



HOLLAND PATENT CENTRAL SCHOOL DISTRICT

GUIDANCE PLAN 2017

Counseling is a process of helping people by assisting them in making decisions and changing behavior. School counselors work with all students, school staff, families and members of the community as an integral part of the education program. School counseling programs promote school success through a focus on academic achievement, prevention and intervention activities, advocacy and social/emotional and career development.

-American School Counselor Association, 1999

Preface

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 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, 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 “student-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 part of the role of the school counselor in regard 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

Mission Statement

Holland Patent Central School District

Holland Patent Central School will provide a safe, caring, positive environment where all students can achieve their maximum innate potential and acquire the skills, attitudes, and abilities necessary to succeed in an ever-changing world.

Holland Patent Central School provides programs that address the diversified academic, vocational and co- curricular needs of its students.

General William Floyd Elementary:

It is our belief at General William Floyd Elementary School, that each child who walks through our doors has the ability to learn. To this end, we make an ongoing commitment to provide each and every one of the children the education they need to take positive control of their lives in an ever-changing society.

If children are to succeed, live well, and contribute to society as they grow physically, mentally, emotionally and socially, we believe we need to establish a safe and nurturing, positive environment for them. Within that environment, we will provide the students, in conjunction with the home, the guidance to help them become all they are capable of being. Through our encouragement and positive communication with the home, the students will strive to develop a good self-image, responsibility for themselves, respect and caring for others, and the ability to make prudent value judgments leading to effective actions.

Keeping this mission as a clear direction for our school at all times, we believe with good communication with the home, that all students will be able to succeed, not only academically, but socially, physically, and emotionally.

Holland Patent Elementary:

Holland Patent Elementary will provide an environment where learning is a positive experience. It is our aim that students will develop pride, respect, and responsibility for self and others in our ever changing society. We will instill in each child the desire to strive for personal excellence and develop an appreciation for life long learning.

Middle School:

The faculty, staff, students and community of the Holland Patent Middle School are devoted to academic excellence and the growth of individual strengths and talents. Our school will provide a friendly and supportive environment, where individual differences and respect for the rights of others guide school and community behavior.

High School:

Holland Patent High School will be a positive, stimulating environment in which all may develop the academic and social skills for reaching their potential as productive responsible citizens in our ever-changing world.

Holland Patent District Guidance Philosophy

The school counseling department at HPCSD empowers students to utilize their individual strengths to achieve personal excellence academically and socially, in a safe and nurturing environment with the ultimate goal of preparing students to be responsible, lifelong learners.

Components of a School Counseling Program

The comprehensive school counseling program integrates academic, career, and personal/social development. The practice of the Transformed School Counselor focuses on Counseling, Coordination, Consultation, Advocacy, Teaming and Collaboration, Data-driven/Results-based, and Use of Technology.

The primary purpose of a counseling program in a school setting is to promote and enhance the learning process.

The Practice of the Traditional School Counselor	The Practice of the Transformed School Counselor
<ul style="list-style-type: none"> ➤ Counseling ➤ Consultation ➤ Coordination <p style="text-align: center;">Service-driven model</p>	<ul style="list-style-type: none"> ➤ Counseling ➤ Coordination ➤ Consultation ➤ Advocacy ➤ Teaming and Collaboration ➤ Data-driven/Results-based ➤ Use of Technology ➤ Classroom & Large group presentations for students, parents, community members <p style="text-align: center;">Data-driven and standards-based model</p>

Counseling Staff

Elementary Schools

Nicole Rasmussen, Social Worker
Grades K-5
865-5721, General William Floyd
865-8151, Holland Patent Elementary
nrasmussen@hpschools.org

Middle School

Justin Scialdone, School Counselor
Grades 6-8 865-7204
jscialdone@hpschools.org

High School

Jason Scialdone, School Counselor
Last Names A-K
865-4102
jscialdone@hpschools.org

Dana Dornburgh, School Counselor
Last Names L-Z
865-4102
ddornburgh@hpschools.org

TBD BOCES Itinerant Social Worker

Pupil Personnel Services Director

Mary Beth Piejko
Preschool to Graduation
865-4148
mpiejko@hpschools.org

NYS Regulation Requirements:

1. 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 educate students concerning avoidance of child sexual abuse and to encourage parental involvement
3. In grades 7-12, the guidance program shall include the following activities or services:
 - * 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
 - * 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
 - * 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 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
 - * The services of personnel certified or licensed as school counselors.
4. Each school district shall develop a district plan which sets for the manner in which the district shall comply with the requirements of this subdivision. Such a 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.

Career Development and Occupational Studies (CDOS) Learning Standards

Building Capacity and Closing Performance Gaps

Standard 1: Career Development

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

Standard 2: Integrated Learning

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

Standard 3a: Universal Foundation Skills

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

Standard 3b: Career Majors

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

Implementation of the CDOS Learning Standards:

CDOS – A Teaching Strategy

The New York State Education Department's 28 learning standards are categorized into seven areas. The CDOS Learning Standards 1-3a apply to all students. The CDOS Learning Standards are not directed toward a specific subject area. However, CDOS Learning Standard 3b (Career Majors) applies to students who choose a career major. Students who select the career major option will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement and success in post secondary programs. Many of the CDOS Learning Standards performance indicators and performance tasks cut across all disciplines and grade levels. Therefore, the CDOS Learning Standards can serve as the Continuum of instruction that provides flexibility in planning the educational goals for each student. An enriched classroom environment results when teachers create an awareness of career development, show the application of academic concepts, help students become aware of and acquire the foundation skills necessary for success in life, postsecondary education and the workplace. Students who participate in enriched classroom environments are focused and motivated learners and research results suggest the students' academic performance levels increase. The CDOS Learning Standards provide a vehicle to connect all disciplines through classroom instruction that enables students to answer the questions: Who am I? Where am I going? How do I get there? (CDOS Learning Standard #1); What am I learning? Why am I learning it? How can I use it? (CDOS Learning Standard #2) and What do I need to know? What skills are important to me? (CDOS Learning Standard #3a).

The CDOS Learning Standards promote instructional strategies that address individual learning styles and provide experiential learning activities to increase student understanding of academic concepts and the connection among school, career options and their own personal development.

The Career Plan Initiative:

The Career Plan serves as a document for learners to record their development in the following areas for the purpose of motivating students to achieve high standards and develop goals to succeed in their future education and career choices:

- * Self-knowledge
- * Career exploration
- * Career and life goals
- * Classroom learning application
- * Foundation skills awareness

This resource supports education reform to close the performance gap.

The Career Plan Process:

- * Supports the career education/workforce readiness National Dropout Prevention Center strategy to increase graduation rates
- * Provides information on the skills and knowledge students need that can facilitate the development of the school district's Comprehensive District Education Plan, Guidance Plan, Professional Development Plan and student Academic Intervention Services
- * Facilitates development of the student Individual Education Program and the Individual Plan for Employment for students with disabilities
- * Supports the development of an organization that furthers both academic excellence and personal development – one of the seven essential elements identified by research for effective middle-level education programs
- * Enhances teacher pedagogical preparation, instructional delivery and knowledge of student development through the delivery of Career Development and Occupational Studies Learning Standards instructional strategies
- * Documents delivery of the CDOS Learning Standards 1, 2, and 3a
- * Provides the foundation for the completion of the Employability Skills Profile component of approved Career and Technical Education programs that supports CDOS Standard 3b
- * Involves students and parents in the guidance process
- * Furthers student awareness of and entry into Career and Technical Education
- * Contributes toward a positive gain in student basic academic skills achievement levels as demonstrated by career education evaluation studies
- * Connects to the New York State Department of Labor's career development resource, Career Zone
- * Furthers the goal of the State Workforce Investment Board and its Emerging Worker Subcommittee to sustain a statewide career development system
- * Supports the No Child Left Behind Act by motivating individual student academic achievement

NYS and District Guidance Goals

Guidance programs for students in grades K – 5 include:

- Goal 1: Prepare students to participate effectively in their current and future educational programs.
- Goal 2: Help students with attendance, academic, behavioral or adjustment problems.
- Goal 3: Educate students concerning the avoidance of self perception.
- Goal 4: Encourage parental involvement in their children's education.

Guidance programs for district students in grades 6 – 8 include:

- Goal 5: Review each student's educational progress and career plans annually.
- Goal 6: Teach students about various careers and help them to develop career planning skills.
- Goal 7: Provide advisory assistance to enable students to benefit from the curriculum in the following areas:
 - A. Curriculum options, educational and career plans
 - B. Attendance
 - C. Post-secondary plans
 - D. Academic Problems
 - E. Behavioral and/or adjustment problems
- Goal 8: Encourage parental involvement in the educational process.

Guidance programs for students in grades 9-12 include:

- Goal 9: Review each student's educational progress, career directions and future plans annually.
- Goal 10: Help students learn about various careers and develop career planning skills.
- Goal 11: Provide advisory assistance to enable students to benefit from the curriculum.
- Goal 12: Provide advisory assistance to help students develop and implement post-secondary educational and career plans.

- Goal 13: Provide advisory assistance for students who exhibit attendance problems.
- Goal 14: Provide advisory assistance for students who exhibit academic problems.
- Goal 15: Provide advisory assistance for students who exhibit behavioral and/or adjustment problems.
- Goal 16: Encourage parental involvement in the educational process.

**HOLLAND PATENT CENTRAL SCHOOL DISTRICT
GOAL 1**

Prepare students to participate effectively in their current and future educational programs.

A. TARGET POPULATION

-Students in grades K-5

B. OBJECTIVES

Academic:

Students will:

- Be placed in appropriate classroom situations suitable to their personal and academic strengths or weaknesses.
- Be given appropriate feedback about their academic progress.
- Be encouraged to develop knowledge of personal academic strengths, weaknesses and learning style.
- Be instructed and encouraged in the development of positive study skills.
- Begin to understand the relationship between current schoolwork and future educational and career planning.

Personal/Social:

Students will:

- Be given appropriate feedback about their social behavior.
- Be encouraged to develop self-awareness.
- Be instructed and encouraged in the development of interpersonal skills.
- Be provided opportunities for leadership.
- Be encouraged to develop awareness of their responsibility to the group.

Career:

Students will:

- Be instructed in a variety of roles in the school community and the outside community.

C. ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Teacher observations of student personal, academic and social growth.
- Improved student achievement on standardized and local tests.
- Parental observation and feedback.

**HOLLAND PATENT CENTRAL SCHOOL DISTRICT
GOAL 2A**

Help students who exhibit attendance problems.

A. TARGET POPULATION

- Students in grades K-5 who are experiencing problems with attendance and lateness.

B. OBJECTIVES

Academic:

Students will:

- Students and parents will recognize the relationship between regular school attendance, promptness and educational performance.

Personal/Social:

Students will:

- Students' attendance will improve.
- Students' promptness will improve.

C. ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Review of attendance and lateness record
- Teacher feedback
- Parent feedback

**HOLLAND PATENT CENTRAL SCHOOL DISTRICT
GOAL 2B**

Help students whom exhibit academic problems.

A. TARGET POPULATION

- Students in grades K-5 who exhibit academic problems

B. OBJECTIVES

Academic:

Students will:

- Improve school academic performance
- Develop an investment in academic improvement by:
 - Acknowledging areas in need of improvement
 - Working with teachers to progress in weak areas

Educators will:

- Become aware of early indications of academic difficulties
- Become aware of a variety of educational approaches to address learning needs
- Make appropriate referrals to school support personnel and the SBIT Team

C. ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Improved class work and homework
- Improved grades and teacher comments on progress reports
- Improved participation in class activities
- Improved test performance

**HOLLAND PATENT CENTRAL SCHOOL DISTRICT
GOAL 2C**

Help students who exhibit behavioral or adjustment problems.

A. TARGET POPULATION

- Students in grades K-5 identified as having behavioral or adjustment problems

B. OBJECTIVES

Academic:

Students will:

- Demonstrate improved social behavior and improved school adjustment
- Demonstrate improved problem-solving skills
- Demonstrate improved understanding of the purpose for school rules

Educators will:

- Provide a positive school and classroom environment
- Provide clear expectations for school and classroom behavior
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Personal/Social:

Students will:

- Demonstrate improved problem-solving skills
- Demonstrate improved understanding of the purpose for school rules

Educators will:

- Address behavioral difficulties in a constructive manner
- Become partners with parents to improve student behavior

C. ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Teacher, psychologist, social worker, administrator and parent observations
- Review of school discipline records

**HOLLAND PATENT CENTRAL SCHOOL DISTRICT
GOAL 3**

Educate students concerning the avoidance of self-perception.

A. TARGET POPULATION

- Students in grades K-5

B. OBJECTIVES

Personal/Social:

Students will:

- Identify and distinguish between comfortable and uncomfortable types of feelings
- Learn self-help strategies
- Identify a person they can tell if they encounter a difficult situation
- Learn how to express their feelings and thoughts – should they encounter an abusive situation

Educators will:

- Exhibit knowledge in the areas of recognition of the signs of negative feelings and an understanding of their responsibilities for reporting and handling cases.

Parents will:

- Understand the scope of educational program related to negative feelings

C. ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Review of student self-referrals
- Review of school personnel referrals to support staff and outside agencies

**HOLLAND PATENT CENTRAL SCHOOL DISTRICT
GOAL 4**

Encourage parental involvement in the educational process.

A. TARGET POPULATION

- Parents of students in grades K-5

B. OBJECTIVES

Academic:

Parents will:

- Become more involved in their children's educational process by:
 - Utilizing school resources
 - Partnering with teachers in addressing student school difficulties
 - Providing home support to further school academic and behavioral goals

C. ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Increased attendance of parents at conferences and meetings
- Positive parental feedback
- Improved student adjustment and performance as a result of increased parental involvement

**HOLLAND PATENT CENTRAL SCHOOL DISTRICT
GOAL 5**

Review each student's educational progress and career plans annually.

A. TARGET POPULATION

-Students in grades 6 – 8

B. OBJECTIVES

Academic:

Students will:

- Demonstrate an understanding of their present academic status.
- Develop a program of studies for the ninth grade in grade 8.

Career

- Develop an understanding of the relationship between personal interests, skills, abilities, values and career exploration.
- Be offered recommendations from their counselor concerning improvement in any of the areas above.

C. ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Review and update career planning material.
- Student feedback
- Parent observation and feedback.
- Counselor observation.
- Report card grades.
- State assessments.

**HOLLAND PATENT CENTRAL SCHOOL DISTRICT
GOAL 6**

Teach students about various careers and help them to develop career-planning skills.

A. TARGET POPULATION

-Students in grades 6 – 8

B. OBJECTIVES

Academic:

Students will:

- Learn about requirements and opportunities as presented in NYS Common Core Standards.
- Learn about their own preferences by using personal surveys to explore interests, skills and values.
- Experience exploration of interests through a variety of field trips.

Career

- Learn how to relate their own self-awareness to career development.
- Learn about the relationship between their values, interests and abilities to specific careers.

C. ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Student/Counselor review of participation in career education activities.

**HOLLAND PATENT CENTRAL SCHOOL DISTRICT
GOAL 7A**

Provide advisory assistance to enable students to benefit from the curriculum in the following areas: curriculum options, educational and career plans.

A. TARGET POPULATION

-Students in grades 6-8

B. OBJECTIVES

Academic:

Students will:

- Recognize the need for tutorial assistance either in school or at home.
- Recognize the importance of a positive attitude towards learning and school in general as it relates to improved academic improvement.
- Learn the value of extra and co-curricular activities.
- Be able to understand ways in which their current program will assist them in their future career educational plans.

C. ANNUAL ASSESSMENT OF PROGRAM RESULTS

Increase in individual student achievement and self-direction.

**HOLLAND PATENT CENTRAL SCHOOL DISTRICT
GOAL 7B**

Provide advisory assistance to enable students to benefit from the curriculum in the following area: attendance.

A. TARGET POPULATION

-Students in grades 6-8

B. OBJECTIVES

Academic:

Students will:

- Understand the relationship between school attendance and academic achievement.
- Understand the relationship between attending school and becoming a successful person.

C. ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Improved student attendance.
- Reduced incidences of school/class tardiness.

**HOLLAND PATENT CENTRAL SCHOOL DISTRICT
GOAL 7D**

Provide advisory assistance to enable students to benefit from the curriculum in the following area: academic problems.

A. TARGET POPULATION

-Students in grades 6 - 8

B. OBJECTIVES

Academic:

Students will:

- Recognize the causes for and consequences of having academic problems.
- Learn alternate methods of resolving academic problems.
- Demonstrate improved academic school performance.
- Students and parents will work cooperatively with the school in reducing areas of poor academic success.

C. ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Improved academic success.
- Positive teacher feedback.
- Parental satisfaction and feedback.
- Fewer students will have to repeat courses or not be promoted due to lack of credits.

**HOLLAND PATENT CENTRAL SCHOOL DISTRICT
GOAL 7E**

Provide advisory assistance to enable students to benefit from the curriculum in the following area: behavioral and/or adjustment problems.

A. TARGET POPULATION

Students in grades 6 - 8

B. OBJECTIVES

Academic/Personal:

Students will:

- Recognize the relationship between behavioral problems and academic proficiency.
- Understand the cause and effect of their actions and be encouraged to seek alternate ways of behaving.

Students will show improvement in some or all of the following areas:

- Improvement of overall school performance.
- Elimination or reduction of incidents involving negative behavior.
- Elimination or reduction of class time lost due to behavior/adjustment problems.
- Acceptance of responsibility for own behavior.
- Understanding of how to deal with negative emotions.
- Understanding of how to deal more tolerantly with others.
- Development of more positive self-image.
- Development of improved tone towards improving peer relationship.
- Ability to use appropriate support systems to assist in changing behavioral adjustment patterns.
- Become more aware of risky behaviors that can affect their health and wellness.
- Become more socially conscious citizens.

C. ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Administration observation and feedback.
- Teacher observations and feedback.
- Parent satisfaction and feedback.
- Disciplinary records will indicate a reduction of incidents involving discipline or adjustment problems.
- Annual student review will indicate overall improvement in total program success.

**HOLLAND PATENT CENTRAL SCHOOL DISTRICT
GOAL 8**

Encourage parental involvement in the educational process.

A. TARGET POPULATION

- Parents of students in grades 6-8

B. OBJECTIVES

- Parents will gain insights into their child's academic and social progress as well as their goals, abilities, aptitudes and
- Parents will understand and participate in plans to remediate any academic and/or behavioral problems their child might display.
- Parents will recognize the importance of their school involvement as it relates to their child's success.
- Parents will be assisted in obtaining help from sources within or outside the school if either child exhibits adjustment, behavioral or attendance problems
- Students will have more positive attitude towards school and learning as a result of parental involvement.

C. ANNUAL ASSESSMENT OF PROGRAM RESULTS

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

**HOLLAND PATENT CENTRAL SCHOOL DISTRICT
GOAL 9**

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

A. TARGET POPULATION

- Students in grades 9-12.

B. OBJECTIVES

Academic:

Students will:

- Demonstrate an understanding of their present academic status, achievement, levels and educational requirement for graduation.
- Develop a program of studies for the following year.
- Be offered recommendations from their counselor and/or teacher recommendations.
- Develop an appreciation for the process involving a periodic self-review.

Personal/Social:

Students will:

- Be offered recommendations from their counselor and/or teacher recommendations.
- Develop an appreciation for the process involving a periodic self-review.

Career:

Students will:

- Develop an understanding of their interests, abilities and an overview of the educational requirements for graduation and for other post-secondary options as it relates to their career goals.

C. ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Review career planning material to ascertain that they contain accurate information concerning steps needed to implement plans.
- Update progress using student feedback and self-evaluation concerning their educational and career planning.
- Parent feedback regarding their child's educational and career planning progress.
- Counselor notes indicating satisfactory student planning progress.

HOLLAND PATENT CENTRAL SCHOOL DISTRICT

D. PROGRAM DESCRIPTION				
ACTIVITIES	TARGET GROUP	STAFF ASSIGNED	OTHER RESOURCES	DATES
Conference to review individual progress in their individual program. Also reviewed are personal abilities, career goals and post-secondary secondary alternatives.	Students in 9-12	High School Counselors Each student will have a minimum of 30-40 minutes for each conference	Permanent record card All testing scores Course selection sheets Curriculum guides Teacher recommendations College planning information	Feb.-June
This review focuses on a periodic self-review.	All students grades 9-12 Individual or small groups	High School Counselors 30-40 minutes/per session	Future testing information Career materials Computer based profiles	Feb.-June
The counselor will update student records. Review teacher recommendations for course selections. Make program adjustments when necessary. Develop a framework with specific steps for meeting students' future career and life needs.		High School Counselors	Results of personal interest surveys	
Follow-up meetings with students in need of further assistance.		Counselors Administrators Psychologists Social Worker SBIT	Appropriate Staff	

**HOLLAND PATENT CENTRAL SCHOOL DISTRICT
GOAL 10**

Help students learn about various careers and develop career planning skills.

A. TARGET POPULATION

- Students in grades 9-12

B. OBJECTIVES

Academic:

Students will:

- Learn about requirements and opportunities presented by the new Regents Action Plan.

Personal/Social:

Students will:

- Express self-satisfaction with their career/college choice in the follow-up study.
- Learn about own preferences by using a personal interest survey.

Career:

Students will:

- Learn how to relate own self-awareness to career development.
- Understand the relationship between current course offerings and their career goals.
- Begin to identify the post-secondary options that would be most effective in helping them to achieve their career objectives.
- Learn to develop career information retrieval techniques
- Complete the decision-making process by selecting and acting upon a post-secondary choice that will be compatible with their career objectives.
- Learn about the relationship between their values, interests and abilities to specific careers.
- Be able to locate and use available career information.

C. ANNUAL ASSESSMENT OF PROGRAM RESULTS

- The annual review will indicate the student has taken part in grade level career education activities.

HOLLAND PATENT CENTRAL SCHOOL DISTRICT

D. PROGRAM DESCRIPTION				
ACTIVITIES	TARGET GROUP	STAFF ASSIGNED	OTHER RESOURCES	DATES
Career awareness Focus on: Teacher expectations Personal and academic -self-awareness -goal setting -values clarification -understand pathways to graduation	Grades 9-12 students in groups	Counselor 1-2 periods/per student group	-Job-Interest Survey -School-developed career sheets -Computer-based programs	Sept.-June
Group guidance on career exploration and development. Areas include: -Review of career clusters -Administering the Career assessment inventories -Clarifying individual strengths related to career goals -Expanding knowledge of career areas -Broadening personal career preferences through value exploration -Involvement of parents in reviewing Career assessment inventories results -Reviewing program -Coordinate coursework with career interests	Grades 9-12 students in groups	Counselors 1-2 group sessions per year (individual sessions may follow)	-Computer programs -- -Career assessment inventories -Naviance Software -NYS Career Zone -Individual reports -Student records -Strong Campbell Interest Inventory	Spring
Career internship	11-12 grade students	Community volunteers Teachers/Advisors SABA	Community Professional groups Association	May

<p>Group counseling sessions</p> <p>Areas reviewed:</p> <ul style="list-style-type: none"> -Graduation requirement -Scholarship materials -Testing information -Senior College Fair -Steps to college planning -Vocational and career opportunities -Resume writing -Interview skills -College visitations 	<p>12th grade students</p>	<p>High School Counselors</p> <p>1 period per group</p> <p>Time varies</p>	<p>Scholarships bulletin</p> <p>Curriculum guides</p> <p>College Fair</p> <p>Booklet</p> <p>Vocation Data-BOCES</p> <p>Individual follow up</p>	<p>Sept.-Dec.</p>
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**HOLLAND PATENT CENTRAL SCHOOL DISTRICT
GOAL 11**

Provide advisory assistance to enable students to benefit from the curriculum.

A. TARGET POPULATION

- Students in grades 9 through 12

B. OBJECTIVES

Academic:

Students will:

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

Personal/Social:

Students will:

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

C. ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Improved student academic achievement
- Teacher comments/evaluation
- Parent satisfaction
- Counselor appraisal
- Student evaluation

HOLLAND PATENT CENTRAL SCHOOL DISTRICT

D. PROGRAM DESCRIPTION				
ACTIVITIES	TARGET GROUP	STAFF ASSIGNED	OTHER RESOURCES	DATES
<p>Group guidance seminars with 11th grade students</p> <p>Areas include: -PSAT, SAT, ACT test information -College programs -Career & college orientation -Overview of yearly guidance program</p>	<p>All 11th grade students</p> <p>Classroom presentations</p>	<p>High School Counselor</p> <p>3 sessions (40 minutes each)</p>	<p>Testing materials</p> <p>Curriculum guides</p>	<p>Oct.-Nov.</p>
<p>Individual counseling with academic or personal concerns</p>	<p>Identified or self-referred students grades 9-12</p>	<p>High School Counselor</p> <p>Social Worker</p> <p>Psychologists</p>	<p>Student report card</p> <p>Student progress reports or referrals as appropriate</p>	<p>Sept.-June</p>
<p>Group guidance seminars with 12th grade students</p> <p>Areas include: -Overview of yearly guidance program -Testing & Scholarship information -College Essay Writing -College & career planning -College Fair</p>	<p>All 12th grade students</p>	<p>Counselor</p> <p>Periods – English class</p>	<p>College Fair booklets</p> <p>SUNY information</p> <p>Other college information</p> <p>College folder forms</p> <p>Resumes, letters, etc.</p> <p>Testing schedule</p>	<p>Sept.-Oct.</p>

planning -Curriculum review				
Conference to review old program and plan for following year	All students grades 9- 11	Counselor 20/30 minutes per session Individual or small group	Curriculum guides \Individual transcript Teacher recommend; Secretarial staff	Feb.-May
Counseling with new or concerned student/parents including district screening procedures and overall orientation to our curriculum	New students Self-referred students Parents Grades 9-12	Counselor Varies	Curriculum guides District reference materials	Sept.-Aug.

HOLLAND PATENT CENTRAL SCHOOL DISTRICT

ACTIVITIES	TARGET GROUP	STAFF ASSIGNED	OTHER RESOURCES	DATES
<p>Small group orientation with 9th graders:</p> <p>Areas reviewed: -Knowing your counselor -How to use guidance services -Knowing the high school curriculum -Becoming involved in total school program -How to deal with a new school/peers -Plan for future in high school</p>	All students grade 9	Administrators Teachers High School Counselor Small group 6-8 students	Student Handbook Curriculum guides	Sept.-Oct.
Review of students experiencing difficulty at Instructional Support Team meetings	Identified students	Administrators Counselor Teachers Psychologist Social Worker	Progress reports Referrals Parent input Student record	Sept.-June
Review of classified students at CSE meetings	Classified or identified students Grades 9-12	Administrators Counselors Psychologist Social Worker Special Education Teachers	I.E.P.'s Progress reports Individual teacher recommendations	Sept.-June

**HOLLAND PATENT CENTRAL SCHOOL DISTRICT
GOAL 12**

Provide advisory assistance to help students develop and implement post-secondary educational and career plans.

A. TARGET POPULATION

Students in grades 9-12

B. OBJECTIVES

Academic:

Students will:

- Plan sound educational programs, which will enable them to make appropriate post-secondary choices.

Career:

Students will:

- Be able to make appropriate college or career choices based upon:
 - The understanding of their own abilities
 - Acknowledgement their own career interests.
 - Acknowledgement of the programs and requirements of each college.
 - The development of Decision Making Skills while understanding and accepting the results of their decisions.
 - The development of a career action plan through personal readings and involvement in the Career Center.
 - The assimilation of knowledge gained through personal contact with college or career representatives.
 - The ability to develop skills in clarifying personal values while broadening the scope of interest areas compatible with these values.

C. ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Student self-evaluation (12th grade)
- The percentage of students who graduate from the high school with specific career, college or specific plans will remain constant or increase
- Student Outcomes

HOLLAND PATENT CENTRAL SCHOOL DISTRICT

D. PROGRAM DESCRIPTION				
ACTIVITIES	TARGET GROUP	STAFF ASSIGNED	OTHER RESOURCES	DATES
Administration of Career Inventory	All 10 th grade students	Counselors English classes 3 periods	Computer assistance to analyze survey Survey Results	April
Scholarship	12 th grade	Ongoing	Secretarial staff Computer assistance	Sept.-June
Utilization of the computer program to assist students in their career/college exploration	Focus on 11 th grade students with ongoing involvement until graduation	Counselor 30 minutes per session	Computer assistance	Oct.-June
Maintain Bulletin board regarding: -College representatives visiting Holland Patent -College conferences and workshops -Scholarships & Financial Aid information -Employment opportunities -Career or Tech Center opportunities -Summer opportunities-students	All students in grades 9-12	Counselors Clerical Staff	Student bulletin Calendar Announcements	Sept.-June

Pre-high school planning	All 8 th grade students	8 th grade High School counselors Classroom presentation	High school Curriculum guide	Feb.-June
Review and update career and college materials	All students grades 9-12	Counselors Clerical Staff Aides	Aides Volunteers	Spring-Summer

HOLLAND PATENT CENTRAL SCHOOL DISTRICT

ACTIVITIES	TARGET GROUP	STAFF ASSIGNED	OTHER RESOURCES	DATES
<p>Orientation for students who may choose to attend the Tech Center</p> <p>This includes: A video presentation assembly A Tech Center visitation A follow-up session to select appropriate program</p>	Self-referred students in grades 10 & 11	Counselors BOCES Classroom teacher at Tech Center Administrators	Student guides Clerical assistance Tech Center curriculum guide	Jan.-March
Senior College Fair	12 th grade Parents & Students	Counselors Teachers Clerical	Counselors from attending districts Invited speakers College representatives	October
College virtual tour	Self-referred students grades 9-12	Counselor Clerical assistance	Internet	Sept.-June
Preparing and disseminating to the home information on colleges, careers, scholarships, workshops, testing to parents and students	All students in grades 9-12	Counselors Administrators Clerical assistance	Printed materials include school profile & upcoming activities Testing scores Trends Dates to remember Pertinent articles District Guidance webpage	Sept.-June

HOLLAND PATENT CENTRAL SCHOOL DISTRICT

ACTIVITIES	TARGET GROUP	STAFF ASSIGNED	OTHER RESOURCES	DATES
Student/parent college career planning conference to review the record and plan for the future	All 11 th grade students	Counselors At least 1 period per student	Student records Testing results	Jan.-June
Utilization of the computer program to broaden knowledge of colleges and financial aid	All students with a focus on 11 th and 12 th graders	Counselors 10-45 minutes per student	Computer Program	Sept.-June
Area college fairs: -Financial Aid -College selection process -College admissions panel	Parents Students in grades 11 and 12	Counselors Clerical assistance	Forms Financial aid information from leading institutions	Oct.-May
Guidance Night	Parents of grades 9-12 students	Counselors	Evening meeting Handbook Power Point	September

**HOLLAND PATENT CENTRAL SCHOOL DISTRICT
GOAL 13**

Provide advisory assistance for students who exhibit attendance problems.

A. TARGET POPULATION

Students in grades 9-12

B. OBJECTIVES

Academic:

Students will:

- Be informed of attendance procedures through the Student Handbook and homeroom discussions.
- Understand the relationships between school attendance and academic achievement.
- Become aware of all alternate programs available in Holland Patent that will offer students with attendance difficulties the best chance for academic success.
- Improve attendance (if this is a problem area).

Career:

Students will:

- Understand the relationship between attending school and becoming a successful person.

C. ANNUAL ASSESSMENT OF PROGRAM RESULTS

- There will be an overall improvement in student attendance rate.
- There will be a reduced incidence of school tardiness/class cutting by students with attendance problems.
- The already low dropout rate will remain constant or be reduced.

HOLLAND PATENT CENTRAL SCHOOL DISTRICT

E. PROGRAM DESCRIPTION				
ACTIVITIES	TARGET GROUP	STAFF ASSIGNED	OTHER RESOURCES	DATES
Individual conference with students experiencing attendance problems	Identified students with cutting, tardiness or attendance problems Grades 9-12	Counselor Administrator (Assistant Principal) Psychologist Social Worker	Counselor Nurse Probation Safe-Schools	Sept.-June
Building SBIT or case conference meetings to review students with attendance problems	Identified students grades 9-12	Counselors Administrators Psychologist Teachers Nurse Social Worker	Attendance record Progress reports	Sept.-June
A student handbook is distributed at the beginning of the school year to students. (The handbook contains all district attendance procedures & Policies.) This information is reviewed in large and small group sessions.	Students in grades 9-12	Administrators Teachers Counselors Nurse	Student Handbook	September
New students get a student handbook for review upon registration	Students in grades 9-12	Registrar Assistant Principal	Student Handbook	Sept.-August
Attendance policies & procedures are reviewed with the faculty before they review same	Teachers in grades 9-12	Administrators	District teacher's Handbook Student Handbook	September

with students				
Parent/student conferences to discuss overall attendance patterns	Identified students in grades 9-12	Psychologist Social Worker Counselor Administrators Teacher Nurse	Records Materials on alternate education program	Sept.-June
Review by Committee on Special Education with disabilities that may affect attendance	Identified students with possible or identified disabling conditions	Counselor Administrator Social Worker Special Education Teachers	Teacher reports IEP's Progress Reports Attendance Records	Sept.-June
Freshman Seminar	Students in grade 9	Guidance Administration Teachers	Student Handbook	Ongoing

**HOLLAND PATENT CENTRAL SCHOOL DISTRICT
GOAL 14**

Provide advisory assistance for students who exhibit academic problems.

A. TARGET POPULATION

Students in grades 9-12

B. OBJECTIVES

Academic:

Students will:

- Recognize the causes for and consequences of having academic problems.
- Learn alternate methods of resolving academic problems.
- Demonstrate improved academic school performance.
- Work cooperatively with parents and the school in reducing areas of poor academic success.

C. ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Students will experience improved academic success
- Positive teacher feedback
- Parental satisfaction and feedback
- Few students will have to repeat courses or not graduate due to lack of credits

HOLLAND PATENT CENTRAL SCHOOL DISTRICT

E. PROGRAM DESCRIPTION				
ACTIVITIES	TARGET GROUP	STAFF ASSIGNED	OTHER RESOURCES	DATES
Parent Conferences with or without the student to discuss the reasons for academic problems and plan remedies to resolve the situation.	Identified or parent referred students in grades 9-12	Counselor Teachers	Teacher reports Progress reports Academic folder Report card Outside agencies or tutoring	Sept.-June
Peer tutoring within school day by Peer leaders	Identified or referred students grades 9-12	Counselor Advisor	Department Chairpersons	Oct.-June
Academic Intervention Services	All identified students in grades 9-12	Counselor Specialist Teacher Department Chairs Administrators	Study Skills Sheets Academic textbooks and assignments Master Schedule for AIS	Sept.-June
Special Education services as detailed in student I.E.P.'s	Classified students needing skills help	Special Education teachers Counselor Assistant Principal Teacher aides	Individualized Educational Plan	Sept.-June
Case conferences with teachers and/or parents to review individual students who are experiencing academic difficulties	Identified or parent referred students grades 9-12	Counselor Teachers Psychologist if requested Social Worker	Student record Progress reports Teacher referral	Sept.-June
SBIT meeting to identify and assess students with significant academic difficulties	Identified students grades 9-12	Administrators Counselors Social Worker Student Assistance Counselor Special Education Teacher Psychologist Nurse	Student record Progress reports Teacher referrals or comments	Sept.-June

Review of student progress report to determine those with academic difficulties	All students in grades 9-12	Counselor Principal	Computer failure lists Report cards Progress reports	After 5 weeks and at the end of each quarter- Nov., Feb., April, June
Failure list and credits reviewed to determine students who may not graduate on time	Identified 12 th grade students	Counselor Principal	Computer failure lists	Dec.-June
Review by 504 committee to identify learning problems	Any student referred by parent, teacher, etc.	Administrator Appropriate PPS staff Teachers	Outside Evaluation Information	Sept.-June
Freshman Seminar	Students in grade 9	Guidance Administration Teachers	Student Handbook	Ongoing

**HOLLAND PATENT CENTRAL SCHOOL DISTRICT
GOAL 15**

Provide advisory assistance for students who exhibit behavioral and/or adjustment problems.

A. TARGET POPULATION

Students in grades 9-12

B. OBJECTIVES

Academic:

Students will:

- Recognize the relationship between behavioral problems and academic proficiency.
- Show improvement in some or all of the following areas:
 - Improvement of overall school performance.
 - Elimination or reduction of class time lost due to behavior/adjustment problems.

Personal/Social:

Students will:

- Understand the cause and effect of their actions and be encouraged to seek alternate ways of behaving.
- Show improvement in some or all of the following areas:
 - Elimination or reduction of incidents involving negative behavior.
 - Acceptance of responsibility for own behavior.
 - Understanding of how to deal with negative emotions.
 - Understanding of how to deal more tolerantly with others.
 - Development of more positive self-image.
 - Development of improved tone towards improving peer relationship.
 - Ability to use appropriate support systems to assist in changing behavioral adjustment patterns.

C. ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Administration observation and feedback
- Teacher observations and feedback
- Parent satisfaction and feedback
- Disciplinary records will indicate a reduction of incidents involving discipline or adjustment problems
- Annual student review will indicate overall improvement in total program success

HOLLAND PATENT CENTRAL SCHOOL DISTRICT

E. PROGRAM DESCRIPTION				
ACTIVITIES	TARGET GROUP	STAFF ASSIGNED	OTHER RESOURCES	DATES
SBIT review of students exhibiting behavior/adjustment problems to ascertain scope of existing problems	Identified students in grades 9-12	Administrators Counselors Teachers Support Staff	Outside evaluations when needed	Sept.-June
Individual conferences with students to provide assistance in dealing with existing potential behavioral/adjustment problems, i.e., schedule adjustment, alternate programs, school policies and consequences	Identified and self-referred students in grades 9-12	Counselor Teacher Administrator Psychologist	Support help as needed. Behavior Management Plan	Sept.-June
Conference with teachers to ascertain extent of the problem or ways to resolve the situation	Identified students in grades 9-12	Teacher Counselor	Student Referrals Program report	Sept.-June
Conference with parents to intercede in potential problems or to resolve existing behavioral/adjustment problems of their child	Identified students in grades 9-12	Administrators Counselor Teacher	Aides Student referrals Progress reports Student folder	Sept.-June
Conference with administration to	Identified students in grades 9-12	Administrators Teacher	Superintendent Hearing record	Sept.-June

determine appropriate resolution to existing problems		Counselor	Referral forms Attendance record Progress Reports	
Referral to professionals or outside agencies, i.e., psychologist, Mental Health agency, Hospital	Identified students in grades 9-12	Counselor School Psychologist Social Worker Student Assistance Counselor	Student records Attendance Progress reports Referrals Evaluation date Probation SRO	Sept.-June

HOLLAND PATENT CENTRAL SCHOOL DISTRICT

ACTIVITIES	TARGET GROUP	STAFF ASSIGNED	OTHER RESOURCES	DATES
<p>Counseling for all 9th grade students</p> <p>Areas of focus include: -Problem solving -Value classification -Goal setting -Effective relationships -Conflict resolution -Self-esteem -Communication skills</p>	All 9 th grade students	<p>Administrators Weekly sessions</p> <p>Counselor Teachers Administrators 3 sessions</p>	Personal information cards	<p>Sept.-May</p> <p>Sept.-June</p>
<p>Individual counseling done with students having behavioral/ adjustment problems.</p> <p>May include the following areas: -Substance abuse -Poor peer Relationships -Poor communication skills -Depression -Loneliness</p>	<p>Identified students in grades 9-12 Referrals may be self-initiated or parent, teacher, administrator</p>	<p>Counselor Student Assistance Counselor Social Worker Psychologist</p>	<p>Discipline notices Pupil Personnel Council minutes Teacher referrals Safe Schools Probation SRO</p>	Sept.-June

<ul style="list-style-type: none">-Alienated attitude to society-Immaturity-Anxiety-Violent behavior-Self-defeating or destructive behavior-Abuse-Family problems				
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HOLLAND PATENT CENTRAL SCHOOL DISTRICT

ACTIVITIES	TARGET GROUP	STAFF ASSIGNED	OTHER RESOURCES	DATES
Consultation with or referral to alternative support personnel when appropriate	Identified students in grades 9-12	Counselor Psychologist Social worker Student Assistance Counselor	Outside agencies Private practitioners Safe Schools Probation SRO	Sept.-June
Referral for evaluation to assist in counseling students with behavioral problems	Identified students in grades 9-12	Counselor Social Worker Psychologist Student Assistance Counselor	Psychologist	Sept.-June
Identification and counseling of potential dropouts with contributing adjustment or behavior problems	Identified or self-referred students in grades 0912	Counselor Social Worker	Psychologist Social worker Progress reports Attendance records	Sept.-June

**HOLLAND PATENT CENTRAL SCHOOL DISTRICT
GOAL 16**

Encourage parental involvement in the educational process.

A. TARGET POPULATION

Parents of students in grades 9-12

B. OBJECTIVES

Academic:

Parents will:

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

Career:

Parents will:

- Be informed of the necessary details, procedures and opportunities available concerning their child's post-secondary options. These include:
 1. Applying to college
Financial implication, i.e., scholarships, financial aid
 2. Military careers
 3. Obtaining employment

Personal/Social:

Students will:

- Have a more positive attitude towards school and learning as a result of parental involvement.

Parents will:

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

C. ANNUAL ASSESSMENT OF PROGRAM RESULTS

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

HOLLAND PATENT CENTRAL SCHOOL DISTRICT

E. PROGRAM DESCRIPTION				
ACTIVITIES	TARGET GROUP	STAFF ASSIGNED	OTHER RESOURCES	DATES
Parent conferences for students involved in high school planning	Parents/students in grade 8 (Individual & Group)	Counselors	Curriculum Guides Progress reports Career planning sheets	Feb.-June
Parent conference for students involving career/college planning upon request	Parents/students in grades 11 & 12	Counselor	Annual review sheets Transcript Aptitude Test Results College materials Career printouts Computer surveys College planning guides Naviance: Family Connection	March-June Sept.-Nov.
Creation, preparation and distribution of curriculum guides including Guidance information	All parents in grades 8-12	Principal Department Chairperson Counselors (time varies)	Clerical assistance Printed materials District Guidance webpage	December- Feb.
Preparation of guidance related articles for newsletter School calendar	Parents in grades 9-12	Principal Curriculum Leaders Counselors (time varies)	Clerical assistance School Messenger Naviance: Family Connection	6 times per year July
Middle School to High School Parent Orientation	Parents of incoming 9 th graders	Appropriate grade level Counselors Teachers Administrators	Curriculum guides Power Point	Summer
Parent conferences for students exhibiting academic,	Parents of students in grades 9-12	Assistant Principals Individual counselor (time varies)	Progress reports Teacher comment sheets Attendance data Discipline slips	Ongoing

behavioral or attendance problems (case conference)			Parent Portal Teacher & Administrator input Psychologist input	
Open House Guidance Night Transition Night	Parents of students in grades 9-12	Administrators Counselors Curriculum Leaders 2-3 hours per evening	Guest Speakers: Financial Aid Officers Directors of Admissions Printed materials Computer Workshops Higher Education Corp. Data books Loan Information	Sept.-May

HOLLAND PATENT CENTRAL SCHOOL DISTRICT

ACTIVITIES	TARGET GROUP	STAFF ASSIGNED	OTHER RESOURCES	DATES
Area College Fairs	Students & parents in grade 12 (4 hours-evening)	Counselors	College reps, Speakers, Directories, Student newspaper, Barons/Chronicles, etc.	Fall and Spring
Progress reporting to parents	All parents	Principal Teachers Counselors	Clerical assistance Printing every 5 th week of quarter or as needed	Progress reports
Prepare materials for Committee on Special Education	Students/parents of individuals with special needs	Counselors Administrators Social Worker Psychologist Teachers	Clerical assistance	Ongoing as needed

Appendix A: 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 student 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 program

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.

Appendix B: Ethical Standards for School Counselors

SCA's Ethical Standards for School Counselors were adopted by the ASCA Delegate Assembly, March 19, 1984, revised March 27, 1992, June 25, 1998 and June 26, 2004.

Preamble

The American School Counselor Association (ASCA) is a professional organization whose members are certified/licensed in school counseling with unique qualifications and skills to address the academic, personal/social and career development needs of all students. Professional school counselors are advocates, leaders, collaborators and consultants who create opportunities for equity in access and success in educational opportunities by connecting their programs to the mission of schools and subscribing to the following tenets of professional responsibility:

- Each person has the right to be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations regardless of ethnic/racial status, age, economic status, special needs, English as a second language or other language group, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.
- Each person has the right to receive the information and support needed to move toward self-direction and self-development and affirmation within one's group identities, with special care being given to students who have historically not received adequate educational services: students of color, low socio-economic students, students with disabilities and students with nondominant language backgrounds.
- Each person has the right to understand the full magnitude and meaning of his/her educational choices and how those choices will affect future opportunities.
- Each person has the right to privacy and thereby the right to expect the counselor student relationship to comply with all laws, policies and ethical standards pertaining to confidentiality in the school setting.

In this document, ASCA specifies the principles of ethical behavior necessary to maintain the high standards of integrity, leadership and professionalism among its members. The Ethical Standards for School Counselors were developed to clarify the nature of ethical responsibilities held in common by school counseling professionals. The purposes of this document are to:

- Serve as a guide for the ethical practices of all professional school counselors regardless of level, area, population served or membership in this professional association;
- Provide self-appraisal and peer evaluations regarding counselor responsibilities to students, parents/guardians, colleagues and professional associates, schools, communities and the counseling profession; and
- Inform those served by the school counselor of acceptable counselor practices and expected professional behavior.

A.1. Responsibilities to Students

The professional school counselor:

- a. Has a primary obligation to the student, who is to be treated with respect as a unique individual.
- b. Is concerned with the educational, academic, career, personal and social needs and encourages the maximum development of every student.
- c. Respects the student's values and beliefs and does not impose the counselor's personal values.
- d. Is knowledgeable of laws, regulations and policies relating to students and strives to protect and inform students regarding their rights.

A.2. Confidentiality

The professional school counselor:

- a. Informs students of the purposes, goals, techniques and rules of procedure under which they may receive counseling at or before the time when the counseling relationship is entered. Disclosure notice includes the limits of confidentiality such as the possible necessity for consulting with other professionals, privileged communication, and legal or authoritative restraints. The meaning and limits of confidentiality are defined in developmentally appropriate terms to students.
- b. Keeps information confidential unless disclosure is required to prevent clear and imminent danger to the student or others or when legal requirements demand that confidential information be revealed. Counselors will consult with appropriate professionals when in doubt as to the validity of an exception.
- c. In absence of state legislation expressly forbidding disclosure, considers the ethical responsibility to provide information to an identified third party who, by his/her relationship with the student, is at a high risk of contracting a disease that is commonly known to be communicable and fatal. Disclosure requires satisfaction of all of the following conditions:
 - Student identifies partner or the partner is highly identifiable
 - Counselor recommends the student notify partner and refrain from further high-risk behavior
 - Student refuses
 - Counselor informs the student of the intent to notify the partner
 - Counselor seeks legal consultation as to the legalities of informing the partner
- d. Requests of the court that disclosure not be required when the release of confidential information may potentially harm a student or the counseling relationship.
- e. Protects the confidentiality of students' records and releases personal data in accordance with prescribed laws and school policies. Student information stored and transmitted electronically is treated with the same care as traditional student records.
- f. Protects the confidentiality of information received in the counseling relationship as specified by federal and state laws, written policies and applicable ethical standards. Such information is only to be revealed to others with the informed consent of the student, consistent with the counselor's ethical obligation.
- g. Recognizes his/her primary obligation for confidentiality is to the student but balances that obligation with an understanding of the legal and inherent rights of parents/guardians to be the guiding voice in their children's lives.

A.3. Counseling Plans

The professional school counselor:

- a. Provides students with a comprehensive school counseling program that includes a strong emphasis on working jointly with all students to develop academic and career goals.
- b. Advocates for counseling plans supporting students right to choose from the wide array of options when they leave secondary education. Such plans will be regularly reviewed to update students regarding critical information they need to make informed decisions.

A.4. Dual Relationships

The professional school counselor:

- a. Avoids dual relationships that might impair his/her objectivity and increase the risk of harm to the student (e.g., counseling one's family members, close friends or associates). If a dual relationship is unavoidable, the counselor is responsible for taking action to eliminate or reduce the potential for harm. Such safeguards might include informed consent, consultation, supervision and documentation.
- b. Avoids dual relationships with school personnel that might infringe on the integrity of the counselor/student relationship

A.5. Appropriate Referrals

The professional school counselor:

- a. Makes referrals when necessary or appropriate to outside resources. Appropriate referrals may necessitate informing both parents/guardians and students of applicable resources and making proper plans for transitions with minimal interruption of services. Students retain the right to discontinue the counseling relationship at any time.

A.6. Group Work

The professional school counselor:

- a. Screens prospective group members and maintains an awareness of participants' needs and goals in relation to the goals of the group. The counselor takes reasonable precautions to protect members from physical and psychological harm resulting from interaction within the group.
- b. Notifies parents/guardians and staff of group participation if the counselor deems it appropriate and if consistent with school board policy or practice.
- c. Establishes clear expectations in the group setting and clearly states that confidentiality in group counseling cannot be guaranteed. Given the developmental and chronological ages of minors in schools, the counselor recognizes the tenuous nature of confidentiality for minors renders some topics inappropriate for group work in a school setting.
- d. Follows up with group members and documents proceedings as appropriate.

A.7. Danger to Self or Others

The professional school counselor:

- a. Informs parents/guardians or appropriate authorities when the student's condition indicates a clear and imminent danger to the student or others. This is to be done after careful deliberation and, where possible, after consultation with other counseling professionals.
- b. Will attempt to minimize threat to a student and may choose to 1) inform the student of actions to be taken, 2) involve the student in a three-way communication with parents/guardians when breaching confidentiality or 3) allow the student to have input as to how and to whom the breach will be made.

A.8. Student Records

The professional school counselor:

- a. Maintains and secures records necessary for rendering professional services to the student as required by laws, regulations, institutional procedures and confidentiality guidelines.
- b. Keeps sole-possession records separate from students' educational records in keeping with state laws.
- c. Recognizes the limits of sole-possession records and understands these records are a memory aid for the creator and in absence of privilege communication may be subpoenaed and may become educational records when they 1) are shared with others in verbal or written form, 2) include information other than professional opinion or personal observations and/or 3) are made accessible to others.
- d. Establishes a reasonable timeline for purging sole-possession records or case notes. Suggested guidelines include shredding sole possession records when the student transitions to the next level, transfers to another school or graduates. Careful discretion and deliberation should be applied before destroying sole-possession records that may be needed by a court of law such as notes on child abuse, suicide, sexual harassment or violence.

A.9. Evaluation, Assessment and Interpretation

The professional school counselor:

- a. Adheres to all professional standards regarding selecting, administering and interpreting assessment measures and only utilizes assessment measures that are within the scope of practice for school counselors.
- b. Seeks specialized training regarding the use of electronically based testing programs in administering, scoring and interpreting that may differ from that required in more traditional assessments.
- c. Considers confidentiality issues when utilizing evaluative or assessment instruments and electronically based programs.
- d. Provides interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the student(s) can understand.
- e. Monitors the use of assessment results and interpretations, and takes reasonable steps to prevent others from misusing the information.
- f. Uses caution when utilizing assessment techniques, making evaluations and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.
- g. Assesses the effectiveness of his/her program in having an impact on students' academic, career and personal/social development through accountability measures especially examining efforts to close achievement, opportunity and attainment gaps.

A.10. Technology

The professional school counselor:

- a. Promotes the benefits of and clarifies the limitations of various appropriate technological applications. The counselor promotes technological applications (1) that are appropriate for the student's individual needs, (2) that the student understands how to use and (3) for which follow-up counseling assistance is provided.
- b. Advocates for equal access to technology for all students, especially those historically underserved.
- c. Takes appropriate and reasonable measures for maintaining confidentiality of student

information and educational records stored or transmitted over electronic media including although not limited to fax, electronic mail and instant messaging.

d. While working with students on a computer or similar technology, takes reasonable and appropriate measures to protect students from objectionable and/or harmful online material.

e. Who is engaged in the delivery of services involving technologies such as the telephone, videoconferencing and the Internet takes responsible steps to protect students and others from harm.

A.11. Student Peer Support Program

The professional school counselor:

Has unique responsibilities when working with student-assistance programs. The school counselor is responsible for the welfare of students participating in peer-to-peer programs under his/her direction.

B. Responsibilities to Parents/Guardians

B.1. Parent Rights and Responsibilities

The professional school counselor:

a. Respects the rights and responsibilities of parents/guardians for their children and endeavors to establish, as appropriate, a collaborative relationship with parents/guardians to facilitate the student's maximum development.

b. Adheres to laws, local guidelines and ethical standards of practice when assisting parents/guardians experiencing family difficulties that interfere with the student's effectiveness and welfare.

c. Respects the confidentiality of parents/guardians.

d. Is sensitive to diversity among families and recognizes that all parents/guardians, custodial and noncustodial, are vested with certain rights and responsibilities for the welfare of their children by virtue of their role and according to law.

B.2. Parents/Guardians and Confidentiality

The professional school counselor:

a. Informs parents/guardians of the counselor's role with emphasis on the confidential nature of the counseling relationship between the counselor and student.

b. Recognizes that working with minors in a school setting may require counselors to collaborate with students' parents/guardians.

c. Provides parents/guardians with accurate, comprehensive and relevant information in an objective and caring manner, as is appropriate and consistent with ethical responsibilities to the student.

d. Makes reasonable efforts to honor the wishes of parents/guardians concerning information regarding the student, and in cases of divorce or separation exercises a good faith effort to keep both parents informed with regard to critical information with the exception of a court order.

C. Responsibilities to Colleagues and Professional Associates

C.1. Professional Relationships

The professional school counselor:

a. Establishes and maintains professional relationships with faculty, staff and administration to facilitate an optimum counseling program.

b. Treats colleagues with professional respect, courtesy and fairness. The qualifications, views and findings of colleagues are represented to accurately reflect the image of competent professionals.

c. Is aware of and utilizes related professionals, organizations and other resources to whom the student may be referred.

C.2. Sharing Information with Other Professionals

The professional school counselor:

- a. Promotes awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information and staff consultation.
- b. Provides professional personnel with accurate, objective, concise and meaningful data necessary to adequately evaluate, counsel and assist the student.
- c. If a student is receiving services from another counselor or other mental health professional, the counselor, with student and/or parent/guardian consent, will inform the other professional and develop clear agreements to avoid confusion and conflict for the student.
- d. Is knowledgeable about release of information and parental rights in sharing information.

D. Responsibilities to the School and Community

D.1. Responsibilities to the School

The professional school counselor:

- a. Supports and protects the educational program against any infringement not in students' best interest.
- b. Informs appropriate officials in accordance with school policy of conditions that may be potentially disruptive or damaging to the school's mission, personnel and property while honoring the confidentiality between the student and counselor.
- c. Is knowledgeable and supportive of the school's mission and connects his/her program to the school's mission.
- d. Delineates and promotes the counselor's role and function in meeting the needs of those served. Counselors will notify appropriate officials of conditions that may limit or curtail their effectiveness in providing programs and services.
- e. Accepts employment only for positions for which he/she is qualified by education, training, supervised experience, state and national professional credentials and appropriate professional experience.
- f. Advocates that administrators hire only qualified and competent individuals for professional counseling positions.
- g. Assists in developing: (1) curricular and environmental conditions appropriate for the school and community, (2) educational procedures and programs to meet students' developmental needs and (3) a systematic evaluation process for comprehensive, developmental, standards-based school counseling programs, services and personnel. The counselor is guided by the findings of the evaluation data in planning programs and services.

D.2. Responsibility to the Community

The professional school counselor:

- a. Collaborates with agencies, organizations and individuals in the community in the best interest of students and without regard to personal reward or remuneration.
- b. Extends his/her influence and opportunity to deliver a comprehensive school counseling program to all students by collaborating with community resources for student success.

E. Responsibilities to Self

E.1. Professional Competence

The professional school counselor:

- a. Functions within the boundaries of individual professional competence and accepts responsibility for the consequences of his/her actions.
- b. Monitors personal well being and effectiveness and does not participate in any activity that may lead to inadequate professional services or harm to a student.
- c. Strives through personal initiative to maintain professional competence including technological literacy and to keep abreast of professional information. Professional and personal growth are ongoing throughout the counselor's career.

E.2. Diversity

The professional school counselor:

- a. Affirms the diversity of students, staff and families.
- b. Expands and develops awareness of his/her own attitudes and beliefs affecting cultural values and biases and strives to attain cultural competence.
- c. Possesses knowledge and understanding about how oppression, racism, discrimination and stereotyping affects her/him personally and professionally.
- d. Acquires educational, consultation and training experiences to improve awareness, knowledge, skills and effectiveness in working with diverse populations: ethnic/racial status, age, economic status, special needs, ESL or ELL, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.

F. Responsibilities to the Profession

F.1. Professionalism

The professional school counselor:

- a. Accepts the policies and procedures for handling ethical violations as a result of maintaining membership in the American School Counselor Association.
- b. Conducts herself/himself in such a manner as to advance individual ethical practice and the profession.
- c. Conducts appropriate research and report findings in a manner consistent with acceptable educational and psychological research practices. The counselor advocates for the protection of the individual student's identity when using data for research or program planning.
- d. Adheres to ethical standards of the profession, other official policy statements, such as ASCA's position statements, role statement and the ASCA National Model, and relevant statutes established by federal, state and local governments, and when these are in conflict works responsibly for change.
- e. Clearly distinguishes between statements and actions made as a private individual and those made as a representative of the school counseling profession.
- f. Does not use his/her professional position to recruit or gain clients, consultees for his/her private practice or to seek and receive unjustified personal gains, unfair advantage, inappropriate relationships or unearned goods or services.

F.2. Contribution to the Profession

The professional school counselor:

- a. Actively participates in local, state and national associations fostering the development and improvement of school counseling.
- b. Contributes to the development of the profession through the sharing of skills, ideas

and expertise with colleagues.

c. Provides support and mentoring to novice professionals.

G. Maintenance of Standards

Ethical behavior among professional school counselors, association members and nonmembers, is expected at all times. When there exists serious doubt as to the ethical behavior of colleagues or if counselors are forced to work in situations or abide by policies that do not reflect the standards as outlined in these Ethical Standards for School Counselors, the counselor is obligated to take appropriate action to rectify the condition. The following procedure may serve as a guide:

1. The counselor should consult confidentially with a professional colleague to discuss the nature of a complaint to see if the professional colleague views the situation as an ethical violation.
2. When feasible, the counselor should directly approach the colleague whose behavior is in question to discuss the complaint and seek resolution.
3. If resolution is not forthcoming at the personal level, the counselor shall utilize the channels established within the school, school district, the state school counseling association and ASCA's Ethics Committee.
4. If the matter still remains unresolved, referral for review and appropriate action should be made to the Ethics Committees in the following sequence:
 - state school counselor association
 - American School Counselor Association
5. The ASCA Ethics Committee is responsible for:
 - educating and consulting with the membership regarding ethical standards
 - periodically reviewing and recommending changes in code
 - receiving and processing questions to clarify the application of such standards;Questions must be submitted in writing to the ASCA Ethics chair.
 - handling complaints of alleged violations of the ethical standards. At the national level, complaints should be submitted in writing to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 1101 King St., Suite 625, Alexandria, VA 22314.

Appendix C: National Standards for School Counseling Programs

Competencies and Indicators

ACADEMIC DEVELOPMENT

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 which 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:A2.5 Refine study and organizational skills

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

A:A3.3 Cooperatively with other students

A:A3.4 Develop a broad range of interest and abilities

A:A3.5 Demonstrate dependability, productivity, and initiative

A:A3.6 Share knowledge

STANDARD B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary 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 Goal

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

A:B2.2 Develop an initial four-year plan

A:B2.3 Update and modify the four-year plan

A:B2.4 Use assessment results in educational planning

A:B2.5 Develop and implement annual plan of study to maximize academic ability and achievement

A:B2.6 Apply knowledge of aptitudes and interests to goal setting

A:B2.7 Use problem-solving and decision-making skills to assess progress toward educational goals

A:B2.8 Understand the relationship between classroom performance and success in school

A:B2.9 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

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 non-traditional 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 resume

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: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 Select course work that is related to career interests
- C:B2.4 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 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
- 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

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 goals 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:C 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 how to cope with peer pressure

PS:C1.9 Learn techniques for managing stress and conflict

PS:C1.10 Learn coping skills for managing life events

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