

DEPEW UNION FREE SCHOOL DISTRICT

Comprehensive K-12 School Guidance & Counseling Program

May 2015



Foreword

The Depew UFSD's School Counseling Department has worked diligently preparing the latest version of the District's Comprehensive School Guidance and Counseling Program. This program guide is the result of a review by all district counselors who carry permanent school counselor certification and in some cases, Licensed Mental Health certificates. Thankfully, these individuals used professional and personal time to assess, audit, formulate and guide the product before you.

With the support of our administration and the Board of Education providing the time and resources to develop this comprehensive plan, we are confident in the direction and ultimate success of our plan for all students.

This comprehensive model is the centerpiece of the continuation of timely and student centered programs that are the hallmarks of this department. This complete comprehensive model is the guidance document that addresses and clarifies the role, duties and mission of the school counselors.

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New York State Commissioner's Regulation PART 100.2

The Emerging Needs of Students, Society and the Profession

As education changes and the state standards become greater, the demands on both students and educators increase. Our profession must transform itself to address those changes. The pages that follow will outline a cutting edge school counseling curriculum for the Depew UFSD's school-community.

In order to develop and implement a comprehensive and standard-based counseling program which is proactive and designed to reach and assist every student in Depew UFSD, a new vision with a wide range of skills are necessary for the contemporary school counselor. By using skills in leadership, advocacy, collaboration and teaming, counseling and coordination and assessment/data analysis and instructional guidance, counselors can focus on the goal of improved student achievement and creating changes needed to impact the system.

As school counselor's training and professional development keep pace with the above, a more effective role for school counselors is emerging. By focusing on student achievement, school counselors will become more vital educators in the school setting.

As leaders and advocates, Depew UFSD school counselors are expected to promote, plan, implement and assess a comprehensive school counseling program. They work to promote student success, programming to close existing achievement gaps and providing options to access a demanding academic program for each student. Keeping in mind "students first", school counselors ensure that every student benefits directly from the school counseling program.

As New York State has raised the bar in school improvement, school counselors across the state continue to effectively contribute to the sweeping changes that are impacting students in our schools. In the spirit of CR 100.2j, *No Child Left Behind* (2002), NYS Learning Standards, and the newest Common Core requirements, Depew's school counselors apply their professional knowledge and skills to best serve every student so that **all** will achieve success in their academic achievement, their personal and social growth and in their career planning pursuits. As leaders and advocates, school counselors work as collaborative members of the educational team to examine the changes in educational policies and regulations and seek solutions to help each child maximize their educational experience. In partnership with school district leaders, teachers, student support personnel, families and community stakeholders, these professionals work in the

spirit of collaboration to promote the academic missions of their schools as well as the goals of the New York State Department of Education and *the above mandates and recommendations*.

The *National Standards for School Counseling Programs (1997)* and the *National Model for School Counseling Programs*, both developed by the American School Counseling Association (ASCA) are the generic models for this document.

It is in the best interest of the District to have all students receive the benefits of the best delivery and highest level of commitment from the guidance staff to accomplish the goals of the BOE and departmental mission.

The “Old Practice” of the School Counselor	The “New Practice” of the School Counselor
Service-driven Model	Data-driven Model
- Consultation	- Consultation
- Coordination	- Literacy
- Curriculum	- Social Emotional Learning
- Advocacy	- Instructional Guidance
- Social Emotional Learning	- Coordination
	- Advocacy
	- Teaming & Collaboration
	- Data-driven/Results-based
	- Technology

The District's Counseling Department is dedicated to meeting the needs of all students and provide support and insight relevant to significant individuals, as necessary, for the success of those students. The School District's Comprehensive School Counseling Programs will continue to provide for the continuity of services with students every day.

Department's Mission Statement

“Our Mission as school counselors is to provide the opportunity for all students to develop educational, social, career, and personal strengths, through **counseling, consultation, coordination and collaboration** within a developmental guidance and counseling program.”

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 can direct programs. New York State school counselors, with the support of superintendents, principals, and local boards of education, can analyze and assess school counseling programs, implement programs through a variety of delivery systems, and maintain an accountability system that demonstrates effectiveness. It is recommended that specialized school counselors, such as At-Risk counselors, have no more than an 8% ratio of the school building's population. Hence, school counselors can 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.

New York State Part 100.2j Commissioner's Regulations School Counseling Programs

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

1. Public Schools: Each school district shall have a guidance program for all students.
2. In grades k-6, the program shall be designed in coordination with the teaching staff to prepare students to participate effectively in their current and future educational programs, to help students who exhibit any attendance, academic, behavioral or adjustment problems, to educating students concerning avoidance of child sexual abuse and to encourage parental involvement.
3. In grades 7-12, the school counseling program shall include the following activities and services:
 - a. An annual review of each student's educational progress and career plans, with such reviews conducted with each student individually or with small groups by personnel certified or licensed as school counselors.
 - b. Instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselor, or by classroom teachers in cooperation with the school counselor.
 - c. Other advisory and individual or group counseling assistance to enable students to benefit from the curriculum to help students develop and implement postsecondary educational and career plans, to help students who exhibit any attendance, academic, behavioral or adjustment problems and to encourage parental involvement, provided that advisory assistance shall be provided by teachers or counselors or by certified teaching assistants under the supervision of counselors or teachers, and that such individual or group counseling shall be provided by certified or licensed school psychologists or certified or licensed school social workers in cooperation with certified and licensed school counselors.
4. Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements of this subdivision. Such plan should be filed in the district offices and shall be available for review by any individual. The plan shall present program objectives, which describe expectations of what students will learn from the program; activities to accomplish the objectives; specifications of the staff members and other resources assigned to

accomplish the objectives; provisions for the annual assessment of the program results.

The plan shall be reviewed annually by the school counselors, and revisions shall be made as necessary

Role of the School Counselor

The Essential Role of the School Counselor

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

The teacher has the hands-on position of working with children day to day. They are with students for most of their waking day. As it is with parents, teachers are in the "middle of it all". And because they are concerned with teaching their curriculum, managing the class as a whole, reporting to the administration, it is sometimes difficult for them to see the needs of the individual student. This is quite understandable; they are managing their class on a macro level, while trying to identify the micro needs of 20 or more students. The administrator is also concerned with the student, but their reality is to bring bureaucracy to a human level and education. Although they too are concerned with the well-being of the student, their position is often compromised by other duties.

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

The school counselor is often thought of as the intermediary of all activities contributing to the education of all children, but intermediary often connotes a reactive contribution. The school counselor has the challenging role of warding off "situations" or problems in the making for kids and teachers and to have a proactive and developmental program that addresses instructional and preventative components. Our critical function of evaluating, triaging and addressing the critical, remedial, preventative and developmental approach for each student with a discerning and caring eye is an important part of the role of the school counselor. Equally as important though, is the counselor's job of working toward finding options and assisting in the solution-focused path, which works, for the district and the student not only for the present, but for the future. The school counselor is a partner in the educational journey of the child. By virtue of their training, they assist with the decision-making and problem solving steps, in the academic career of the student. The school counselor works

hard at maintaining a balance at all levels. This position is an indispensable and forward thinking position, which is irreplaceable in the education of a child.

See Appendix A: The Role of the Professional School Counselor (ASCA, 2009)

The Comprehensive Model

The Comprehensive Model

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

Developmental School Counseling

Recognizing that all children have unique and unspecified timetables for social, emotional and vocational development and understanding that process is essential for delivering a program of services dedicated to serve students. Developmental school counseling: *"...is for all students, has an organized and planned curriculum, is sequential and flexible, is an integrated part of the total educational process, involves all school personnel, helps students learn more efficiently and effectively, and includes counselors who provide specialized counseling services and interventions"* (Myrick, 1997)

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

Result-Based Accountability

"Result-based" counseling is also a competency-based approach. This approach emphasizes the importance of students acquiring competencies to meet numerous standards to become successful in school and in the transition to postsecondary education and/or employment and be "college and career ready". At the heart of "result-based" school counseling is accountability to the students and to district administration.

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

School counseling programs are to continue to be organized as an integral and essential part of the broader school mission. The evolution of the comprehensive and developmental school and guidance program clearly supports the imminent need for school counseling programs to be aligned with and tied to the mission of schools. School counseling programs are integrated and infused in the educational arena through individual and group venues to provide preventative programs and experiences, create a collaborative model that integrates the expertise of school counselors, other pupil service personnel, and business and community leaders into the total program.

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

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

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

A commitment to accountability shifts public perception from questions such as "what do school counselors really do?" to **“How school counselors are key players in the academic success for all students”**.

See Appendix C : The Role of the Professional School Counselor (ASCA, 2009)

See Appendix D: The New Vision for School Counselors: Scope of the Work (EdTrust, 2013)

See Appendix E: Part 100.2j Commissioner’s Regulations (www.p12.nysed.gov/part100/pages/1002)

See Appendix F: ASCA National Model- A Framework for School Counseling Programs (ASCA 2013)

School Counseling National Domains and Standards

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

Academic Development

Standard A

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

Standard B

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

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

Career Development

Standard A

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

Standard B

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

Standard C

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

Personal/Social Development

Standard A

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

Standard B

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

Standard C

Students will understand safety and survival skills.

The Foundation

Foundation

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.

Depew's Counseling Philosophy and Belief Statement

The Depew UFSD Guidance and Counseling program is based upon several basic assumptions consistent with the goals of Education contained in the District Statement of Philosophy. These assumptions, which form the foundation for our work with students, parents, teachers and community members are as follows:

- 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 in a world full of choice. Consequently choice and the decision-making process will be explored,
- 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.

The Depew Counselors believe every student can learn and all have an equal right to access a certified school counselor and to participate in a comprehensive school counseling program designed to ensure student success. The following principles are the foundation for the Lake Shore School Counseling Program:

The Depew Counselors believe:

- All students can learn and should be given the opportunity to do so.
- All students have dignity and worth and have a right to a safe, mutually respectful, healthy and orderly learning environment.

- Learning involves the education of the whole person and is a continuous lifelong process.
- All students have the right to participate in the school counseling program.
- Learning requires the active participation, mutual respect and individual accountability of students, teachers, staff, parents and community members.
- Diversity is to be respected and appreciated as we foster unity among our students, faculty, staff and community.

The Depew Counseling Program will:

- Be student-centered and based on specified goals and developmental student competencies.
- Include 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.
- Consider all students' ethnic, cultural, racial, sexual orientation and special needs when planning and implementing the school counseling program.
- Be 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 will:

- Be full-time employees who hold state certification and have a Master's Degree in School Counseling, They will deliver the school counseling programs as outlined in the New York State Counseling Standards of academic, career and personal/social domains, follow the ASCA Model as a format, adhere to NYSED Commissioner's Regulation 100.2 j and
- Abide by the professional school counseling ethics as advocated by the American School Counselor* Will participate in professional development essential to maintaining a high-quality school counseling program.

The Delivery System

Delivery System

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

School Counseling 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 lesson 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 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 course work.
- **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.

Approved Time Distributions

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

School Counselor Ratios:

To carry out a comprehensive K-12 School Counseling plan, *the Depew UFSD must support the allocated time distribution for each component based on American School Counselors Association Guidance Plan Mode*

Delivery System Chart

<p>Counseling Curriculum:</p> <p>Provides developmental, comprehensive guidance program content in a systematic way to all Depew students k-12</p>	<p>Responsive Services:</p> <p>Addresses students' immediate concerns</p>	<p>Individual Student Planning:</p> <p>Assists students and parents in development of academic and career plans</p>	<p>System Support:</p> <p>Includes program, staff and school support activities and services</p>
<p>Purpose:</p> <p>Student awareness, skills development and application of skills needed in everyday life</p>	<p>Purpose:</p> <p>Prevention and intervention</p>	<p>Purpose:</p> <p>Individual student academic and individual planning, decision making, goal setting and preparing for academic transition</p>	<p>Purpose:</p> <p>Program delivery and support</p>
<p>Academic:</p> <ul style="list-style-type: none"> - Effective learning in school and across the life span - Academic preparation for post-secondary options - Relationship of academics, work, family and community 	<p>Academic:</p> <ul style="list-style-type: none"> - Any immediate academic concerns - School-related concerns including tardiness, absences and truancy, misbehavior, school avoidance, dropout, suspensions 	<p>Academic:</p> <ul style="list-style-type: none"> - Facilitation and/or interpretation of criterion and norm-referenced tests - Academic preparation essential for post-secondary options - Appropriate course selection - Development of K-12 educational plan/portfolio - Development of an educational plan beyond high school including post-secondary selection/financial aid/scholarships - Use of diverse assessment results 	<p>Academic:</p> <ul style="list-style-type: none"> - School counselor professional development - Advocacy and public relations for comprehensive school counseling programs - Advisory committee - Program planning and development - Evaluation and assessment of comprehensive school counseling programs, personnel and student results - Documentation of how comprehensive school counseling programs contribute to student achievement - School improvement planning - Integration of guidance essential teaching across the school curriculum - Parent involvement and education - Consultation with staff and community - Practices based on research - Community outreach and involvement - Data analysis

<p style="text-align: center;">Career:</p> <ul style="list-style-type: none"> - Investigate the world of work to make informed decisions - Strategies to achieve future career goals - Relationship of personal qualities, education, training and work 	<p style="text-align: center;">Career:</p> <ul style="list-style-type: none"> - Individual discussions on how current behavior can impact future career goals 	<p style="text-align: center;">Career:</p> <ul style="list-style-type: none"> - Utilize career information resources in school and community - Explore career clusters - Interest and skill inventories - Career exploration inventories - Self knowledge relating to career choices - Appropriate course selections, tech prep, work-based learning including job shadowing and internships 	<p style="text-align: center;">Career:</p> <ul style="list-style-type: none"> - N/A
<p style="text-align: center;">Personal/Social:</p> <ul style="list-style-type: none"> - Interpersonal skills to respect self and others - Decision-making, setting goals and taking action to achieve goals - Understanding everyday safety and survival skills 	<p style="text-align: center;">Personal/Social:</p> <ul style="list-style-type: none"> - Physical, sexual or emotional abuse and issues - Crises - Grief, loss and death - Substance abuse - Family issues - Coping with stress - Relationship concerns - Divorce - Legal issues (probation, arrests or incarceration) - Referral plans - Contact and develop relationships with mental health resources in your area 	<p style="text-align: center;">Personal/Social:</p> <ul style="list-style-type: none"> - Skills and competencies related to student and employee success 	<p style="text-align: center;">Personal/Social:</p> <ul style="list-style-type: none"> - N/A
<p style="text-align: center;">Counselor Role:</p> <ul style="list-style-type: none"> - Counseling curriculum implementation (small and large group settings) - Classroom and structured groups - Consultation with administration, faculty and other school counselors 	<p style="text-align: center;">Counselor Role:</p> <ul style="list-style-type: none"> - Individual counseling - Small-group counseling - Referrals and collaboration - Consultation with administration, students and community agencies 	<p style="text-align: center;">Counselor Role:</p> <ul style="list-style-type: none"> - Assessment - Planning - Placement - Consultation 	<p style="text-align: center;">Counselor Role:</p> <ul style="list-style-type: none"> - Development and management program - Coordination - Develop relationships and partnerships - Consultation
<p style="text-align: center;">Time:</p> <ul style="list-style-type: none"> - Elementary School - Middle School - High School 	<p style="text-align: center;">Time:</p> <ul style="list-style-type: none"> - Elementary School - Middle School - High School 	<p style="text-align: center;">Time:</p> <ul style="list-style-type: none"> - Elementary School - Middle School - High School 	<p style="text-align: center;">Time:</p> <ul style="list-style-type: none"> -Elementary School - Middle School - High School

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.

I- Care

The I-Care Program is based on concepts from the book, *Peacemaking Skills for Little Kids*, developed by the Peace Education Foundation. Students are taught simple peacemaking and conflict resolution skills during six classroom lessons. The lessons use children's literature, songs, and interactive activities and features a puppet (I-Care Cat) to teach the I-Care Rules:

1. We listen to each other
2. Hands are helping, not hurting
3. We use I-Care Language
4. We care about each other's feelings
5. We are responsible for what we say and do

These rules encourage students to treat each other with kindness and respect and lessons are designed to be engaging and fun.

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

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.

I Didn't Know I Was a Bully

This instructional guidance program addresses typical bullying behaviors and feelings associated with those behaviors. Students are taught to recognize bullying behaviors and then reflect upon their own behavior. Students learn pro-social skills such as active listening and assertive communication through literature, role-plays, video-clips and skill-checks. They are taught to cope with specific types of bullying such as teasing/laughing, excluding, friendship bullying and cyber-bullying. Resources for addressing bullying are provided to students and their families. Implemented based on availability of curriculum, time and administrative directive.

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 Week

The Health and Wellness Week is 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.

Peer Helper Program

The Peer Helper program offers selected student leaders the opportunity to facilitate peer mediation with students involved in minor conflicts. Training and guidance is provided for the peer helpers, and they learn how to recognize signs of conflict, how to lead the conflict resolution process, and to be able to help students find positive solutions to their disagreements.

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

Responsive Services — Elementary Schools

- 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- Elementary Schools

- 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- Elementary Schools

- 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).

ASCA NATIONAL STANDARDS

DEVELOPMENTAL CROSSWALKING TOOL- ELEMENTARY SCHOOL

ACADEMIC DEVELOPMENT DOMAIN	K-2	3-5
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
A:A1.2 display a positive interest in learning	x	x
A:A1.3 take pride in work and achievement	x	x
A:A1.4 accept mistakes as essential to the learning process	x	x
A:A1.5 identify attitudes and behaviors which lead to successful learning	x	x
Competency A2 Acquire Skills for Improving Learning		
A:A2.1 apply time management and task management skills	x	x
A:A2.2 demonstrate how effort and persistence positively affect learning	x	x
A:A2.3 use communications skills to know when and how to ask for help when needed	x	x
A:A2.4 apply knowledge and learning styles to positively influence school performance	x	x
Competency A3 Achieve School Success		
A:A3.1 take responsibility for their actions	x	x
A:A3.2 demonstrate the ability to work independently, as well as the ability to work cooperatively with other students	x	x
A:A3.3 develop a broad range of interest and abilities	x	x
A:A3.4 demonstrate dependability, productivity, and initiative	x	x
A:A3.5 share knowledge	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
A:B1.2 learn and apply critical thinking skills	x	x
A:B1.3 apply the study skills necessary for academic success at each level	x	x
A:B1.4 seek information and support from faculty, staff, family and peers	x	x
A:B1.5 organize and apply academic information from a variety of sources	x	x
A:B1.6 use knowledge of learning styles to positively influence school performance	x	x
A:B1.7 become a self-directed and independent learner	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
A:B2.2 use assessment results in educational planning	x	x
A:B2.3 develop and implement an 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	x	x
A:B2.6 understand the relationship between classroom performance and success in school	x	x
A:B2.7 identify post-secondary options consistent with interests, achievement, aptitude, and abilities	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, leisure time, and family life	x x
A:C1.2	seek co-curricular and community experiences to enhance the school experience	x x
A:C1.3	understand the relationship between learning and work	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
A:C1.5	understand that school success is the preparation to make the transition from student to community member	x x
A:C1.6	understand how school success and academic achievement enhance future career and vocational opportunities	x

CAREER DEVELOPMENT DOMAIN		K-2	3-5
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		
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	x	x
C:A1.4	learn how to interact and work cooperatively in teams	x	x
C:A1.5	learn to make decisions	x	x
C:A1.6	learn how to set goals	x	x
C:A1.7	understand the importance of planning	x	x
C:A1.8	pursue and develop competency in areas of interest	x	x
C:A1.9	develop hobbies and vocational interests	x	x
C:A1.10	balance between work and leisure time	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
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		x
C:A2.5	learn to respect individual uniqueness in the workplace	x	x
C:A2.6	learn how to write a resume		
C:A2.7	develop a positive attitude toward work and learning	x	x
C:A2.8	understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace	x	x
C:A2.9	utilize time and task-management skills	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		
C:B1.2	identify personal skills, interests, and abilities and relate them to current career choice		x
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 non-traditional occupations and how these relate to career choice		
C:B1.8	understand how changing economic and societal needs influence employment trends and future training.		

Competency B:2 Identify Career Goals			
C:B2.1	demonstrate awareness of the education and training needed to achieve career goals		x
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.			
Competency C:1 Acquire Knowledge to Achieve Career Goals			
C:C1.1	understand the relationship between educational achievement and career success		x
C:C1.2	explain how work can help to achieve personal success and satisfaction	x	x
C:C1.3	identify personal preferences and interests which influence 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		
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
C:C2.2	learn how to use conflict management skills with peers and adults	x	x
C:C2.3	learn to work cooperatively with others as a team member	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
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
PS:A1.2	identify values, attitudes and beliefs	x	x
PS:A1.3	learn the goal-setting process	x	x
PS:A1.4	understand change is a part of growth	x	x
PS:A1.5	identify and express feelings	x	x
PS:A1.6	distinguish between appropriate and inappropriate behavior	x	x
PS:A1.7	recognize personal boundaries, rights, and privacy needs	x	x
PS:A1.8	understand the need for self-control and how to practice it	x	x
PS:A1.9	demonstrate cooperative behavior in groups	x	x
PS:A1.10	identify personal strengths and assets	x	x
PS:A1.11	identify and discuss changing personal and social roles	x	x
PS:A1.12	identify and recognize changing family roles	x	x
Competency A2 Acquire Interpersonal Skills			
PS:A2.1	recognize that everyone has rights and responsibilities	x	x
PS:A2.2	respect alternative points of view	x	x
PS:A2.3	recognize, accept, respect and appreciate individual differences	x	x
PS:A2.4	recognize, accept and appreciate ethnic and cultural diversity	x	x
PS:A2.5	recognize and respect differences in various family configurations	x	x
PS:A2.6	use effective communications skills	x	x

PS:A2.7	know that communication involves speaking, listening, and nonverbal behavior	x	x
PS:A2.8	learn how to make and keep friends	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
PS:B1.2	understand consequences of decisions and choices	x	x
PS:B1.3	identify alternative solutions to a problem	x	x
PS:B1.4	develop effective coping skills for dealing with problems	x	x
PS:B1.5	demonstrate when, where and how to seek help for solving problems and making decisions	x	x
PS:B1.6	know how to apply conflict resolution skills	x	x
PS:B1.7	demonstrate a respect and appreciation for individual and cultural differences	x	x
PS:B1.8	know when peer pressure is influencing a decision	x	x
PS:B1.9	identify long- and short-term goals	x	x
PS:B1.10	identify alternative ways of achieving goals	x	x
PS:B1.11	use persistence and perseverance in acquiring knowledge and skills	x	x
PS:B1.12	develop an action plan to set and achieve realistic goals	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
PS:C1.4	demonstrate the ability to set boundaries, rights and personal privacy	x	x
PS:C1.5	differentiate between situations requiring peer support and situations requiring adult professional help	x	x
PS:C1.6	identify resource people in the school and community, and know how to seek their help	x	x
PS:C1.7	apply effective problem-solving and decision-making skills to make safe and healthy choices	x	x
PS:C1.8	learn about the emotional and physical dangers of substance use and abuse	x	x
PS:C1.9	learn how to cope with peer pressure	x	x
PS:C1.10	learn techniques for managing stress and conflict	x	x
PS:C1.11	learn coping skills for managing life events	x	x

Middle School Counseling Curriculum

Grade 6

Lessons Offered at DMS

At Depew Middle School, the sixth graders have a variety of social – emotional lessons built into their program throughout the school year. These classes are developed, organized, and facilitated by the school counselor(s).

The **first lesson** begins in May of the student’s fifth grade year. The counselors team teach our young learners more about “Middle School Life.” Topics covered within the lesson include: feelings about moving up, similarities/differences between schools, schedules, school skills, expectations, responsibilities, and opportunities. After this lesson a “Walking Tour” of the middle school building is scheduled to help students feel more comfortable in transitioning into a new environment.

The **second lesson** for the 6th graders occurs in September when the students enter the new building and it’s about “Middle School Survival.” This lesson’s focus is upon: making friends, keeping friends, feeling good about strengths, getting involved, resisting peer-pressure, stress management, good decision making, and tips from other students about surviving.

The **third lesson** is more academically oriented and it centers around “Being Successful in Middle School.” This October lesson: assists students in reaching academic success, reviews a variety of important school skills, and has students developing “Contracts For Success” for the school year.

The **fourth lesson** is a week-long program called “Take a Stand, Lend a Hand: In Promoting Tolerance”. It’s focused on increasing tolerance and decreasing bullying behaviors and is dedicated to further developing a positive and multicultural climate within our school community. We offer: a kick-off assembly, daily learning scenarios, videos and books for teachers, a poster contest, handouts about tips on bullying and cyber-bullying for students and parents, a student/teacher lead break-out session, and anti-bullying pledges.

The **fifth lesson** is 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. Choices Explorer is utilized during these classes.

The **sixth** and last regularly scheduled lesson with 6th graders is about their transition into 7th grade. Topics covered include: similarities and differences of 7th grade in comparison to 6th grade, LOTE and Music choices and the selection process, a sample 7th grade schedule, NYS testing and AIS requirements, honors courses, and sports.

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.

Cyber-bullying Lesson

The difference between bullying and cyber-bullying is compared, along with short-term and long-term consequences from the side of all involved (victim, bully and bystander). Your 'digital footprint' and suggestions of ways to handle cyber-bullying are discussed.

Renaissance House KED Speaker

Invited in are speaking panels 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-Cyber-bullying 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 cyber-bullying and the sometimes fatal consequences it has. This program promotes cyber responsibility and staying safe online.

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.

Renaissance House KED 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-Cyberbullying 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 cyber-bullying and the sometimes fatal consequences it has. This program promotes cyber responsibility and staying safe online.

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.

HS Panel Discussion

Toward the end of the year, a panel of HS students visit classes to speak with students about HS life, clubs and sports, and ways to be successful in the HS. 8th grade students are given the opportunity to write down questions or fears and have them addressed by the panel. 8th graders also are asked to write down one goal they have for themselves for next year. These are given to their HS Counselor to review with them next year.

Taste of Tech

All 8th graders attend a fieldtrip to BOCES Career and Technical Center. They participated in an interactive tour of 3 career pathways that include hands-on activities. This allows students to explore 25 career pathways possible for training and education through BOCES.

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 anytime 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 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- 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.

Internet Safety 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 cyber-bullying 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.

Wounded Warrior Presenter

An Iraq War Veteran, came to speak with our students about being a real hero. His message intertwined his experience as a student back in HS and his experience on the battlefield at war. This anti-bullying presentation was powerful with a clear message about the necessity of standing up for others in need and the cowardice behavior of those who bully.

By-stander Program

This interactive program performed by our students to their peers in grades 7 and 8 was intense and emotional. 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 – 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 counselor’s caseload.

Individual Student Planning–Middle School

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

ASCA NATIONAL STANDARDS

DEVELOPMENTAL CROSSWALKING TOOL- MIDDLE SCHOOL

ACADEMIC DEVELOPMENT DOMAIN	6-8
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
A:A1.2 display a positive interest in learning	x
A:A1.3 take pride in work and achievement	x
A:A1.4 accept mistakes as essential to the learning process	x
A:A1.5 identify attitudes and behaviors which lead to successful learning	x
Competency A2 Acquire Skills for Improving Learning	
A:A2.1 apply time management and task management skills	x
A:A2.2 demonstrate how effort and persistence positively affect learning	x
A:A2.3 use communications skills to know when and how to ask for help when needed	x
A:A2.4 apply knowledge and learning styles to positively influence school performance	x
Competency A3 Achieve School Success	
A:A3.1 take responsibility for their actions	x
A:A3.2 demonstrate the ability to work independently, as well as the ability to work cooperatively with other students	x
A:A3.3 develop a broad range of interest and abilities	x
A:A3.4 demonstrate dependability, productivity, and initiative	x
A:A3.5 share knowledge	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
A:B1.2 learn and apply critical thinking skills	x
A:B1.3 apply the study skills necessary for academic success at each level	x
A:B1.4 seek information and support from faculty, staff, family and peers	x
A:B1.5 organize and apply academic information from a variety of sources	x
A:B1.6 use knowledge of learning styles to positively influence school performance	x
A:B1.7 become a self-directed and independent learner	x
Competency B2 Plan to Achieve Goals	
A:B2.1 establish challenging academic goals in elementary, middle/junior high, and high school	x
A:B2.2 use assessment results in educational planning	x
A:B2.3 develop and implement an annual plan of study to maximize academic ability and achievement	
A:B2.4 apply knowledge of aptitudes and interests to goal setting	x
A:B2.5 use problem-solving and decision-making skills to assess progress toward educational goals	x
A:B2.6 understand the relationship between classroom performance and success in school	x
A:B2.7 identify post-secondary options consistent with interests, achievement, aptitude, and abilities	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, leisure time, and family life	x
A:C1.2	seek co-curricular and community experiences to enhance the school experience	x
A:C1.3	understand the relationship between learning and work	x
A:C1.4	demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals	x
A:C1.5	understand that school success is the preparation to make the transition from student to community member	x
A:C1.6	understand how school success and academic achievement enhance future career and vocational opportunities	x

CAREER DEVELOPMENT DOMAIN		6-8
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
C:A1.2	learn about the variety of traditional and nontraditional occupations	x
C:A1.3	develop an awareness of personal abilities, skills, interests, and motivations	x
C:A1.4	learn how to interact and work cooperatively in teams	x
C:A1.5	learn to make decisions	x
C:A1.6	learn how to set goals	x
C:A1.7	understand the importance of planning	x
C:A1.8	pursue and develop competency in areas of interest	x
C:A1.9	develop hobbies and vocational interests	
C:A1.10	balance between work and leisure time	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
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	x
C:A2.6	learn how to write a resume	
C:A2.7	develop a positive attitude toward work and learning	x
C:A2.8	understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace	x
C:A2.9	utilize time and task-management skills	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
C:B1.2	identify personal skills, interests, and abilities and relate them to current career choice	x
C:B1.3	demonstrate knowledge of the career planning process	x
C:B1.4	know the various ways in which occupations can be classified	x
C:B1.5	use research and information resources to obtain career information	x
C:B1.6	learn to use the internet to access career planning information	x
C:B1.7	describe traditional and non-traditional occupations and how these relate to career choice	x
C:B1.8	understand how changing economic and societal needs influence employment trends and future training.	x
Competency B:2 Identify Career Goals		

C:B2.1	demonstrate awareness of the education and training needed to achieve career goals	X
C:B2.2	assess and modify their educational plan to support career	X
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	X
C:B2.5	maintain a career planning portfolio	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
C:C1.2	explain how work can help to achieve personal success and satisfaction	X
C:C1.3	identify personal preferences and interests which influence career choice and success	X
C:C1.4	understand that the changing workplace requires lifelong learning and acquiring new skills	X
C:C1.5	describe the effect of work on lifestyle	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
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
C:C2.2	learn how to use conflict management skills with peers and adults	X
C:C2.3	learn to work cooperatively with others as a team member	X
C:C2.4	apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences	

PERSONAL/SOCIAL DOMAIN		6-8
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
PS:A1.2	identify values, attitudes and beliefs	X
PS:A1.3	learn the goal-setting process	X
PS:A1.4	understand change is a part of growth	X
PS:A1.5	identify and express feelings	X
PS:A1.6	distinguish between appropriate and inappropriate behavior	X
PS:A1.7	recognize personal boundaries, rights, and privacy needs	X
PS:A1.8	understand the need for self-control and how to practice it	X
PS:A1.9	demonstrate cooperative behavior in groups	X
PS:A1.10	identify personal strengths and assets	X
PS:A1.11	identify and discuss changing personal and social roles	X
PS:A1.12	identify and recognize changing family roles	X
Competency A2 Acquire Interpersonal Skills		
PS:A2.1	recognize that everyone has rights and responsibilities	X
PS:A2.2	respect alternative points of view	X
PS:A2.3	recognize, accept, respect and appreciate individual differences	X
PS:A2.4	recognize, accept and appreciate ethnic and cultural diversity	X
PS:A2.5	recognize and respect differences in various family configurations	X
PS:A2.6	use effective communications skills	X
PS:A2.7	know that communication involves speaking, listening, and nonverbal behavior	X
PS:A2.8	learn how to make and keep friends	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
PS:B1.2 understand consequences of decisions and choices	x
PS:B1.3 identify alternative solutions to a problem	x
PS:B1.4 develop effective coping skills for dealing with problems	x
PS:B1.5 demonstrate when, where and how to seek help for solving problems and making decisions	x
PS:B1.6 know how to apply conflict resolution skills	x
PS:B1.7 demonstrate a respect and appreciation for individual and cultural differences	x
PS:B1.8 know when peer pressure is influencing a decision	x
PS:B1.9 identify long- and short-term goals	x
PS:B1.10 identify alternative ways of achieving goals	x
PS:B1.11 use persistence and perseverance in acquiring knowledge and skills	x
PS:B1.12 develop an action plan to set and achieve realistic goals	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)	
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	x
PS:C1.4 demonstrate the ability to set boundaries, rights and personal privacy	x
PS:C1.5 differentiate between situations requiring peer support and situations requiring adult professional help	x
PS:C1.6 identify resource people in the school and community, and know how to seek their help	x
PS:C1.7 apply effective problem-solving and decision-making skills to make safe and healthy choices	x
PS:C1.8 learn about the emotional and physical dangers of substance use and abuse	x
PS:C1.9 learn how to cope with peer pressure	x
PS:C1.10 learn techniques for managing stress and conflict	x
PS:C1.11 learn coping skills for managing life events	x

SENIOR HIGH SCHOOL COUNSELING CURRICULUM

Freshmen

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 more 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 extra-curricular activities available to high school students.

Freshman Seminar

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 quarter to help freshmen students learn how to assess their academic skills, explore careers, build life skills, and further their personal and social development in a supportive environment.

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.

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 tallied and utilized to improve freshman transition initiatives and to create therapeutic groups to help freshman deal with pertinent issues.

Career Exploration

Counselors utilize two web-based programs, Choices Planner and College on Track, to help students explore their career interests and learning styles.

College on Track (collegeontrack.com)

Counselors administer the Learning Styles Inventory to freshman students to help them understand how they learn best for the purpose of elevating their learning capabilities and improving productivity.

Choices Planner (bridges.com)

Counselors administer the 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 electronic portfolio and can be 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.

Transition Planning

Counselors coordinate and execute Pre-IEP/Transition meetings in late winter/early spring of the year for each of their 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, including the courses of study to be provided to the student to reach those 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.

Sophomore

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.

Fall Sophomore Classroom Visit

Counselors visit sophomore classes for academic planning including general recommendations and guidelines, and to inform students about the career and technical opportunities at Career and Technical Centers.

Sophomore Information Session

Counselors distribute the Sophomore Newsletter and review pertinent academic, career and guidance information including academic planning, college admission requirements, recommendations and guidelines for success.

Career and Technical Information Session

Counselors do a presentation with students to educate them about the opportunities available at the Erie1 Boces Career and Technical centers.

Career and Technical Field Trip

Sophomore students attend a field trip in December to the Harkness Career Center to preview the CTE programs they have expressed an interest in and to see local students demonstrate their CTE learning at the Skills Expo.

Spring Sophomore Classroom Visit:

- ***Career Exploration - Choices Planner (bridges.com)*** Counselors 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 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 electronic portfolio and can be used for future exploration and the creation of a life-long career plan.

Sophomore Programming

Counselors meet with sophomore classes in the computer lab to review graduation requirements, the course selection process, and to assist sophomores in selecting course requests for the upcoming school year. Shortly after, counselors 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 an Activity Resume to be utilized for letters of recommendation, college and scholarship applications in the future.

Transition Planning

Counselors coordinate and execute Pre-IEP/Transition meetings in late winter/early spring of the year for each of their 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, including the courses of study to be provided to the student to reach those 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.

Juniors

Junior Newsletter

Counselors annually update the Junior Newsletter which is distributed to junior students and 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.

Fall Junior Classroom Visit

Counselors visit junior classes in September to distribute the junior newsletter and discuss pertinent topics related to Post-Secondary planning such as PSAT and SAT/ACT testing, ASVAB testing, college search, college visitation, career exploration, NCAA Eligibility, etc.

Spring Classroom Visit

Counselors visit junior classes to further discuss college/career planning. Topics include: SAT/ACT registration; test prep (Method Test Prep through Castle Learning); 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. Websites include: www.bridges.com, www.careeronestop.org and www.depewschools.org (High School Guidance page)

PSAT/NMSQT

The Preliminary SAT[®]/National Merit Scholarship Qualifying Test is a cosponsored program by the College Board and **National Merit Scholarship Corporation (NMSC)** PSAT/NMSQT stands for Preliminary SAT/National Merit Scholarship Qualifying Test. It's a standardized test that provides firsthand 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

The PSAT/NMSQT is administered on site at Depew High School during the fall of every school year.

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.

Alternatives to College Fair

Juniors and their parents are invited to attend an informational fair to learn about a variety of careers that do not require a 4 year college degree.

Western New York College Consortium

Juniors are given the opportunity to meet with Western New York College admission representatives. This program is offered in October each year.

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 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.

Seniors

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 and a step-by-step instructional guide for career and educational plans.

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, military, the Senior Exit Interview, the Financial Aid Information Night and scholarships.

Senior Exit Interviews

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

Financial Aid Information Night

Seniors and their parents are invited to attend an open discussion with a Financial Aid expert. This program is formatted as a presentation with an extended question and answer period. Financial Aid Night is held in November of every year.

Senior Parent College Information Night

Senior parents are invited to our annual Senior Parent College information night. 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.

FAFSA Completion Assistance

Senior parents are invited to attend the FAFSA Completion Assistance 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. The senior counselor is also a liaison for local community scholarships and awards and processes the NY State Academic Excellence Scholarship and any other scholarship that needs attending to.

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 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.

7th - 12th Grade At-Risk School Counselor

The at-risk school counselor works with students 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 support district goals pertinent to safe and supportive school culture

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

Responsive Services – 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’s caseload.

Individual Student Planning- 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.

ASCA National Standards: Developmental Crosswalking Tool- High School

ACADEMIC DEVELOPMENT DOMAIN	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
A:A1.2 display a positive interest in learning	X	X	X	X
A:A1.3 take pride in work and achievement	X	X	X	X
A:A1.4 accept mistakes as essential to the learning process	X	X	X	X
A:A1.5 identify attitudes and behaviors which lead to successful learning	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
A:A2.2 demonstrate how effort and persistence positively affect learning	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
A:A2.4 apply knowledge and learning styles to positively influence school performance	X			
Competency A3 Achieve School Success				
A:A3.1 take responsibility for their actions	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
A:A3.3 develop a broad range of interest and abilities	X	X	X	X
A:A3.4 demonstrate dependability, productivity, and initiative	X	X	X	X
A:A3.5 share knowledge	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
A:B1.2 learn and apply critical thinking skills	X	X	X	X
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	X	X	X	X
A:B1.5 organize and apply academic information from a variety of sources	X	X	X	X
A:B1.6 use knowledge of learning styles to positively influence school performance	X			
A:B1.7 become a self-directed and independent learner	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
A:B2.2 use assessment results in educational planning	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
A:B2.5 use problem-solving and decision-making skills to assess progress toward educational goals	X	X	X	X
A:B2.6 understand the relationship between classroom performance and success in school	X	X	X	X
A:B2.7 identify post-secondary options consistent with interests, achievement, aptitude, and abilities	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

	leisure time, and family life				
A:C1.2	seek co-curricular and community experiences to enhance the school experience	x	x	x	x
A:C1.3	understand the relationship between learning and work	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
A:C1.5	understand that school success is the preparation to make the transition from student to community member	x	x	x	x
A:C1.6	understand how school success and academic achievement enhance future career and vocational opportunities	x	x	x	x

CAREER DEVELOPMENT DOMAIN		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
C:A1.2	learn about the variety of traditional and nontraditional occupations		x	x	x
C:A1.3	develop an awareness of personal abilities, skills, interests, and motivations	x	x	x	x
C:A1.4	learn how to interact and work cooperatively in teams				
C:A1.5	learn to make decisions	x	x	x	x
C:A1.6	learn how to set goals	x	x	x	x
C:A1.7	understand the importance of planning	x	x	x	x
C:A1.8	pursue and develop competency in areas of interest	x	x	x	x
C:A1.9	develop hobbies and vocational interests	x	x	x	x
C:A1.10	balance between work and leisure time		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				
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				
C:A2.5	learn to respect individual uniqueness in the workplace	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
C:A2.8	understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace	x	x	x	x
C:A2.9	utilize time and task-management skills	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
C:B1.2	identify personal skills, interests, and abilities and relate them to current career choice	x	x	x	x
C:B1.3	demonstrate knowledge of the career planning process	x	x	x	x
C:B1.4	know the various ways in which occupations can be classified	x	x	x	x
C:B1.5	use research and information resources to obtain career information	x	x	x	x
C:B1.6	learn to use the internet to access career planning information	x	x	x	x
C:B1.7	describe traditional and non-traditional occupations and how these relate to career choice		x	x	x
C:B1.8	understand how changing economic and societal needs influence employment trends and future training.		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

C:B2.2	assess and modify their educational plan to support career	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 course work that is related to career interests	x	x	x	x
C:B2.5	maintain a career planning portfolio	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
C:C1.2	explain how work can help to achieve personal success and satisfaction	x	x	x	x
C:C1.3	identify personal preferences and interests which influence career choice and success	x	x	x	x
C:C1.4	understand that the changing workplace requires lifelong learning and acquiring new skills	x	x	x	x
C:C1.5	describe the effect of work on lifestyle	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
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
C:C2.2	learn how to use conflict management skills with peers and adults	x	x	x	x
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 DOMAIN		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
PS:A1.2	identify values, attitudes and beliefs	x	x	x	x
PS:A1.3	learn the goal-setting process	x	x	x	x
PS:A1.4	understand change is a part of growth	x	x	x	x
PS:A1.5	identify and express feelings	x	x	x	x
PS:A1.6	distinguish between appropriate and inappropriate behavior	x	x	x	x
PS:A1.7	recognize personal boundaries, rights, and privacy needs	x	x	x	x
PS:A1.8	understand the need for self-control and how to practice it	x	x	x	x
PS:A1.9	demonstrate cooperative behavior in groups				
PS:A1.10	identify personal strengths and assets	x	x	x	x
PS:A1.11	identify and discuss changing personal and social roles	x	x	x	x
PS:A1.12	identify and recognize changing family roles	x	x	x	x
Competency A2 Acquire Interpersonal Skills					
PS:A2.1	recognize that everyone has rights and responsibilities	x	x	x	x
PS:A2.2	respect alternative points of view	x	x	x	x
PS:A2.3	recognize, accept, respect and appreciate individual differences	x	x	x	x
PS:A2.4	recognize, accept and appreciate ethnic and cultural diversity	x	x	x	x
PS:A2.5	recognize and respect differences in various family configurations	x	x	x	x
PS:A2.6	use effective communications skills	x	x	x	x
PS:A2.7	know that communication involves speaking, listening, and nonverbal behavior	x	x	x	x
PS:A2.8	learn how to make and keep friends	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
PS:B1.2	understand consequences of decisions and choices	x	x	x	x
PS:B1.3	identify alternative solutions to a problem	x	x	x	x
PS:B1.4	develop effective coping skills for dealing with problems	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
PS:B1.6	know how to apply conflict resolution skills	x	x	x	x
PS:B1.7	demonstrate a respect and appreciation for individual and cultural differences	x	x	x	x
PS:B1.8	know when peer pressure is influencing a decision	x	x	x	x
PS:B1.9	identify long- and short-term goals	x	x	x	x
PS:B1.10	identify alternative ways of achieving goals	x	x	x	x
PS:B1.11	use persistence and perseverance in acquiring knowledge and skills	x	x	x	x
PS:B1.12	develop an action plan to set and achieve realistic goals	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)				
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	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
PS:C1.7	apply effective problem-solving and decision-making skills to make safe and healthy choices	x	x	x	x
PS:C1.8	learn about the emotional and physical dangers of substance use and abuse	x	x	x	x
PS:C1.9	learn how to cope with peer pressure	x	x	x	x
PS:C1.10	learn techniques for managing stress and conflict	x	x	x	x
PS:C1.11	learn coping skills for managing life events	x	x	x	x

ASCA NATIONAL STANDARDS: Developmental Crosswalking Tool K-12

ACADEMIC DEVELOPMENT DOMAIN	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,	x		x	x	x	x	x

apptitude, 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.							
Competency C1 Relate School to Life Experience							
A:C1.1 demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life	x	x	x	x	x	x	x
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

CAREER DEVELOPMENT DOMAIN	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			x	x	x	x	x

transition							
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 course work 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

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.

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 life style.

This is done through guiding insights and techniques that are adapted to everyday situations.

