Personality**

- Students take an online personality assessment to determine their personality type. Through classroom discussion, students learn how understanding personality is helpful for appreciating that while people are different, everyone has value, and special strengths and qualities, and that everyone should be treated with care and respect.

- **Coping with Change and Uncertainty**

- Students take and discuss a stress inventory adapted for teens. Through handouts, students learn about the origins of stress, how their body responds to stress, and coping strategies that can help them deal with stress. (School Connect)

- **Responding to Conflict**

- Students take a conflict-style inventory to see how they typically react to provocations. They then discuss three different conflict styles: fight, flight and working it out. In small groups, they discuss the short and long-term consequences of three conflict styles and identify the most effective response to conflict. (School Connect)

- **Apologizing and Forgiving**

- This two-day lesson explores taking personal responsibility for our injurious actions and forgiving others for their offenses and mistakes. In a timed writing exercise, students reflect on personal experiences of apologizing and forgiving. From the follow-up discussion, they generate steps for making a sincere apology and explore the power of forgiveness. On the second day, students critique and improve upon apologies made in hypothetical scenarios, and then role-play those scenarios using their improved apologies. Several students perform their role play in front of the class, and receive feedback and reinforcement. (School Connect)

SOPHOMORE YEAR

Sophomore Newsletter

Counselors annually update the Sophomore Newsletter which is distributed to sophomore students and parents. This newsletter serves as an informational guide and includes a college planning timeline, helpful tips on summer work, SAT/ACT test prep, and the college search process. Newsletters will be mailed home to parents for their perusal and will be presented to students during the fall classroom visit. Electronic copies of the newsletter will be posted on our school website and made available to students on Schoology.

Fall Sophomore Classroom Visit

Counselors visit sophomore classes for academic planning in the fall. Counselors distribute the Sophomore Newsletter and review pertinent academic, career and guidance information including academic planning, college admission requirements, recommendations and guidelines for success. Counselors will work with students on updating their Wildcat Career Plans in Choices360.

Career and Technical Education Information Session

Counselors do an informational presentation with students about the education opportunities available at the Erie 1 BOCES Career and Technical Education Centers. Students will be given the opportunity to visit the CTE centers they are interested in.

Career and Technical Education Field Trip

Sophomore students interested in pursuing a CTE program will attend a field trip in December to the Harkness and/or Potter Road Career Centers to preview the CTE programs they have expressed an interest in. They will see local students demonstrate their CTE learning at the Skills Expo.

Spring Classroom Visit/Career Exploration

Using Choices 360, counselors will administer the Work Values Inventory to sophomore students to help them identify their work values and use these values to explore jobs and careers that reflect their high valued areas. Students will then use this information to explore the education needed for their chosen careers and explore majors and colleges to help them begin to plan for future endeavors. This information will be added to their Wildcat Career Plan and, and in conjunction with past assessments and research, weill be used for future exploration. Counselors will also be encouraging students to sign up for the PACT (Practice ACT).

Buffalo's National College Fair

In March each year, sophomores are invited to attend the BNCF in order to visit with a variety of in state and out of state college/university representatives. Students are given a listing of pertinent questions to ask the representatives and are encouraged to research the colleges prior to the visit to make better use of their time at the fair.

PACT (Practice ACT)

The PACT is administered on site at Depew High School in the spring each year. The PACT allows sophomores the opportunity to take an interest inventory to learn about careers through the World of Work Map; and take a practice ACT in order to learn about their college readiness.

Sophomore Programming

Counselors meet with sophomore classes to review the graduation requirements, the course selection process, and to assist sophomores in selecting course requests for the upcoming school year. Shortly after, counselors will meet with each sophomore individually to discuss and review their academic progress, career goals, academic plan, and school and community involvement to date. Counselors assist the students in creating and updating their Wildcat Career Plan and their Activity Resume to be utilized for letters of recommendation, college and scholarship applications in the future.

College Information Night

Sophomores and their parents are invited to attend an evening program focused on college preparation. This program is offered at the High School within the month of March. Local college representatives share information regarding the admissions, financial aid, and other aspects of applying to college.

JUNIOR YEAR

Junior Newsletter

Counselors annually update the Junior Newsletter which is distributed to juniors and their parents. This newsletter serves as an informational guide and includes a college-planning timeline, and information about SAT/ACT test registration, test prep, and the college search process. Newsletters will be mailed home to parents for their perusal and will be presented to students during the fall classroom visit. Electronic copies of the newsletter are posted on our school website and made available to students on Schoology.

Fall Junior Classroom Visit

Counselors visit junior classes in September to distribute and review the junior newsletter, and to discuss pertinent topics related to Post-Secondary planning such as college entrance exams, ASVAB testing, college search, college visitation, career exploration, NCAA Eligibility, etc. Counselors will also be encouraging students to sign up for the PSAT and the ASVAB tests during this visit.

PSAT/NMSQT

The Preliminary SAT[®]/National Merit Scholarship Qualifying Test is administered on site at Depew High School during the fall of every school year. The PSAT is co sponsored by the College Board and provides first hand practice for the SAT Reasoning Test[™]. It also gives students a chance to enter National Merit Scholarship Corporation (NMSC) scholarship programs. The PSAT/NMSQT measures:

- Critical Reading Skills
- Math Problem Solving Skills

- Writing Skills

ASVAB

The Armed Services Vocational Aptitude Battery is made up of verbal, math, and technical tests. A student's score is one of the main factors determining what jobs/careers are the best fit. The ASVB is administered at Depew High School in November for all interested juniors. It is not only for students that are military driven. The ASVAB is an excellent resource for helping students to make decisions regarding career choice.

Junior Programming

Counselors meet with junior classes in the computer lab to review graduation requirements, the course selection process, and to assist juniors in selecting courses for the upcoming school year. Shortly after, counselors meet with each junior individually to discuss and review their academic progress, career goals, academic plan, and school and community involvement to date. Counselors assist the students in creating and updating an Activity Resume to be utilized for letters of recommendation, college and scholarship applications in the future.

College Information Night

Juniors and their parents are invited to attend an evening program focused on college preparation. This program is offered at the High School within the month of March. Local college representatives share information regarding the admissions, financial aid, and other aspects of applying to college.

Beyond High School - College/Military/Post-Secondary Training Fair

Juniors are invited to attend an annual informational fair in October to learn about a variety of post-secondary options. In attendance will be: The Western New York College Consortium (20 local colleges/universities); all branches of the military; Erie 1 BOCES Adult Education; representatives from apprenticeships; the Job Corps; the Border Patrol and more.

Spring Classroom Visit

Counselors visit junior classes to discuss college/career planning. Topics include: SAT/ACT registration; test prep; college search; career search; scholarship search; and financial aid, etc. Students are directed to various websites to aid in the college and career planning process. Utilizing Choices360 students will update their Wildcat Career Plans and utilize the program for college and career exploration and for college entrance exam preparation.

Junior Review

In April each year, counselors meet individually with their juniors in order to: assist them with their post-secondary plans; review the college planning timeline; assist them with their SAT/ACT registration; review their academic progress and course selections for the following year.

Buffalo's National College Fair

In March each year, juniors are invited to attend the BNCF in order to visit with a variety of in state and out of state college/university representatives. Students are given a listing of pertinent questions to ask the representatives and are encouraged to research the colleges prior to the visit to make better use of their time at the fair.

SENIOR YEAR

Senior Newsletter

Counselors annually update the Senior Newsletter which is distributed to senior students and parents. This newsletter serves as an informational guide to the: college application process; senior exit interview; and college/career related events happening. Electronic copies of the newsletter are posted on our school website and made available to students on Schoology.

Fall Senior Classroom Visit

Counselors visit senior classes in September to distribute the senior newsletter and discuss pertinent topics related to transitioning to post-secondary life. For example, applying to college or other post-high school training programs; entering the military; the Senior Exit Interview; the College Kickoff - College Application/Financial Aid Information Night; the FAFSA/TAP application assistance program; college fairs; and scholarships.

Senior Exit Interview

Each senior meets individually with his/her counselor to review their transcript, progress towards graduation, and college and/or career plans. Seniors receive personalized assistance with their post-secondary planning.

College Kickoff - Senior Parent College/Financial Aid Information Night

Seniors and their parents are invited to this annual event held in September each year. The purpose of this night is to inform the parents of the college application process and the counseling center procedures for sending transcripts, letters of recommendation and supporting materials. The second part of the program is an open discussion with a Financial Aid Advisor from a local college/university regarding the financial aid process.

Beyond High School - College/Military/Post-Secondary Training Fair

Seniors are invited to attend an annual informational fair in October to learn about a variety of post-secondary options. In attendance will be: The Western New York College Consortium (20 local colleges/universities); all branches of the military; Erie 1 BOCES Adult Education; representatives from apprenticeships; the Job Corps; the Border Patrol and more.

FAFSA/TAP Application Assistance

Seniors and their parents are invited to attend the FAFSA/TAP this program in order to complete the FAFSA and TAP forms online. Financial Aid professionals from local colleges and universities work individually with our families to help them process their applications.

Scholarships

The Senior counselor is responsible for all scholarships. This includes maintaining the scholarship page on the school website, emailing scholarship information to seniors and their parents; and coordinating all community scholarships and memorial scholarships given out at the senior banquet and graduation. The senior counselor is also a liaison for local community scholarships and awards and processes the NY State Academic Excellence Scholarship and any other scholarships where we need to select the recipients or process the applications.

Senior Mid Year Check In

In March each year, counselors meet individually with their seniors in order to: assist them with their post-secondary plan; and review their academic progress and graduation status.

Whole School Programs At Depew High School

Volunteer Fair

Our annual Volunteer Fair in October allows all students an opportunity to learn about community organizations and their need for volunteers. Many of our students, especially our seniors who need 10 hours of volunteer work to graduate sign up. This event is held during all lunch periods and teachers can also bring their classes down.

Summer Job Fair

Our annual Volunteer Fair in October allows all students an opportunity to learn about community organizations and their need for volunteers. Many of our students, especially our seniors who need 10 hours of volunteer work to graduate sign up. This event is held during all lunch periods and teachers can also bring their classes down.

Transition Planning

Counselors coordinate and host Pre-IEP/Transition meetings in late winter/early spring of the year for each of their students with IEPs to review and update the student's:

- Special education level of services for the upcoming school year including classroom placement and testing accommodations.
- Post-secondary goals in the areas of training, education, employment, and, where appropriate, independent living skills.
- Needs as they relate to transition from school to post-school activities, are discussed with the student in order to help them reach their goals.
- Annual goals that document the knowledge/skills the student is expected to achieve that will incrementally prepare him/her to meet the post-secondary goals.
- Transition services/activities the student will need to facilitate his/her movement from school to post-school activities.

Responsive Services – Depew High 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).
- Each School Counselor will be available to students requesting individual support and/or mediating situations among a group of students.
- Each School Counselor who is not designated as the “At Risk Counselor” must complete an “At Risk” referral that must be approved by the building administrator before the transfer of the student to the At Risk school counselor caseload.

Individual Student Planning - Depew High 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 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 new students to the district.
- Each School Counselor is to support and collaborate with classroom teachers to meet the academic, social, and emotional needs of the students.

- 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 each student's individual course selection process and schedule development.
- Each School Counselor is responsible for attending Committee on Special Education Meetings for their mandated 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.

AT RISK SCHOOL COUNSELOR

The at-risk school counselor works with students in 7th through 12th grade utilizing a 3-prong approach; proactively, remedially and programmatically.

Proactively

- Assists families in overcoming barriers and influences that impact students success
- Provides a strong presence in the Freshman Academy for instructional guidance activities individually and in conjunction with the HS counselors and teachers to assist all students in being successful
- Educates students on topics pertaining to attendance, participation and situational factors in a proactive/developmental approach
- Acts as a liaison to the TASC and ALP Programs
- Facilitates meetings and planning sessions of necessary staff, students and relatives to address situational and environmental challenges to school success
- Provides assistance in developing strategies and programs to supports district goals pertinent to safe and supportive school culture
 - The at risk school counselor pushes in the the Wildcat Prep Program once per week to deliver the Why Try Curriculum; a series of social emotional learning and life skills lessons.

Remedially

- Facilitates group work and interventions concerning various at-risk categories and criteria (Social, Emotional and Academic)
- Liaison to academic, vocational, agency and community resources pertaining to educational needs
- Maintains resource materials and updates staff on community access, collaborations, resources and procedures
- Participates in team meetings to add perspective on the needs, assistance and voice of students

Programmatically

- Provide creative programming solutions to overcome the challenges of the at-risk population in an effort to raise graduation and attendance rates

ASCA National Standards Developmental Crosswalking Tool K-12

<i>ACADEMIC DEVELOPMENT DOMAIN</i>	K-2	3-5	6-8	9	10	11	12
Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.							
Competency A1 Improve Academic Self-concept							
A:A1.1 articulate feelings of competence and confidence as learners	x	x	x	x	x	x	x

A:A1.2 display a positive interest in learning	x	x	x	x	x	x	x
A:A1.3 take pride in work and achievement	x	x	x	x	x	x	x
A:A1.4 accept mistakes as essential to the learning process	x	x	x	x	x	x	x
A:A1.5 identify attitudes and behaviors which lead to successful learning	x	x	x	x	x	x	x
Competency A2 Acquire Skills for Improving Learning							
A:A2.1 apply time management and task management skills	x	x	x	x	x	x	x
A:A2.2 demonstrate how effort and persistence positively affect learning	x	x	x	x	x	x	x
A:A2.3 use communications skills to know when and how to ask for help when needed	x	x	x	x	x	x	x
A:A2.4 apply knowledge and learning styles to positively influence school performance	x	x	x	x			
Competency A3 Achieve School Success							
A:A3.1 take responsibility for their actions			x	x	x	x	x
A:A3.2 demonstrate the ability to work independently, as well as the ability to work cooperatively with other students	x	x	x	x	x	x	x
A:A3.3 develop a broad range of interest and abilities	x	x	x	x	x	x	x
A:A3.4 demonstrate dependability, productivity, and initiative	x	x	x	x	x	x	x
A:A3.5 share knowledge	x	x	x	x	x	x	x
Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.							
Competency B1 Improve Learning							
A:B1.1 demonstrate the motivation to achieve individual potential	x	x	x	x	x	x	x
A:B1.2 learn and apply critical thinking skills	x	x	x	x	x	x	x
A:B1.3 apply the study skills necessary for academic success at each level	x	x	x				
A:B1.4 seek information and support from faculty, staff, family and peers	x	x	x	x	x	x	x
A:B1.5 organize and apply academic information from a variety of sources	x	x	x	x	x	x	x
A:B1.6 use knowledge of learning styles to positively influence school performance	x	x	x	x			
A:B1.7 become a self-directed and independent learner	x	x	x	x	x	x	x
Competency B2 Plan to Achieve Goals							
A:B2.1 establish challenging academic goals in elementary, middle/junior high, and high school	x	x	x	x	x	x	x
A:B2.2 use assessment results in educational planning	x	x	x	x	x	x	x
A:B2.3 develop and implement an annual plan of study to maximize academic ability and achievement				x	x	x	x
A:B2.4 apply knowledge of aptitudes and interests to goal setting			x	x	x	x	x
A:B2.5 use problem-solving and decision-making skills to assess progress toward educational goals	x	x	x	x	x	x	x
A:B2.6 understand the relationship between classroom performance and success in school	x	x	x	x	x	x	x
A:B2.7 identify post-secondary options consistent with interests, achievement, aptitude, and abilities	x		x	x	x	x	x
STANDARD C: Students will understand the relationship of academics to the world of work, and to life at home and in the community.							
Competency C1 Relate School to Life Experience							
A:C1.1 demonstrate the ability to balance school, studies, extracurricular activities,	x	x	x	x	x	x	x

leisure time, and family life							
A:C1.2 seek co-curricular and community experiences to enhance the school experience	x	x	x	x	x	x	x
A:C1.3 understand the relationship between learning and work	x	x	x	x	x	x	x
A:C1.4 demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals	x	x	x	x	x	x	x
A:C1.5 understand that school success is the preparation to make the transition from student to community member	x	x	x	x	x	x	x
A:C1.6 understand how school success and academic achievement enhance future career and vocational opportunities		x	x	x	x	x	x

<i>CAREER DEVELOPMENT DOMAIN</i>	K-2	3-5	6-8	9	10	11	12
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.							
Competency A:1 Develop Career Awareness							
C:A1.1 develop skills to locate, evaluate, and interpret career information			x	x	x	x	x
C:A1.2 learn about the variety of traditional and nontraditional occupations			x		x	x	x
C:A1.3 develop an awareness of personal abilities, skills, interests, and motivations	x	x	x	x	x	x	x
C:A1.4 learn how to interact and work cooperatively in teams	x	x	x				
C:A1.5 learn to make decisions	x	x	x	x	x	x	x
C:A1.6 learn how to set goals	x	x	x	x	x	x	x
C:A1.7 understand the importance of planning	x	x	x	x	x	x	x
C:A1.8 pursue and develop competency in areas of interest	x	x	x	x	x	x	x
C:A1.9 develop hobbies and vocational interests	x	x		x	x	x	x
C:A1.10 balance between work and leisure time	x	x	x		x	x	x
Competency A:2 Develop Employment Readiness							
C:A2.1 acquire employability skills such as working on a team, problem-solving and organizational skills	x	x	x				
C:A2.2 apply job readiness skills to seek employment opportunities						x	x
C:A2.3 demonstrate knowledge about the changing workplace					x	x	x
C:A2.4 learn about the rights and responsibilities of employers and employees		x					
C:A2.5 learn to respect individual uniqueness in the workplace	x	x	x	x	x	x	x
C:A2.6 learn how to write a resume					x	x	x
C:A2.7 develop a positive attitude toward work and learning	x	x	x	x	x	x	x
C:A2.8 understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace	x	x	x	x	x	x	x
C:A2.9 utilize time and task-management skills	x	x	x	x	x	x	x
STANDARD B: Students will employ strategies to achieve future career goals with Success and satisfaction.							
Competency B:1 Acquire Career Information							
C:B1.1 apply decision making skills to career planning, course selection, and career transition			x	x	x	x	x

C:B1.2 identify personal skills, interests, and abilities and relate them to current career choice		x	x	x	x	x	x
C:B1.3 demonstrate knowledge of the career planning process			x	x	x	x	x
C:B1.4 know the various ways in which occupations can be classified			x	x	x	x	x
C:B1.5 use research and information resources to obtain career information			x	x	x	x	x
C:B1.6 learn to use the internet to access career planning information			x	x	x	x	x
C:B1.7 describe traditional and non-traditional occupations and how these relate to career choice			x		x	x	x
C:B1.8 understand how changing economic and societal needs influence employment trends and future training.			x		x	x	x
Competency B:2 Identify Career Goals							
C:B2.1 demonstrate awareness of the education and training needed to achieve Career goals		x	x	x	x	x	x
C:B2.2 assess and modify their educational plan to support career			x	x	x	x	x
C:B2.3 use employability and job readiness skills in internship, mentoring, shadowing, and/or other work experience.							
C:B2.4 select coursework that is related to career interests			x	x	x	x	x
C:B2.5 maintain a career planning portfolio			x	x	x	x	x
STANDARD C: Students will understand the relationship between personal qualities, education, training, and the world of work.							
Competency C:1 Acquire Knowledge to Achieve Career Goals							
C:C1.1 understand the relationship between educational achievement and career success		x	x	x	x	x	x
C:C1.2 explain how work can help to achieve personal success and satisfaction	x	x	x	x	x	x	x
C:C1.3 identify personal preferences and interests which influence career choice and Success			x	x	x	x	x
C:C1.4 understand that the changing workplace requires lifelong learning and acquiring new skills			x	x	x	x	x
C:C1.5 describe the effect of work on lifestyle			x	x	x	x	x
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			x	x	x	x	x
Competency 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	x	x	x	x	x	x	x
C:C2.2 learn how to use conflict management skills with peers and adults	x	x	x	x	x	x	x
C:C2.3 learn to work cooperatively with others as a team member	x	x	x				
C:C2.4 apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences	x	x					

PERSONAL/SOCIAL DOMAIN	K-2	3-5	6-8	9	10	11	12
STANDARD A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.							
Competency A1 Acquire Self-Knowledge							

PS:A1.1 develop positive attitudes toward self as a unique and worthy person	x	x	x	x	x	x	x
PS:A1.2 identify values, attitudes and beliefs	x	x	x	x	x	x	x
PS:A1.3 learn the goal-setting process	x	x	x	x	x	x	x
PS:A1.4 understand change is a part of growth	x	x	x	x	x	x	x
PS:A1.5 identify and express feelings	x	x	x	x	x	x	x
PS:A1.6 distinguish between appropriate and inappropriate behavior	x	x	x	x	x	x	x
PS:A1.7 recognize personal boundaries, rights, and privacy needs	x	x	x	x	x	x	x
PS:A1.8 understand the need for self-control and how to practice it	x	x	x	x	x	x	x
PS:A1.9 demonstrate cooperative behavior in groups	x	x	x				
PS:A1.10 identify personal strengths and assets	x	x	x	x	x	x	x
PS:A1.11 identify and discuss changing personal and social roles	x	x	x	x	x	x	x
PS:A1.12 identify and recognize changing family roles	x	x	x	x	x	x	x
Competency A2 Acquire Interpersonal Skills							
PS:A2.1 recognize that everyone has rights and responsibilities	x	x	x	x	x	x	x
PS:A2.2 respect alternative points of view	x	x	x	x	x	x	x
PS:A2.3 recognize, accept, respect and appreciate individual differences	x	x	x	x	x	x	x
PS:A2.4 recognize, accept and appreciate ethnic and cultural diversity	x	x	x	x	x	x	x
PS:A2.5 recognize and respect differences in various family configurations	x	x	x	x	x	x	x
PS:A2.6 use effective communications skills	x	x	x	x	x	x	x
PS:A2.7 know that communication involves speaking, listening, and nonverbal behavior	x	x	x	x	x	x	x
PS:A2.8 learn how to make and keep friends	x	x	x	x	x	x	x
STANDARD B: Students will make decisions set goals, and take necessary action to achieve goals.							
Competency B1 Self-Knowledge Application							
PS:B1.1 use a decision-making and problem-solving model	x	x	x	x	x	x	x
PS:B1.2 understand consequences of decisions and choices	x	x	x	x	x	x	x
PS:B1.3 identify alternative solutions to a problem	x	x	x	x	x	x	x
PS:B1.4 develop effective coping skills for dealing with problems	x	x	x	x	x	x	x
PS:B1.5 demonstrate when, where and how to seek help for solving problems and making decisions	x	x	x	x	x	x	x
PS:B1.6 know how to apply conflict resolution skills	x	x	x	x	x	x	x
PS:B1.7 demonstrate a respect and appreciation for individual and cultural differences	x	x	x	x	x	x	x
PS:B1.8 know when peer pressure is influencing a decision	x	x	x	x	x	x	x
PS:B1.9 identify long- and short-term goals	x	x	x	x	x	x	x
PS:B1.10 identify alternative ways of achieving goals	x	x	x	x	x	x	x
PS:B1.11 use persistence and perseverance in acquiring knowledge and skills	x	x	x	x	x	x	x
PS:B1.12 develop an action plan to set and achieve realistic goals	x	x	x	x	x	x	x
STANDARD C: Students will understand safety and survival skills.							
Competency C1 Acquire Personal Safety Skills							
PS:C1.1 demonstrate knowledge of personal information (i.e. telephone number, Home address, emergency contact)	x	x					
PS:C1.2 learn about the relationship between rules, laws, safety, and the protection of rights of the individual	x	x					
PS:C1.3 learn about the differences between appropriate and inappropriate physical contact	x	x	x				

PS:C1.4 demonstrate the ability to set boundaries, rights and personal privacy	x	x	x				
PS:C1.5 differentiate between situations requiring peer support and situations requiring adult professional help	x	x	x	x	x	x	x
PS:C1.6 identify resource people in the school and community, and know how to seek their help	x	x	x	x	x	x	x
PS:C1.7 apply effective problem-solving and decision-making skills to make safe and healthy choices	x	x	x	x	x	x	x
PS:C1.8 learn about the emotional and physical dangers of substance use and abuse	x	x	x	x	x	x	x
PS:C1.9 learn how to cope with peer pressure	x	x	x	x	x	x	x
PS:C1.10 learn techniques for managing stress and conflict	x	x	x	x	x	x	x
PS:C1.11 learn coping skills for managing life events	x	x	x	x	x	x	x

Family Support Center

Philosophy and Methodology

The FSC Model is taken from the Solution Focused Brief Therapy model designed to assist families to seek solutions in a safe, comfortable and directed approach. The goals are to encourage and empower the families to seek their own solutions in a win-win manner that can use their own resources and talents to move to a higher functioning lifestyle. This is done through guiding insights and techniques that are adapted to everyday situations.

Case Management

Family Support Center staff act as a liaison between the school, family and community service agencies. Case management services can be both long and short-term, depending on the need and services being offered.

Crisis Management

Family Support Center Staff must be trained to meet the needs of students and the school community during a time of crisis. Family Support staff must make themselves available to all students, parents, and families in crisis. Family Support Center staff must be able to address both the immediate and long term needs of individuals and families in crisis.

Individual, Family, and Group Counseling Services

Family Support Center staff will provide individual, family and group counseling services as needed. It is the role of the Family Support Center to identify the needs of its students and families and implement the appropriate treatment plan. This may include both in-house services and referrals to community service agencies.

REFERENCE DOCUMENTS

NYSED 100.2 General School Requirements

Guidance programs and comprehensive developmental school counseling/guidance programs.

1. Guidance programs for public schools for school years prior to the 2019-2020 school year and for non-public schools.
2. Public Schools. Each school district shall have a guidance program for all students.
3. (a) 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 educate students concerning avoidance of child sexual abuse, and to encourage parental involvement.
4. (b) In grades 7-12, the guidance program shall include the following activities or services:
 5. (1) an annual review of each student's educational progress and career plans, with such reviews to be conducted with each student individually or with small groups by personnel certified or licensed as school counselors;
 6. (2) 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 counselors, or by classroom teachers in cooperation with school counselors;
 7. (3) other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and implement postsecondary education 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 assistance shall be provided by certified or licensed school counselors or by certified or licensed school psychologists or certified or licensed school social workers in cooperation with school counselors; and
 8. (4) the services of personnel certified or licensed as school counselors.
9. (c) 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. The City School District of the City of New York shall submit a separate plan for each community school district, for the High School Division and for the Special Education Division. Such plan shall 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; specification of staff members and other resources assigned to accomplish the objectives; and provisions for the annual assessment of program results. The plan shall be reviewed annually by the school districts, and revisions shall be made as necessary.