



**ADIRONDACK CENTRAL
SCHOOL DISTRICT**



**SCHOOL COUNSELING PLAN
2023-24**



Adirondack Central School District



MISSION & VISION STATEMENT

“The mission of the Adirondack Central School is to assure that all students graduate with the knowledge, skills, behaviors and attitudes necessary to succeed in the world of work, in higher education and as productive contributing members of society.”

Adirondack Central School District

Goals

- 1. Build a collaborative partnership in our school and our community with open, transparent communication building trust and positive culture(school spirit).*
- 2. Support and sustain a safe, respectful and accepting environment.*
- 3. Provide an educationally sound and fiscally responsible budget that supports students in achieving the vision and mission of the district.*
- 4. Provide a comprehensive academic program, with customized learning for each learner to reach their maximum potential , with high expectations ensuring students are prepared for their chosen life endeavors.*



Adirondack School Counseling

Vision Statement - The vision of the Adirondack Central School Counseling Department is to ensure every student develops the knowledge, skills, behaviors and attitudes necessary to be healthy, responsible, competent and productive students who respect themselves and others.

Mission Statement - In support of the district's mission and goals, our mission as School counselors, is to provide a comprehensive, developmentally age appropriate and sequential school counseling program that is aligned with the New York State Learning Standards and national (ASCA) and state (NYSSCA) standards. Counselors focus on the needs, interests and issues related to the stages of student growth through academic, career and personal/social development. Counselors work in partnership with students, staff, families, community members and employers to prepare students to become effective learners, achieve success in school, live successful and rewarding lives, and develop into contributing members of our society.

**Adirondack Central School District
Guidance Plan**

In reviewing and updating the Adirondack Central School District Guidance Plan, we submit the enclosed document for review and approval to the Board of Education

Katie Orr, School Counselor, K-5

Sandra Stoquert, School Counselor, K-5

Emily Swancott, School Counselor, K-5

Nadine Medvit, School Counselor, 6-8

Rhiannon Hickox, School Social Worker, 6-8

Gabrielle Scerbak, School Counselor, 9-12

Kim Pitcher, School Counselor, 9-12

Counseling Staff

Elementary Schools	Middle School	High School
<p>Katie Orr, School Counselor Grades K-5 (315)-942-9200 Ext. 3234, West Leyden Elementary School korr@adirondackcsd.org</p>	<p>Nadine Medvit, School Counselor Grades 6-8 (315)-942-9200 Ext. 4522 Adirondack Middle School nmedvit@adirondackcsd.org</p>	<p>Kim Pitcher, School Counselor Grades 9-12 (M-Z) (315)-942-9200 Ext. 5523 kpitcher@adirondackcsd.org</p>
<p>Sandra Stoquert, School Counselor Grades K-5 (315)-942-9200 Ext. 1206, Boonville Elementary School sstoquert@adirondackcsd.org</p>	<p>Rhiannon Hickox, School Social Worker Grades 6-8 (315)-942-9200 Ext. 4209 Adirondack Middle School rhickox@adirondackcsd.org</p>	<p>Gabrielle Scerbak, School Counselor Grades 9-12 (A-L) (315)-942-9200 Ext. 5522 gscerbak@adirondackcsd.org</p>
<p>Emily Swancott, School Counselor Grades K-5 (315)-942-9200 Ext.1309, Boonville Elementary School eswancott@adirondackcsd.org</p>		

The Essential Role of the School Counselor:

Essential educators are committed to providing the optimal educational experience for their students over the course of 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 their students for most of their working 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, working with 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 30 or more students.

The role of the school counselor is one that is growing with the times. As our society faces increasing challenges, financial, cultural, social, so do our students, teachers and administrators. The school counselor is central to all the participants involved in the education of the child while having the equally important role of identifying the one-on-one needs of not only the “students-in-need”, but all students.

The school counselor is often thought of as the intermediary of all those actively contributing to the education of the child. But intermediary often connotes an “after-the-fact” contribution. This is farthest from reality in regard to the role of today's school counselor. The school counselor has the challenging role of warding off “situations” or problems in the making for kids and teachers. Their critical function of evaluating and viewing each student with a discerning and caring eye is an important art of the role of the school counselor in regards to that student. Equally as important though, is the counselor's job of working toward finding a solution or path, which works, for the essential educator and the student not only for the present, but for the future also.

The school counselor is a partner in the educational journey of the child. By virtue of their training, they are the optimistic link, in the academic career of the student. Along with each student, the school counselor through evaluation sees the possibilities, and works with each child through their educational life to become their personal best. The sensitive balance between the student, teacher and administrator, at times can become complicated, to say the least. The school counselor works hard at maintaining that balance at all levels and at all times. It is an indispensable, monumental and forward thinking position, which is irreplaceable in the education of a child.

Stephanie Lerner, Author of “Kids Who Think Outside the Box: Helping Your Child Thrive in a Cookie Cutter World”

NYS Part 100 Regulations - School Counseling Programs:

1. Public Schools. Each school district shall have a guidance program for all students.
2. (a) In grades K-6, the program shall be designed in coordination with the teaching staff to prepare students to participate effectively in their current and future educational programs, to help students who exhibit any attendance, academic, behavioral or adjustment problems, to educate students concerning avoidance of child sexual abuse, and to encourage parental involvement.
3. (b) In grades 7-12, the guidance program shall include the following activities or services:
 4. (1) an annual review of each student's educational progress and career plans, with such reviews to be conducted with each student individually or with small groups by personnel certified or licensed as school counselors;
 5. (2) instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselors, or by classroom teachers in cooperation with school counselors;
 6. (3) other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and implement postsecondary education and career plans, to help students who exhibit any attendance, academic, behavioral or adjustment problems and to encourage parental involvement, provided that advisory assistance shall be provided by teachers or counselors, or by certified teaching assistants under the supervision of counselors or teachers, and that such individual or group counseling assistance shall be provided by certified or licensed school counselors or by certified or licensed school psychologists or certified or licensed school social workers in cooperation with school counselors; and
7. (4) the services of personnel certified or licensed as school counselors.
8. (c) Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements of this subdivision. The City School District of the City of New York shall submit a separate plan for each community school district, for the High School Division and for the Special Education Division. Such plan shall be filed in the district offices and shall be available for review by any individual. The plan shall present program objectives, which describe expectations of what students will learn from the program; activities to accomplish the objectives; specification of staff members and other resources assigned to accomplish the objectives; and provisions for the annual assessment of program results. The plan shall be reviewed annually by the school districts, and revisions shall be made as necessary.

Benefits of Comprehensive School Counseling Programs

*The New York State Model For Comprehensive K-12 School Counseling Programs
The New York State School Counselor Association*

Comprehensive developmental school counseling programs positively impact students, parents, teachers, administrators, boards of education, and other student services personnel, school counselors, business, and industry. The benefits to each of these groups include the following:

Benefits for students

1. Prepares students for the challenges of the 21st century by acquiring knowledge and skills in academic, career, and personal/social development.
2. Connects the educational program to future success.
3. Facilitates career exploration and development.
4. Develops decision-making and problem solving skills.
5. Assists in acquiring knowledge of self and others.
6. Enhances personal-social development.
7. Assists in developing effective interpersonal relationship skills.
8. Broadens knowledge of our changing world.
9. Guarantees school counseling services to every student.
10. Increases the opportunity for counselor-student interaction.
11. Encourages facilitative, co-operative peer interactions.
12. Fosters resiliency factors for students.

Benefits for parents

1. Prepares their children for the challenges of the 21st century through academic, career, and personal/social development.
2. Provides support for parents in advocating for their child's academic, career, and personal/social development.
3. Develops a systematic approach for their child's long-range planning and learning.

4. Increases opportunities for parent/school interaction.
5. Enables parents to access school and community resources.

Benefits for teachers

1. Provides an interdisciplinary team effort to address students needs and education goals.
2. Provides skill development for teachers in classroom management, teaching effectiveness, and affective education.
3. Provides consultation to assist teachers in their guidance and advisement role.
4. Positively impacts school climate and the learning community.
5. Supports classroom instruction.
6. Encourages positive, calendared activities and supportive working relationships.
7. Promotes a team effort to address developmental skills and core competencies.
8. Increases teacher accessibility to the counselor as a classroom presenter & resource.

Benefits for administrators

1. Integrates school counseling with the academic mission of the school.
2. Provides a program structure with specific content.
3. Assists administration to use school counselors effectively to enhance learning and development for all students.
4. Provides a means of evaluating the effectiveness of the school counseling program.
5. Demonstrates school counseling accountability.
6. Enhances community image of the school counseling programs.

Benefits for local Boards of Education

1. Provides rationale for implementing a comprehensive developmental counseling program in the school system.
2. Provides assurance that a quality school counseling program is available to every student.
3. Demonstrates the necessity of appropriate levels of funding for implementation.
4. Supports appropriate credentialing and staffing.
5. Provides a basis for determining funding allocations for school counseling programs.

6. Furnishes program information to the community.
7. Gives ongoing information about student acquisition of competencies and standards through school counseling program efforts.

Benefits for school counselors

1. Provides a clearly defined role and function in the educational system.
2. Eliminates non-counseling functions.
3. Provides direct service to every student.
4. Provides a tool for program management and accountability.
5. Enhances the role of the school counselor as a student advocate.
6. Ensures involvement in the academic mission of the school.
7. Places school counselors in a leadership role to close the gap.

Benefits for student services personnel

1. Provides school psychologists, social workers, and other professional student services personnel with a clearly defined role of the school counselor.
2. Clarifies areas of overlapping responsibilities.
3. Fosters a positive team approach, which enhances cooperative working relationships.

Benefits for business and industry

1. Increases opportunities for business and industry to participate actively in the total school program.
2. Provides increased opportunity for collaboration among counselors, business, industry and communities.
3. Provides a potential work force with decision-making skills, pre-employment skills, and increased worker maturity.

Benefits for the community

1. Provides an increased opportunity for collaboration and participation of community members with the school program.
2. Creates community awareness and visibility of the school counseling program.
3. Connects the community to the needs of the school and the school to the needs of the community.

4. Enhances economic development through quality preparation of students for the world of work.

Delivery System

The components of a comprehensive school counseling program include the school counseling curriculum, individual planning, responsive services and systems support. The suggested amount of time that counselors spend in each area is taken from the American School Counselor Association National Model. The student to counselor ratio recommended by the American School Counselor Association is 250:1.

School Counseling Curriculum: Classroom Activities: School Counselors present lessons in the classroom setting.

- Group Activities: School Counselors may also conduct large group activities to address students' particular needs.
- Interdisciplinary Activities: School Counselors participate in teams to develop curriculum across content areas.
- Career and College Awareness: School Counselors sponsor College and Career Awareness activities throughout the district.

Individual Student Planning

- 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 and appropriate educational plan.
- Placement: School Counselors assist students in determining the proper educational setting as they meet their academic and career goals.

Responsive Services

- 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 n

System Supports

- Professional Development: School Counselors must update knowledge and skills by participating in training, professional meetings, conferences and relevant coursework.
- Program Promotion: School Counselors provide orientation and information regarding the programs to the greater community via websites, counseling newsletters, and community presentations.
- 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 the district committee 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.

Remote Delivery

- Utilize Google Classroom, Google Meet, Email, cell phones to communicate with students, parents and school staff in the delivery of the plan as needed.
- In a hybrid plan, utilize the above technology with the option to use face to face delivery as allowed by the Department of Health protocols.

Comprehensive School Counseling Program

	Delivery	Foundation			Management			Accountability	
Grade	Program, Activity or Service	NYSED Regulation 100.2 j	Program Objective	Student Standard	Timeline	Focus	Staff & Resources	District/Program /Goal	Assessment
K-1	Listening	K-6(1-i)	Identify the parts of whole body listening	ASCA-Academic:A2.3 Personal/Social:A1.7,2.7 NYSED,CDOS-3a.1,3a.6,3a.8	Sept.-June	K-1	Staff & School Counselor	Skills to be effective listeners	Observation
K-5	Career Plans and Exploration	K-6(1-i)	Identify and present current career interests	ASCA-Academic:A1.3-5,A2.2,A3.1-5;B1.4,B2.1,B2.6,C1.3,C1.5-6; Career:A1.2,A1.3,A1.6;B1.2,B1.4,B1.5-7,B2.1;C1.3;Personal/Social:A1.1, A2.7 NYSED,CDOS-1.1,2.1,3a,3b	Sept.-June	K-5	School Counselors and Classroom Teachers	Identify areas of career interest and current goals	Observation
2-4	Study Skills	K-6(1-i)	Improve students' knowledge of effective organization and study strategies	ASCA-Academic:A1.1,A1.4,A1.5;A2.1,A2.2,B1.3, B1.4;Personal/Social:A1.1, A1.5;B1.3-5 NYSED,CDOS-2.1,3a.1,3a.2	Sept.-June	2-4	Classroom Teacher	Improve academic performance	Report Cards
3-5	Coping Skills	K-6(1-i)	Identify ways to cope with stress and anxiety	ASCA-Academic:A1.1,A1.4,A1.5;A2.1,A2.2,B1.3, B1.4;Personal/Social:A1.1, A1.5;B1.3-5 NYSED,CDOS-3a.2	Sept.-June	3-5	Classroom Teacher, School Counselor	Develop coping strategies and skills to become effective school and community citizens	Observation
K-5	Feelings Identification and Expression	K-6(1-i)	Identify and label emotions	ASCA-Academic:A1.1-5 Personal/Social:A1.1-5,2-6 NYSED,CDOS-3a.1-33a.8	Sept.-June	K-5	Classroom Teacher, School Counselor	Skills to be effective learners	Observation
K-5	Identify Personal Safety Rules	K-6(1-i)	Identify personal safety tools	ASCA-Academic:A1-5, Personal/Social:C1.1-6 NYSED,CDOS-3a.5,3a.8	Sept.-June	K-5	Classroom Teacher, School Counselor	Skills to be safe in the school and community	Observation

Comprehensive School Counseling Program

Delivery		Foundation			Management			Accountability	
Grade	Program, Activity or Service	NYSED Regulation 100.2 j	Program Objective	Student Standard	Timeline	Focus	Staff & Resources	District/Program /Goal	Assessment
K-5	Conflict Resolution	K-6(1-i)	Develop and utilize problem solving strategies and skills	ASCA-Academic:A2.1.2,3;A3.1-2;B1-4;C1.5-5;Career:2.2-3; Personal/Social:A1.6-7,A2.7-8,B1.6 C1.10 NYSED,CDOS-3a.1-3a.5	Sept.-June	K-5	Classroom Teacher, School Counselor	Develop conflict resolution skills to become effective school and community citizens	Observation
K-5	Bullying Prevention	K-6(1-i)	Identify and education of bullying	ASCA-Academic:A1.5;A2.3;A3.1-2; B1.4;Career:C2.2-3; Personal/Social:A1.1-2,A1.4-8;A2.1-2,A2.6-8;B1.1-6;C1.2-7,C1.10 NYSED,CDOS-3a.1-3.5	Sept.-June	K-5	Classroom Teacher,School Counselor,DASA Coordinator	Identify report, and reduce incidents of bullying	Reduce number of DASA reports
K-4	Business Tours	K-6(1-i)	Career Exploration Opportunities	ASCA-Academic:A3.1-3;A3.4;B1.4; B2.1;C1.3,C1.5-6;Career:A1.2-3;B1.2,B1.4;B2.1;C1.3 NYSED,CDOS-1.1,2.1,3a,3b	Sept.-June	K-4	Classroom Teacher	Improve knowledge about career and the world of work	Observation
K-5	Problem Solving, Communication and Social Skills	K-6(1-i)	Students will become self-directed learners	ASCA-Academic:A1.4,A1.5;A2.2,A2.3;A3.1,A3.2;B1.4, B1.7;Career:C2.2,C2.3;Personal/Social:A1.4, A1.5-8;A2.1,A2.2,A2.6-8;B1.1-6;C1.2-6 NYSED,CDOS-3a.1-3.8	Sept.-June	K-5	Classroom Teacher, School Counselor	Skills to be effective learners	Observation reduction of DASA reports
K-5	Group Counseling	K-6(1-i)	Improve adjustment and focus participation on academic activities	ASCA-Personal/ Social:A1.4,A1.5-8;A2.1,A2.2,A2.6-8;B1.1-6;C1.2-6 NYSED,CDOS-3a.2,3a.3,3a.4	Sept.-June	K-5	School Counselor	Improve adjustment, transition and focus	Counselor progress reports

Comprehensive School Counseling Program

	Delivery	Foundation			Management			Accountability	
Grade	Program, Activity or Service	NYSED Regulation 100.2 j	Program Objective	Student Standard	Timeline	Focus	Staff & Resources	District/Program /Goal	Assessment
K-5	Individual Counseling	K-6(1-i)	Improve adjustment and focus to participate in academic activities	ASCA-Personal/Social:A1.4,A1.5-8; A2.1,A2.2,A2.6-8;B1.1-6;C1.2-6 NYSED,CDOS-3a.2,3a.3,3a.4	Sept.-June	K-5	School Counselor	Improve adjustment,transition and focus	Counselor progress reports
K-5	Committee on Special Education (CSE)Meetings	K-6(1-i)	Develop IEP and 504 Accommodation Plans	School Counseling Curriculum NYSED,CDOS-3a,3b	All Year	K-5	CSE Committee	Improve academic performance and transition	Data collection
5	Peer Mediation	K-6(1-i)	Develop and utilize problem solving strategies and skills	ASCA-Academic:A2.1,2,3;A3.1-2;B1.4;C1.1-6;Career:2.2-3;Personal/Social:A1.6-7, A2.7-8;B1.6;C1.10 NYSED,CDOS-3a.1,3a.5	Sept.-June	K-5	School Counselor	Develop conflict resolution skills to become effective school and community citizens	Observation, Reduction in DASA reports
K-5	Parent Involvement	K-6(1-i)	Parent/teacher Conference,school open houses, school newsletter, local media, individual parent contact, parent orientation	School counseling curriculum NYSED,CDOS-3a.4	Sept.-June	K-5	Classroom Teacher, School Counselor, Administrators	Improve community and school/parent relationships	Observation
K-5	Attendance	K-6(1-i)	SchoolTools	ASCA-Academic:A1.1-5,A2.1-5,A3.1-5 NYSED,CDOS-3a.3	Sept.-June	K-5	Classroom Teacher, School Counselor,Administrators, School Nurse	Improve academic performance	Data Collection
5-6	Elementary to Middle School Transition meetings with counselors	K-6(1-i)	Discuss incoming 6th grade students to provide them with the services and supports needed when entering Middle School	ASCA-Academic:A3;A3.6;B1,B1.4, B1.5,B1.6;B2,B2.1	1 time a year	6	School Counselor	Improve student success both behaviorally and academically	Report Cards

Comprehensive School Counseling Program

	Delivery	Foundation			Management			Accountability	
Grade	Program, Activity or Service	NYSED Regulation 100.2 j	Program Objective	Student Standard	Timeline	Focus	Staff & Resources	District/Program /Goal	Assessment
5	Middle School Overview	K-6(1-i)	Allow students to meet the school counselor, learn about 6th grade school day, and give them the opportunity to ask any questions.	ASCA-Academic: ABC; Career: ABC; Personal/Social: A BC	1 time a year	6	School Counselor	Incoming students will be able to meet the school counselor, ask questions about the middle school, and alleviate any stress they may have about transitioning	N/A
6	6th Grade Orientation	K-6(1-i)	Allow students to tour the building, meet their counselor and interact with other students entering grade 6	ASCA-A2.1; A3.2	1 time a year	6	School Counselor	Incoming students will learn to use their locker, become familiar with the building and their schedule	N/A
6-8	New Student Orientation		Allow transfer students to tour the building, meet their counselor	ASCA-Academic: A2.1, A3.2	On-going	6-8	School Counselor	Transfer students will open their locker and tour the building	N/A
6-7	Career Exploration/ Career Development	K-6(1-i), 7-12(ii), 3, 4	Students will be exposed to a variety of career related activities within their FACS classes	ASCA-Academic: A1.3-5, A2.2, A3.1-5; B1.4, B2.1, B2.6; C1.3, C1.5-6; Career: A1.2, A1.3, A1.6; B1.2, B1.4, B1.5-7, 2.1; C1.3; Personal/Social: A1.1, A2.7	Annually	6-7	FACS Classroom Teacher	Improve community and school/parent relationships	N/A

Comprehensive School Counseling Program

Delivery		Foundation			Management			Accountability	
Grade	Program, Activity or Service	NYSED Regulation 100.2 j	Program Objective	Student Standard	Timeline	Focus	Staff & Resources	District/Program /Goal	Assessment
6-8	Internet Safety	K-6(1-i,7-1 2(ii),3,4)	Students will gain an understanding and knowledge of safe internet practices	ASCA-Academic:A2,A3;B1;Personal/Social:A1	1 time per year	6-8	NCMEC	Improve student knowledge of internet safety	
6-12	Internet Safety Parent Information Session	K-6(1-i,7-1 2(ii),3,4)	Parents will gain an understanding and knowledge of safe internet practices with regard to their children	ASCA-Academic:A2,A3;B1;Personal/Social:A1	1 time per year	6-12	NCMEC	Improve parent knowledge of internet safety	
6-8	Individual Counseling	K-6(1-i,7-1 2(ii),3,4)	To assist students with any issues that they may have both in school and in the home	ASCA-Academic:ABC;;Career:ABC ;Personal/Social:ABC	On going	6-8	School Counselor,School Psychologist, Student Assistance Counselor, Social Worker	Improve student success academically, behaviorally, and socially	
6-8	Code of Conduct Assembly	K-6(1-i,7-1 2(ii),3,4)	Discuss the code of conduct with all students to provide them with the knowledge of appropriate middle school behaviors and attitudes	ASCA-Academic:A2,A3;B1;Personal/Social:A1	1 time per year	6-8	Administrators	Students will gain an understanding of and become familiar with the code of conduct	
6-8	Attendance Letters		To notify parents and guardians of students attendance rates as per our attendance policy		At intervals of 5 absences	6-8	School Nurse	Improve student attendance	SchoolTool
6-8	Parent Teacher Conferences	K-6(1-i,7-1 2(ii),3,4)	To increase communication between parents and teachers regarding a student's academic and social progress	ASCA-Academic:ABC;;Career:ABC ; Personal/Social:ABC	As requested by parents and/or teachers	6-8	School Counselor Teachers	Improved communication between parents and staff	

Comprehensive School Counseling Program

	Delivery	Foundation			Management			Accountability	
Grade	Program, Activity or Service	NYSED Regulation 100.2 j	Program Objective	Student Standard	Timeline	Focus	Staff & Resources	District/Program /Goal	Assessment
6-8	CSE Meetings	K-6(1-i,7-12(ii1,3,4)	To discuss programming and needs for our special education and 504 plan population	ASCA-Academic:ABC;Career:ABC Personal/Social:ABC	On going	6-8	School Counselor,School Psychologist, Teachers	To provide the best possible program to our special education and 504 plan population	
6-8	Grade Level Team Meetings	K-6(1-i,7-12(ii1,3,4)	To discuss curriculum, programming, and behaviors of students within a particular grade level	ASCA-Academic:ABC;Personal/Social:ABC	Weekly	6-8	School Counselor, Grade Level Teachers, Principal	To share information amongst teachers, support staff, and administrators	
6-8	Adirondack Student Assistance Program (ASAP)	K-6(1-i,7-12(iii1,3,4)	To discuss students who are struggling in any of the areas of academics, attendance,behavior, or health, and to develop plans to assist them	ASCA-Academic:ABC;Personal/Social:ABC	On going	6-8	School Counselor, Teachers, Principal,Nurse, SPO	Improved student success in academics, attendance,behaviors,or health through the use of collaboration	
6-8	NYS Testing Program	K-6(1-i,7-12(ii1,3,4)	Order, schedule,administer,and proctor state tests in ELA,Math,and Science	ASCA-Academic:ABC;Personal/Social:ABC	Annually	6-8	School Counselor, Principal, Teachers	Student improvement in the areas tested.	
6-8	PINS Diversion	K-6(1-i,7-12(ii1,3,4)	To assist students who are struggling to be successful in school and/or home	ASCA-Academic:ABC;Personal/Social:ABC	As needed	6-8	School Counselor	Improve student success academically and behaviorally	SchoolTool

Comprehensive School Counseling Program

Delivery		Foundation			Management			Accountability	
Grade	Program, Activity or Service	NYSED Regulation 100.2 j	Program Objective	Student Standard	Timeline	Focus	Staff & Resources	District/Program /Goal	Assessment
6-8	Child Protective Services	K-6(1-i,7-12(ii1,3,4)	CPS will be called when deemed appropriate.School Counselors will sit in with students when CPS visits the school	ASCA-Academic:ABC;Career:ABC Personal/Social:ABC	On going	6-8	School Counselor, Social Worker, Any staff member	To ensure students health and well being	N/A
6-8	Crisis Counseling	K-6(1-i,7-12(ii1,3,4)	To assist students who are in crisis by providing them a safe, caring environment	Depends on topic of counseling	As needed	6-8	School Counselor, Social Worker School Psychologist, Principal	Student is deescalated and returned to routine as soon as possible	
6-8	Peer Mediations	K-6(1-i,7-12(ii1,3,4)	To assist peers with conflict resolution	ASCA-Academic:A2,1m2.3;A3.1-2; B1.4;C1.1-6; Career:2.2-3;Personal/Social:A1.6-7, A2.7-8;B1.6;C1.10	As needed	6-8	School Counselor, School Psychologist,Principal,Nurse, Social Worker	Students will learn how to work out peer conflict in a safe environment	Decrease in the need for adults to intervene in peer conflict
6-8	Group Counseling	K-6(1-i,7-12(ii1,3,4)	Depends on topic	ASCA-Academic:ABC;Career:ABC; Personal/Social:ABC	On going	6-8	School Counselor, Social Worker	Improve student success both behaviorally and academically	N/A
6-8	Lunch Groups	K-6(1-i,7-12(ii1,3,4)	Depends on topic	ASCA-Academic:ABC;Career:ABC; Personal/Social:ABC	On going	6-8	School Counselor, Student Assistance Counselor	Improve student social skills	N/A
6-8	Resolve all building scheduling conflicts and balance class size	K-6(1-i,7-12(ii1,3,4)	Master Schedule	ASCA-Academic:ABC;Career:ABC; Personal/Social:ABC	On going	6-8	School Counselor	Scheduling	N/A
6-8	Annual	K-6(1-i,7-	Go over student progress in	ASCA-Academic:ABC	Annually	6-8	School Counselor	Scheduling	N/A

	progress review	12(ii1,3,4)	Academic, Attendance, and behavior. Provide students with their course selection						
--	-----------------	-------------	--	--	--	--	--	--	--

Comprehensive School Counseling Program

Delivery		Foundation			Management			Accountability	
Grade	Program, Activity or Service	NYSED Regulation 100.2 j	Program Objective	Student Standard	Timeline	Focus	Staff & Resources	District/Program /Goal	Assessment
6-8	Input course selection	K-6(1-i,7-12(ii1,3,4)	Inputting course selection to determine class size and sections needed	ASCA-Academic:ABC	Annually	6-8	School Counselor	Scheduling	N/A
6-8	Scheduling	K-6(1-i,7-12(ii1,3,4)	Master Schedule	ASCA-Academic:ABC;Career:ABC; Personal/Social:ABC	On going	6-8	School Counselor	Scheduling	N/A
6-8	Field Trips	K-6(1-i,7-12(ii1,3,4)	Students will be exposed to a variety of educational field trips to explore culture and gain perspective in a variety of areas	ASCA-Academic:ABC;Personal/Social:ABC	On going	6-8	All Staff	To provide students with both cultural and educational opportunities	N/A
6-8	Check in-Check out	K-6(1-i,7-12(ii1,3,4)	Students will be on a behavior plan where they can work on 3 skills and be monitored by staff every period. Students are also given the opportunity to check in with the counselor daily both in the morning and at the end of the day	ASCA-Academic:ABC;Career:ABC; Personal/Social:ABC	On going	6-8	School Counselor, Social Worker, School Psychologist	Improve student /staff relationships: gives students opportunities to monitor behavior	SchoolTool
6-8	DASA	K-6(1-i,7-12(ii1,3,4)	The DASA coordinator will report and document incidents of bullying and harassment	ASCA-Academic:A1.5;A2.3;A3.1-2; B1.4;Career:C2.2-3;Personal/Social: A1.11-2,A1.4-8,A2.1-2A2.6-8;B1.1-6;C1.2-7,C1.10	On going	6-8	School Counselor DASA Coordinator	To decrease incidents of bullying and harassment	SchoolTool

6-8	Coordinating with outside agencies	K-6(1-i,7-12(ii1,3,4)	Outside agencies will be utilized when deemed appropriate	ASCA-Academic:ABC;Personal/Social:ABC	On going	All	School Counselor School Psychologist	To improve students social and academic success	N/A
-----	------------------------------------	-----------------------	---	---------------------------------------	----------	-----	---	---	-----

Comprehensive School Counseling Program

	Delivery	Foundation			Management			Accountability	
Grade	Program, Activity or Service	NYSED Regulation 100.2 j	Program Objective	Student Standard	Timeline	Focus	Staff & Resources	District/Program /Goal	Assessment
7	BOCES Tour		7th graders will tour the Howard Sackett Tech Center and look at all the programs	ASCA-Career		7	School Counselor	To show Tech programs to 7th graders.	N/A
8	Career Jam	7-12(ii1,3,4)	Students attend Career Jam at Jefferson Lewis BOCES	ASCA-Academic:A1.1-5,A2.1-4,A3.1-6;B1.1,B1.2,B1.4-7;C1.4-6;Career: A1.1,A1.3,A1.5A1.10,A2.3,A2.6;B1.1,B2.6,B2.1-3;C1.1-3;Personal/Social:A1.1-5,A1.8-10,A2.2,A2.3,A2.6;B1.1,B1.2,B1.5,B1.6-12;C1.6,C1.8	Annually	8	School Counselor Teachers	Students will learn of various career opportunities in the community	N/A
6	Community Service Day	K-6(1-i)	6th grade students will volunteer at a site within the community	ASCA-Career:ABC	Annually	6	School Counselor	Students will learn the value of giving back, community service, and volunteering at areas within the community	N/A
8-9	Middle School to High School transition meetings with counselors	7-12 (ii1,3,4)	Discuss incoming 8th grade students to provide them with the services and supports needed when entering High School	ASCA-Academic:ABC;Career:ABC; Personal/Social:ABC	1 time per year	8-9	School Counselor	Improve student success both academically and behaviorally	

Comprehensive School Counseling Program

Delivery		Foundation			Management			Accountability	
Grade	Program, Activity or Service	NYSED Regulation 100.2 j	Program Objective	Student Standard	Timeline	Focus	Staff & Resources	District/Program /Goal	Assessment
9-12	DASA Assemblies	7-12 (ii,3,4)	Discuss the Dignity for All Students act with all students to provide them with the knowledge of how and who to report incidents of bullying and harassments to as well as ongoing assemblies on specific DASA topics	ASCA-Academic:A2,A3;B1;Personal/Social:A1	Annually	9-12	School Counselor DASA Coordinator	Students will gain an understanding of what DASA is and become familiar with the coordinators	Number of reported DASA incidents
9-12	Individual Career Meetings	7-12 (ii,3,4)	Organize and record skills, achievements, awards, interests, work experiences needed for when they apply for jobs or schools after high school	ASCA-Academic:A2,A3;B1;Personal/Social:A1	On going	9-12	School Counselor	Organize and record skills, achievements, awards, interests, work experiences needed when they apply for jobs or schools after high school	Individual meeting and counseling notes, Naviance
9-12	Behavior Management Plans	7-12 (ii,3,4)	Plans will be put in place to assist students with their day to day interactions in the classroom and in the building when needed	ASCA-Academic:ABC;Personal/Social:ABC	On going	9-12	School Counselor School Psychologist	To decrease behaviors in the classroom and improve student success	Reduction in behavior instances

Comprehensive School Counseling Program

Delivery		Foundation			Management			Accountability	
Grade	Program, Activity or Service	NYSED Regulation 100.2 j	Program Objective	Student Standard	Timeline	Focus	Staff & Resources	District/Program /Goal	Assessment
9-12	Academic counseling for students struggling academically	7-12 (iii,3,4)	Meet with students to gain insight as to why they are struggling and together develop a plan for success	ASCA-Academic:A1.1-5;A2.1-5;B1.1-7,B2.1-6;Career:A1.1-6;B1.1-2;C1.1-7;Personal/Social:A1.1-6;B1.1-12; C1.4,C1.1-6,C1.8-10 NYSED CDOS-1.1,2..1,3a	Ongoing	9-12	School Counselor Principal	Develop a plan for success	Restricted list,progress reports, failure list
9-12	New student orientation-tour, get to know activities and assign student mentors	7-12 (ii 4)	Transition new student	ASCA-Personal/Social:A1.1.1,9-10, A2 2-8;C1.6 NYSED CDOS-3a	As needed throughout the school year	9-12	School Counselor	Successful transition	SchoolTool
9-12	Individual student follow up meeting with new entrants to monitor their transition	7-12 (ii 4)	Transition new student	ASCA-Academic:A1.2,A2.1-5,A3.1-6;B1.1-7,B2.5,7-8;C1.1-6,1.2; Career:B2.1;Personal/Social:A1.1-12;B1.1-12 NYSED CDOS-3a	As needed throughout the school year	9-12	School Counselor School Psychologist	Successful transition	SchoolTool
9-12	Attendance at CSE and ASAP meetings	7-12 (ii 4)	Individual student planning	School Counseling Curriculum NYSED CDOS-3a,3b	All year	9-12	School Counselor School Psychologist	Provide support to Special Education students and students at risk	N/A

Comprehensive School Counseling Program

	Delivery	Foundation			Management			Accountability	
Grade	Program, Activity or Service	NYSED Regulation 100.2 j	Program Objective	Student Standard	Timeline	Focus	Staff & Resources	District/Program /Goal	Assessment
9-12	Counsel students with social and emotional issues, consult with various supports both inside and outside school and collaborate with parents, teachers and administration	7-12 (ii 1,3,4)	Support academic success of students	ASCA-Academic:A1.1-5;A2.1-5,A3.1-6;B1.1-4;C1.1-6;Career:A1.2-3,5-7,10,A2.7-9;C2.1-3;Personal/Social:A1.1-12,A2.1-8;B1.1-12;C1.1-10 NYSED CDOS-2.1	All year	9-12	School Counselor	Support academic success of students	SchoolTool
9-12	Meet with students for annual reviews and course selection, reviewing transcripts, and planning academic program	7-12 (ii 1,3,4)	Facilitate successful academic, college and career planning	ASCA-Academic:A1.1-5;A2.1-5,A3.1-6;B1.1-7,B2.1-9;C1.1-6;Career:A1.1,3,5-10,A2.3,7-9;B1.1-3,5-6,B2.1-3;C1.1-4,C2.1;Personal/Social:A1.1-5,9-10,A2.6;B1.1-4,8-12;C1.6 NYSED CDOS-1.1,2.1,3a,3b	November-April	9-12	School Counselor	Facilitate successful academic, college and career planning	SchoolTool, Naviance
9-12	Registration of new students review transcripts, plan academic program, and disseminating pertinent information	7-12 (ii 1,3,4)	Create an attainable academic plan and program	ASCA-Academic:A1.5,A2.2,4,A3.1,4-6;B1.1-7,B2.1-9;C1.1-6;Career:A1.3-10,A2.7,9;B1.1-3;C2.1;Personal/Social:A1.1-5,7,10-12,A2.1-2,6-7;B1.2-3,5,9-10,12;C1.1,6 NYSED CDOS-1.1,2.1,3a,3b	All year	9-12	School Counselor	Facilitate successful academic, college and career planning	N/A

Comprehensive School Counseling Program

	Delivery	Foundation			Management			Accountability	
Grade	Program, Activity or Service	NYSED Regulation 100.2 j	Program Objective	Student Standard	Timeline	Focus	Staff & Resources	District/Program /Goal	Assessment
9-12	End of the year failure letters	7-12 (ii 1,3,4)	To notify parents/guardians of summer school registration	ASCA-Academic:ABC	1 time per year	9-12	School Counselor	Students and parents will be notified of failed courses and possible need to attend summer school	
9-12	Regents testing	7-12 (ii 1,3,4)	Ensure all students are scheduled for appropriate Regents exam	ASCA-Academic:ABC	2 times a year	9-12	School Counselor	Student improvement in the areas tested	Increase in Regents score
9-12	Peer conflict resolution	7-12 (ii 1,3,4)	Peers working together to help reduce conflict amongst each other		varies	9-12	School Counselor	Improve relationships between students and resolve conflicts	Number of students seeking peer conflict resolution
9-12	Group counseling	7-12 (ii 1,3,4)	Depends on topic	ASCA-Academic:ABC;Career:ABC; Personal/Social;ABC	On going	9-12	School Counselor	Improve student success both behaviorally and academically	Observation
9-12	Special programs- ACES, BOCES	7-12 (ii 1,3,4)	To enroll students in special programs/trades programs	ASCA-Academic:ABC;Career:ABC; Personal/Social;ABC	On going	9-12	School Counselor	Students will be placed in appropriate programs based on their individual needs	Observation

Comprehensive School Counseling Program

	Delivery	Foundation			Management			Accountability	
Grade	Program, Activity or Service	NYSED Regulation 100.2 j	Program Objective	Student Standard	Timeline	Focus	Staff & Resources	District/Program /Goal	Assessment
9-12	Summer School Registration	7-12 (ii 1,3,4)	Students who qualify for summer school will be notified and registered accordingly	ASCA-Academic:B	1 time per year	9-12	School Counselor	Improve student knowledge of courses before entering the next school year	
9-12	Send home quarterly guidance newsletter	7-12 (ii 1,3,4)	To increase knowledge and awareness of supports and happenings available in the guidance office	ASCA-Academic:ABC;Career:ABC; Personal/Social:ABC	Quarterly	9-12	School Counselor	Improve student/parent knowledge of guidance office news	
9-12	Master Schedule	7-12	Master Schedule	ASCA-Academic:ABC	On going	9-12	School Counselor Principal	Scheduling	
7-12	DASA	7-12 (ii 1,3,4)	The DASA coordinator will report and document DASA incidents	ASCA-Personal/Social:ABC	On going	7-12	School Counselor DASA Coordinator	To decrease DASA incidents	Data analysis on DASA reporting
10-12	Career Exploration:AS VAB, Resume development in classroom	7-12 (ii 1,3,4)	Gain knowledge about personal interests and relate to career exploration and future planning	ASCA-Academic:A1.1-3,1-5,A2.1-4 ,A3.1-6;B1.1-2,4-7,B2.1-9;C1.4-6;C areer:A1.1-3,A1.5,A1.10,A2.3,A2.6; B1.1,B1.6,B2.1,B2.3;C1-3(1-3) Personal/Social;A1.1-5,8-10,A2.2-3, 6-7;B1.1-2,5,8-12;C1.6.8 NYSED CDOS_1.1,2.1,3a,3b	Oct.,Dec., May	10-12	School Counselor Business teacher ELA teacher	Gain knowledge about personal interests and relate it to career exploration and future planning	Naviance

Comprehensive School Counseling Program

	Delivery	Foundation			Management			Accountability	
Grade	Program, Activity or Service	NYSED Regulation 100.2 j	Program Objective	Student Standard	Timeline	Focus	Staff & Resources	District/Program /Goal	Assessment
10	CTE Visitation	7-12 (ii 1,3,4)	Becomes knowledgeable about CTE course offerings	ASCA-Academic:A1.1-3,5,A2.1-4,A3.1-6;B1.1-7,B2.1-9;C1.4-6;Career:A1.3-3-6,B1.1,B2.1-3;C1.1-3;Personal/Social:A1.1-5,8-10,A2.2-3,6-7;B1.1-2,5,8-12;C1.6-8 NYSED CDOS-1.1,2.1,3a,3b	February	10	School Counselor	Exposure to CTE course offerings	Tour of BOCES building and course offerings
11-12	College Visits/Tours	7-12 (ii 1,3,4)	Gain knowledge about colleges		Oct. & Dec.	10-12	School Counselor	Improve knowledge of post secondary opportunities	Questions about college:example majors
10-12	Organize and administer college/military testing	7-12	School counseling curriculum	NYSED CDOS-1.1,2.1,3a	Sept.-June	10-12	School Counselor Principal	Assist students in preparing for their future	Database of date/time/grade levels
11-12	College Fair-Fall	7-12 (ii 1,3,4)	Opportunity for students to meet admissions counselors to gain information about colleges and universities. Provide transportation to events	ASCA-PAcademic:A1.1-5,A2.1-3,A3.1-2,4-5;B1.1-2,4-5,7,B2.1-9;C1.1-6;Career:A1.1-3,5-7,A2,B1.1-2,B2.1;C1.1,C2.1;Personal/Social:A1.1-3,5-6,8-12,A2.2,4,6-7;B1.1-3,5,9-12;C1.1-6	Sept.-Oct.	11-12	School Counselor	Assist students in preparing for their future	

Comprehensive School Counseling Program

Delivery		Foundation			Management			Accountability	
Grade	Program, Activity or Service	NYSED Regulation 100.2 j	Program Objective	Student Standard	Timeline	Focus	Staff & Resources	District/Program /Goal	Assessment
12	Workforce 2020-Mock interviews and resume development	7-12 (ii 1,3,4)	Educate students on proper interviewing skills and resume development		Varies	12	School Counselor ELA Department Business Department	Students will have experience with interviews and resume development	
12	Processing of college applications, forms and writing letters of recommendation based on senior meetings, senior profile, and parent brag sheet	7-12 (ii 1,3,4)	Support of students post high school plans	ASCA-Academic:A1.1-5,A2.1-4,A3.1-2,4-6;B1.1-2,4-7,B2.3-9;C1.4-6;Career:A1.3-3-6,B1.1,B2.1-3;C1.1-6;Career:A1.3,4-7,10,A2.6,9;B1.6,B2.2;C1.1-2;Personal/Social:A1.1-7,10-12,A2.1-2,6-7;B1.1-23,5,8-12;C1.1-2,5-6,9-10 NYSED CDOS-1.1,2.1,3a,3b	All year	12	School Counselor	Improve knowledge of post secondary opportunities	Questions about college:example majors, Naviance
12	FASFA (Financial Aid Overview)	7-12	Provide information and individual assistance related to college planning	Financial Aid Night NYSED CDOS-1.1,2.1,3a,3b	October	11-12	School Counselor Principal	Assist students in preparing for their future	Database of date/time/grade levels

Appendix A: National Standards for School Counseling Programs

Academic Development

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

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

A:A1 Improve Academic Self-concept

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

A:A1.2 Display a positive interest in learning

A:A1.3 Take pride in work and achievement

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

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

A:A2 Acquire Skills for Improving Learning

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

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

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

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

A:A3 Achieve School Success

A:A3.1 Take responsibility for their actions

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

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

A:A3.4 Demonstrate dependability, productivity and initiative

A:A3.5 Share knowledge

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

A:B1 Improve Learning

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

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

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

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

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

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

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

A:B2 Plan to Achieve Goals

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

A:B2.2 Use assessment results in educational planning

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

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

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

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

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

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

A:C1 Relate School to Life Experiences

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

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

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

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

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

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

Career Development

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

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C:A1 Develop Career Awareness

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

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

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

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

C:A1.5 Learn to make decisions

C:A1.6 Learn how to set goals

C:A1.7 Understand the importance of planning

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

C:A1.9 Develop hobbies and vocational interests

C:A1.10 Balance between work and leisure time

C:A2 Develop Employment Readiness

C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills

C:A2.2 Apply job readiness skills to seek employment opportunities

C:A2.3 Demonstrate knowledge about the changing workplace

- C:A2.4 Learn about the rights and responsibilities of employers and employees
- C:A2.5 Learn to respect individual uniqueness in the workplace
- C:A2.6 Learn how to write a résumé
- C:A2.7 Develop a positive attitude toward work and learning
- C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
- C:A2.9 Utilize time- and task-management skills

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

- C:B1 Acquire Career Information
 - C:B1.1 Apply decision-making skills to career planning, course selection and career transition
 - C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice
 - C:B1.3 Demonstrate knowledge of the career-planning process
 - C:B1.4 Know the various ways in which occupations can be classified
 - C:B1.5 Use research and information resources to obtain career information
 - C:B1.6 Learn to use the Internet to access career-planning information
 - C:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice
 - C:B1.8 Understand how changing economic and societal needs influence employment trends and future training
- C:B2 Identify Career Goals
 - C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals
 - C:B2.2 Assess and modify their educational plan to support career
 - C:B2.3 Use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience
 - C:B2.4 Select course work that is related to career interests
 - C:B2.5 Maintain a career-planning portfolio

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

C:C1 Acquire Knowledge to Achieve Career Goals

C:C1.1 Understand the relationship between educational achievement and career success

C:C1.2 Explain how work can help to achieve personal success and satisfaction

C:C1.3 Identify personal preferences and interests influencing career choice and success

C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills

C:C1.5 Describe the effect of work on lifestyle

C:C1.6 Understand the importance of equity and access in career choice

C:C1.7 Understand that work is an important and satisfying means of personal expression

C:C2 Apply Skills to Achieve Career Goals

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

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

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

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

Personal/Social Development

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

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

PS:A1 Acquire Self-knowledge

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

PS:A1.2 Identify values, attitudes and beliefs

PS:A1.3 Learn the goal-setting process

PS:A1.4 Understand change is a part of growth
PS:A1.5 Identify and express feelings
PS:A1.6 Distinguish between appropriate and inappropriate behavior
PS:A1.7 Recognize personal boundaries, rights and privacy needs
PS:A1.8 Understand the need for self-control and how to practice it
PS:A1.9 Demonstrate cooperative behavior in groups
PS:A1.10 Identify personal strengths and assets
PS:A1.11 Identify and discuss changing personal and social roles
PS:A1.12 Identify and recognize changing family roles
PS:A2 Acquire Interpersonal Skills
PS:A2.1 Recognize that everyone has rights and responsibilities
PS:A2.2 Respect alternative points of view
PS:A2.3 Recognize, accept, respect and appreciate individual differences
PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity
PS:A2.5 Recognize and respect differences in various family configurations
PS:A2.6 Use effective communications skills
PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior
PS:A2.8 Learn how to make and keep friends

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

PS:B1 Self-knowledge Application
PS:B1.1 Use a decision-making and problem-solving model
PS:B1.2 Understand consequences of decisions and choices
PS:B1.3 Identify alternative solutions to a problem
PS:B1.4 Develop effective coping skills for dealing with problems
PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions

- PS:B1.6 Know how to apply conflict resolution skills
- PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
- PS:B1.8 Know when peer pressure is influencing a decision
- PS:B1.9 Identify long- and short-term goals
- PS:B1.10 Identify alternative ways of achieving goals
- PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills
- PS:B1.12 Develop an action plan to set and achieve realistic goals

Standard C: Students will understand safety and survival skills.

PS:C1 Acquire Personal Safety Skills

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

