

Tioga Central School District

Counseling and Guidance

Program Overview

Tioga Central School District
3 Fifth Avenue, PO Box 241, Tioga Center, NY 13845

November 2016

Counseling and Guidance Vision

The Tioga Central Counseling and Guidance Department believes that every student is unique and capable of becoming a critical thinker, lifelong learner, and contributing citizen in our global society. Our K - 12 program focuses on maximizing student achievement by addressing the academic, personal/social and career development needs of all students. Partnering with students, teachers, families, and the community provides counselors with the unique ability to address the complicated issues that impact students' lives and their academic performance.

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School Guidance Counselors

Leanne Schneider

Steven Gillule

School Psychologist

Beth Klingbeil

Educational Philosophy

In preparing individuals to develop their fullest potential for living in the society of today and tomorrow, the Tioga Central Board of Education and the staff of the Tioga Central School District:

I. Recognize their responsibility to help meet the physical, intellectual and emotional needs of children, particularly the needs to inquire, learn, think, and create, to establish aesthetic, moral and ethical values, and to relate satisfactorily to others in social situations involving family, work, government, and recreation.

II. Accept primary responsibility for giving students a mastery of the basic skills of learning, thinking and problem solving; for teaching them to use various media of self-expression; for instilling in them a knowledge of the social and natural sciences; for acquainting them with the richness of our heritage; and for stimulating them to productive work in various areas of human endeavor.

III. Acknowledge the importance of their supplemental role to the home and other social agencies in developing habits and attitudes which make for effective personal living, the maintenance of optimum physical and mental health, and the establishment of sound moral, ethical, and aesthetic values.

Realizing that education, as here defined, is a lifelong process, the Tioga Central School District seeks to orient its graduates toward various types of post-secondary education and further formal training and study of many types, and to provide educational opportunities particularly suited to the needs of adults, both as individuals and as citizens in a democracy.

Roles and Responsibilities

School Counselor

School Counselors are New York State certified professionals with a Master's Degree/ Certificate of Advanced Study in School Counseling or related discipline. School Counselors responsibilities may include, but are not limited to:

1. Counseling students in developing academic, personal, social and college/career plans, goals and skills
2. Coordinating and/or administering PSAT, SAT/ACT and AP testing, including Services for Students with Disabilities
3. Presenting instruction on standardized testing, course selection, college preparation/application, summer programs and graduation requirements
4. Presenting grade level parent/guardian workshops on college and financial aid application process, developmental issues and graduation requirements
5. Counseling students at-risk and exploring alternative programs
6. Advising and registering new students
7. Coordinating the review and selection process of awards and scholarship programs
8. Serving as a liaison for students in alternative programs
9. Assisting in master schedule development and implementation
10. Verifying student diploma requirements and monitor academic progress

11. Processing Summer School registration when available
12. Supporting Counseling Office Assistant and Secretary
13. Serving as liaison with NCAA Eligibility Clearinghouse for student athletes
14. Maintaining relationships with post-secondary institutions and staying current with post-secondary trends and policies

Roles and Responsibilities

School Psychologist

School Psychologists are New York State certified professionals with a Master's Degree and a Certificate of Advanced Study in School Psychology. School Psychologists responsibilities may include, but are not limited to:

1. Conducting and reporting on psychological and psycho-educational evaluations
2. Conducting Functional Behavioral Assessments (FBA's)
3. Generating and tracking Behavioral Intervention Plans (BIP's) utilizing information yielded from Functional Behavioral Assessments (FBA's)
4. Implementation of appropriate behavioral modification approaches through staff consultation
5. Consultation with parents, staff and outside agencies regarding individual student development and needs
6. Addressing social/emotional/behavioral learning needs through classroom lessons and/or programs when appropriate
7. Providing Individualized Education Plans (IEP) and 504 individual and crisis counseling as needed
8. Serving as New York State Education Department legally mandated members of the Committee on Special Education (CSE)
10. Assisting in the writing and development of student Individualized Education Plans (IEP's)
11. Observing, assessing and consulting with staff regarding students that are educated in facilities outside of the District

12. Conducting cognitive, social/emotional, behavioral and/or motor screenings
13. Evaluating appropriate alternative education programming and placement
14. Participating on Building and District problem solving teams
15. Consulting with mental health and county agencies/service providers to facilitate community supports

Tioga Central School District K-12 Counseling Plan

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

ACTIVITIES	TARGET GROUP	STAFF ASSIGNED	OTHER RESOURCES	DATES	EVALUATION
Screening of new entrants	K-4	Teachers Speech Therapists School Nurse Principal	Preschool data, screening instrument, parent information, observations	Sept - June	Review of records Parent input Staff input
Record review of new entrants	K-4	Principal CSE Chair (classified students)	Transfer records Phone contact with Previous District as needed	Sept - June	Review of records Parent input Staff input
Placement/Transition meetings	Pre-K-4	School Psychologist School Administrator CPSE/CSE Team	Visits "Moving Up" Day Grouping Information Teacher reports RTI data	Sept - June	Review of records Parent input Staff input Student Needs
Identify Students in need of Remediation	K-4	School Administrator Teachers	RTI data NYS Assessments Child Study Information (CIM)	Sept - June	Review of records Parent input Staff input
Formal/Informal Behavioral Assessments/ Interventions	K-4	School Psychologist Teachers Director of pupil services	FBA/ Behavior Plans Outside Evaluations Behavioral Screenings Discipline Referrals Consultation with Staff PBIS	Sept - June	Review of records Parent input Staff input

Improving Student Attendance	K-4	Teachers Nurse School Psychologist School Administrator	School Tool Data DSS Contacts Parent Contact	Sept - June	Review of records Parent input Staff input
Individual, Group and Crisis Counseling	K-4	School Psychologist Director of pupil services	IEP's Student Records Outside Evaluations Counseling Materials	Sept - June	Student Performance Observations Parent, Teacher, Student Input School Records
Crisis Intervention	K-4	School Psychologist Administration Teachers Nurse	Staff Input Parent Input Student Input	Sept - June	Discipline referrals Student performance
Maximize Home/School Connection	K-4	All Staff/Faculty	Parent/Teacher Conferences Parent Meetings Act as Liaison Coordinate with Outside Agencies Open House	Sept - June	Parent input Staff input Student observations
Community/Career Exploration	4	Teachers PTO	Field Trips Literature Based Exploration Distance Learning Guest Speakers/Presentations After School Enrichment Activities	Sept - June	Parent input Staff input
Psychological/ Psycho Educational Evaluations	K-4	School Psychologist	Student Records Parent, Student, Staff Input Class Observations Assessment Tools RTI Progress Monitoring Child Study (CIM) Information	Sept - June	CSE recommendations Student performance

Classroom Interventions	K-4	School Psychologist Teachers School Administration	Behavior Plans Student Records Staff, Parent Input Student Input Screening Tools (formal/informal)	Sept - June	Student performance Discipline referrals
Child Study Meetings (CIM)	K-4	Teachers Related Service Providers School Psychologist School Administration	Student Records Staff, Teacher, Parent Input Student Input Screening Tools (formal/ informal)	Sept - June	Staff input Observations
Consultation with Outside Service Providers	K-4	School Psychologist Administration Teachers Nurse	County Agencies Professional FBA's Behavior Plans	Sept - June	Parent input Review of records
Master Schedule Development	K-4	School Administration	School Tool NYS Requirements	Sept - June	Staff input
CSE/504 Meetings	K-4	School Psychologist Teachers Administration Nurse Director of pupil services	IEP, 504 Plans Student Records Staff Input	Sept - June	Staff input Review of records Parent input

Tioga Central School District K-12 Counseling Plan

Provide education concerning the awareness of self and others

ACTIVITIES	TARGET GROUP	STAFF ASSIGNED	OTHER RESOURCES	DATES	EVALUATION
Character Education	K-4	School Administration Teachers	Character Ed Assemblies Second Step Program (PreK-1st) Bucket Filling Choice Theory Kindness Pledge Positive Self-Talk Walls	Sept - June	Student performance Discipline referrals
Individual/Group Counseling	K-4	School Psychologist	Counseling Materials Outside Evaluations Student, Staff, Parent Input Social Skills groups	Sept – June	Staff input Student observations
Addressing Ongoing Bullying and Harassment Issues	K-4	School Psychologist Administration All Staff/Faculty	Individual Counseling Peer Collaboration w/Administration Bullying Box Assembly Family Contact Caring Council OLWEUS	Sept - June	Discipline referrals Student performance Staff input

Tioga Central School District School District K-12 Counseling Plan

Provide direct support to students in the following areas: Academic, Behavioral, Social/Emotional and Career Development

ACTIVITIES	TARGET GROUP	STAFF ASSIGNED	OTHER RESOURCES	DATES	EVALUATION
Placement/ Transition Meetings	Grades 5-8	Building Administrator School Psychologist School Counselor	Student Transcripts Response to Intervention Data (RTI) Psychologist Feedback Discipline Referrals Individualize Education Plan's (IEP's) Screening of new entrants	Sept- June	Review of records
Identify Students in need of Remediation	Grades 4-8	Building Administrator Teachers	Response to Intervention Data (RTI) (4 th gr. Only) Academic Intervention Services(AIS) NYS CC Assessment	Sept-June	Review of records
Formal and Informal Behavior Assessments/ Interventions	Grade 4-8	Building Administrator School Psychologist School Counselor	Behavior Plans Outside Evaluations Functional Behavioral Assessment (FBA) Behavior Assessments Discipline Referrals	Sept-June	Review of records
Improving Student Attendance	Grades 5-8	Building Administrator Attendance Monitor	Parent Contact Monitor Daily Attendance Collaboration with outside agencies Student Contracts	Sept-June	Review of records
Maximizing Home-School Connection	Grades 5-8	Building Administrator School Counselor School Nurse	Parent Meetings Advocate for outside agency support Act as liaison by bridging the communication between home and school staff	Sept-June	Review of records
Crisis Intervention	Grades 5-8	Building Administrator School Psychologist School Counselor School Nurse	Collaboration between home and school staff Crisis Intervention Plan	Sept-June	Crisis Evaluation

Academic Assessments	Grades 5-8	Building Administrator School Psychologist School Counselor Instructional Support Specialist	Psycho-educational evaluation Academic/Behavior screening	Sept-June	Review of Records CSE
Section 504 Committee	Grades 5-8	Building Administrator School Counselor School Psychologist School Nurse	Determine initial eligibility Reviewed annually	Sept-June	504 meeting plan

Tioga Central School District K-12 Counseling Plan

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

ACTIVITIES	TARGET GROUP	STAFF ASSIGNED	OTHER RESOURCES	DATES	EVALUATION
Career Day	Grades 5-8	School Counselor Career Development Coordinator	Exposure to a variety of potential career paths	Spring	Student feedback Presenter feedback Teacher feedback
Initiating a High School plan and course selection	Grades 8	School Counselor	Review High School course selections Diploma Options Regents Exams Future Goals (i.e. College/Military, etc.) High School Requirements	Spring	Individual counseling Group participation and feedback
Specialized Field Trips	Grades 5-8	School Counselor BOCES Administrators Career Development Council	Lockheed Martin Community Businesses BTD BOCES	Sept-June	Student feedback Presenter feedback Teacher feedback Administration Feedback

Tioga Central School District K-12 COUNSELING PLAN

Provide education concerning the awareness of self and others

ACTIVITIES	TARGET GROUP	STAFF ASSIGNED	OTHER RESOURCES	DATES	EVALUATION
Identifying the difference between appropriate and inappropriate behaviors as they relate to social interactions.	Grades 5-8	All staff	Team building exercises Character Education	Sept- June	Discipline referrals Behavior Logs Sportsmanship awards
Helping the student process their current life challenges/ crisis both in and out of school. Brainstorming solutions and identifying the necessary skills to overcome problems.	Grades 5-8	All staff	Providing support & making connections Peer Mediation Group gatherings and team building exercises	Sept- June	Number of reported incidents
Character Education & Anti-Bullying & Anti-Cyberbullying	Grade 5-8	Health Teacher Life Skills Teacher Grade 5/6 Classroom Teacher	Character Counts	Sept-June	Discipline referrals

Tioga Central School District K – 12 Guidance Plan

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

ACTIVITIES	TARGET GROUP	STAFF ASSIGNED	OTHER RESOURCES	DATES	EVALUATION
Individual Counseling	9-12	School Counselor School Psychologist	IEP's Student records Evaluations Anecdotal information	Sept - June	Classroom observation Faculty input Student/Parent Input Goal achievement Review of records
Group Counseling	9-12	School Counselor School Psychologist	IEP's Student file Evaluations Counseling curriculum	Sept - June	Classroom observation Faculty input Student/Parent Input Goal achievement Review of records
Conflict Resolution	9-12	School Counselor School Psychologist School Principal	Faculty input Student input Parent input Principal input	Sept - June	Reduction of student referrals
On Demand Support	9-12	School Counselor School Psychologist	Faculty input Parent input Student input	Sept - June	Student performance
Crisis Intervention	9-12	School Counselor School Psychologist Principal Director of Spec. Ed.	Faculty input Parent input Student input	Sept - June	Reduction of student referrals
Classroom Lessons	9-12	School Counselor Career Development Council	Lesson Plans Curriculum Faculty input Student input	Sept - June	Pre/Post Testing Student engagement Faculty input Student performance

Tioga Central School District K-12 COUNSELING PLAN

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

ACTIVITIES	TARGET GROUP	STAFF ASSIGNED	OTHER RESOURCES	DATES	EVALUATION
Screening of New Entrants	9 - 12	School Counselor School Principal	Student records	Sept – June	Review of records Assess as necessary
Course Selection Process	9 – 12	School Counselor School Principal Faculty	Course catalog Program of study	Sept – June	Final schedules Student input
Student Course Selection	9 – 12	School Counselor Faculty	Student records Parent/ Student input Faculty input	Sept – June	Student performance Parent/ Student/ Teacher input
Four-Year Plan Development	9 – 12	School Counselor	Student records Parent input	Sept – June	Student Four-Year plan Yearly plan
Summer School Registration (as available)	9 – 12	School Counselor	Enrichment programs Final grade reports	June – July	Summer school grades
Career Advisement	9 – 12	School Counselor	Student records Interest/abilities assessment BOCES presentations Military/College reps	Sept – June	Parent/Student/ Teacher input Student performance Post-secondary placement
Committee on Special Education	9-12	School Psychologist School Counselor CSE Chairperson	Student Records Parent input Faculty input Student input	Sept – June	Student performance Parent/Student/ Teacher input
New Student Orientation	9	9th grade staff School Counselor School Principal	Previous Records	June & Sept	Parent Input Student Input Teacher Input

Tioga Central School District K-12 COUNSELING PLAN

ACTIVITIES	TARGET GROUP	STAFF ASSIGNED	OTHER RESOURCES	DATES	EVALUATION
Section 504 Committee	9-12	School Counselor School Psychologist School Nurse	Determine initial eligibility Reviewed annually	Sept – June	Parent Input Student Input Teacher Input
Post High School Planning Meetings	9 – 12	School Counselor School Psychologist	Student records Student/Parent input College/Military reps BOCES presentation	Sept – June	Student input Parent input Student performance
Career Panels & Shadowing	9 – 12	Teachers School Counselor BOCES Services Career Development Council	Lesson plans Guest speakers Other faculty Internet	Sept – June	Student performance Student input
Scholarships	11 – 12	School Counselor Administrators Community Agencies	Scholarship information Internet Community Agencies	Sept – June	Scholarship Applications Awarded monies
Awards Program	11 – 12	School Counselors Faculty Staff Principals	Community found. Individual Sponsors Civic Organizations Colleges	Jan – June	Parent input Student input Attendance
AP Exam Administration	11-12	School Staff	AP Exam Materials	Dec – May	Exams ordered and completed Attendance Score profile
ACCESS Post-Secondary Employment Training for Individuals w/disabilities	12	Teacher School Counselor Psychologist	ACCESS Case Manager	Sept – June	Completed application form

Tioga Central School District K-12 COUNSELING PLAN

ACTIVITIES	TARGET GROUP	STAFF ASSIGNED	OTHER RESOURCES	DATES	EVALUATION
PSAT Exam Administration	10 – 11	School Counselor School Staff	PSAT Exam materials Class presentation	June - Nov	Exams ordered and completed Attendance Score profile
SAT & Subject Test Information	11 – 12	School Counselor	The College Board <i>Collegeboard.com</i>	Sept – June	Score profile
ACT Test	11 – 12	School Counselor School Staff	ACT.org	Sept - June	Score profile
College Application Process	11 – 12	School Counselor	Internet/Common Application College Board College application materials SUNY Website	Sept – June	Student input Faculty input Parent input
College Admissions Process	12	School Counselor	Application forms Internet College Admissions Personnel School Profile Classroom presentations	Aug – July	Letters of Recommendation Completed college applications
NCAA Eligibility	11 – 12	School Counselor School Coaches	NCAA forms Internet	Sept – June	Eligibility approval
ASVAB Test	10-12	School Counselor Military Personnel	MEPS	Sept-Oct	Score profile

Tioga Central School District K – 12 Guidance Plan

Encourage parental involvement in the educational process.

ACTIVITIES	TARGET GROUP	STAFF ASSIGNED	OTHER RESOURCES	DATES	EVALUATION
Financial Aid/Scholarship Process	11 – 12	School Counselor	FAFSA forms CSS profile Scholarship Information College Personnel Financial Aid	Sept – June	Completed applications
Counseling Information Dissemination	9 – 12	School Counselor	Website	Sept – June	Parent input Student input
Open House	9 – 12	Faculty Principal School Counselor School Psychologist	BOCES Military Branches Financial institutions	October	Attendance Parent input Program review
Parent/Teacher Conferences	9 – 12	Faculty Principal School School Counselor School Psychologist	Outside agencies Behavior Intervention Team	As needed	Attendance Parent input Program review
Parent Consultation	9 – 12	School Counselor School Psychologist Faculty as needed	Student records Parent input Faculty input	As needed	Student performance Parent feedback

Tioga Central School District K-12 COUNSELING PLAN

Educate students concerning the awareness and respect of self and others.

ACTIVITIES	TARGET GROUP	STAFF ASSIGNED	OTHER RESOURCES	DATES	EVALUATION
Individual Counseling	9 – 12	School Counselor School Psychologist	IEPs Student records Evaluations	Sept – June	Classroom observation Faculty input Student input Parent input Goal achievement Review of records
Group Counseling	9 – 12	School Counselor School Psychologist	IEPs Student file Evaluations	Sept – June	Classroom observation Faculty Input Student input Parent input Goal achievement Review of records
Conflict Resolution	9 – 12	School Counselor	Faculty input Student input Parent input Principal input	Sept – June	Reduction of student referrals
On Demand Support	9 – 12	School Counselor School Psychologist	Faculty input Parent input Student input	Sept – June	Student performance
Crisis Intervention	9 – 12	School Counselor School Psychologist Principal Dir. of Special Ed. School Nurse	Faculty input Parent input Student input	Sept – June	Reduction of student referrals

Program Evaluation

This plan is a working document that will require yearly review and evaluation based on our progress towards meeting the standards set out in Appendices A, B, C and D.

APPENDIX A

The National Standards for School Counseling Programs

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

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

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

APPENDIX B

New York State Learning Standards

Health, Physical Education, and Family and Consumer Sciences

Standard 1: Personal Health and Fitness

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

Standard 2: A Safe and Healthy Environment

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment. Standard 3: Resource Management

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

Mathematics, Science, and Technology

Standard 1: Analysis, Inquiry, and Design

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

Standard 2: Information Systems

Students will access, generate, process, and transfer information using appropriate technologies. Standard 3: Mathematics

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

Standard 4: Science

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

Standard 5: Technology

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

Standard 6: Interconnectedness: Common Themes

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

Standard 7: Interdisciplinary Problem Solving

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

Appendix C

ASCA National Standards

Citation Guide

When citing from this publication, use the following reference:

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ASCA National Standards for Students –

One Vision, One Voice

Professional school counselors everywhere proudly share the same simple vision — to prepare today’s students to become tomorrow’s adults. The American School Counselor Association (ASCA) not only supports this idea, it has made it the Association’s mission.

Educational reform movements of the late 20th and early 21st centuries, such as standards-based education and the No Child Left Behind legislation, focused on raising teacher quality and academic achievement. Unfortunately, these efforts ignored the emotional, physical, social and economic barriers that can inhibit student success. This is where school counselors make a difference. School counselors are actively committed to eliminating these obstacles and to helping students understand that the choices they make now will affect their educational and career options in the future.

ASCA National Standards for Students was established to help school counselors help students. ASCA National Standards identify and prioritize the specific attitudes, knowledge and skills that students should be able to demonstrate as a result of participating in a school counseling program. Best of all, by adopting and implementing ASCA National Standards, school counselors change the way school counseling programs are designed and delivered across our country.

The Development of Standards

The development of ASCA National Standards for Students required an examination of theory, research and practice to ensure that all aspects of school counseling were considered. The process solicited broad-based involvement from all segments of the school counseling community to determine what purpose the Standards would serve and what their content would be. Through pilot surveys at ASCA's national Delegate Assembly in April 1995 and a revised survey to more than 2,000 ASCA members in September of that year, ASCA was able to gather input on school counselor attitudes and to initiate the movement toward adopting National Standards.

The standards movement has provided ASCA with a timely opportunity to better define the role of school counseling in the American educational system and establish similar goals, expectations, support systems and experiences for all students across the country. Additionally, on the local level, National Standards offer an opportunity for school counselors, school administrators, faculty, parents, businesses and the community to engage in conversations about expectations for students' academic success and the role of counseling programs in enhancing student learning.

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

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

Acknowledgments

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ASCA National Standards for Students

(COMPETENCIES AND INDICATORS)

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

Academic Development

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

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

A:A1 Improve Academic Self-concept

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

A:A1.2 Display a positive interest in learning

A:A1.3 Take pride in work and achievement

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

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

A:A2 Acquire Skills for Improving Learning

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

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

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

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

A:A3 Achieve School Success

A:A3.1 Take responsibility for their actions

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

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

A:A3.4 Demonstrate dependability, productivity and initiative

A:A3.5 Share knowledge

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

A:B1 Improve Learning

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

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

A:B1.3 Apply the study skills necessary for academic success at each level A:B1.4 Seek information and support from faculty, staff, family and peers A:B1.5 Organize and apply academic information from a variety of sources

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

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

A:B2 Plan to Achieve Goals

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

A:B2.2 Use assessment results in educational planning

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

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

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

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

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

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

A:C1 Relate School to Life Experiences

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

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

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

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

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

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

Career Development

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

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

C:A1 Develop Career Awareness

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

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

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

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

C:A1.5 Learn to make decisions

C:A1.6 Learn how to set goals

C:A1.7 Understand the importance of planning

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

C:A1.9 Develop hobbies and vocational interests

C:A1.10 Balance between work and leisure time

C:A2 Develop Employment Readiness

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

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

C:A2.3 Demonstrate knowledge about the changing workplace

C:A2.4 Learn about the rights and responsibilities of employers and employees

C:A2.5 Learn to respect individual uniqueness in the workplace

C:A2.6 Learn how to write a résumé

C:A2.7 Develop a positive attitude toward work and learning

C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace

C:A2.9 Utilize time- and task-management skills

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

C:B1 Acquire Career Information

C:B1.1 Apply decision-making skills to career planning, course selection and career transition

C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice

C:B1.3 Demonstrate knowledge of the career-planning process

C:B1.4 Know the various ways in which occupations can be classified C:B1.5 Use research and information resources to obtain career information C:B1.6 Learn to use the Internet to access career-planning information

C:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice

C:B1.8 Understand how changing economic and societal needs influence employment trends and future training

C:B2 Identify Career Goals

C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals

C:B2.2 Assess and modify their educational plan to support career

C:B2.3 Use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience

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

C:B2.5 Maintain a career-planning portfolio

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

C:C1 Acquire Knowledge to Achieve Career Goals

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

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

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

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

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

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

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

C:C2 Apply Skills to Achieve Career Goals

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

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

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

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

Personal/Social Development

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

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

PS:A1 Acquire Self-knowledge

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

PS:A1.2 Identify values, attitudes and beliefs

PS:A1.3 Learn the goal-setting process

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

PS:A1.5 Identify and express feelings

PS:A1.6 Distinguish between appropriate and inappropriate behavior PS:A1.7 Recognize personal boundaries, rights and privacy needs

PS:A1.8 Understand the need for self-control and how to practice it PS:A1.9 Demonstrate cooperative behavior in groups

PS:A1.10 Identify personal strengths and assets

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

PS:A1.12 Identify and recognize changing family roles

PS:A2 Acquire Interpersonal Skills

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

PS:A2.2 Respect alternative points of view

PS:A2.3 Recognize, accept, respect and appreciate individual differences PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity PS:A2.5 Recognize and respect differences in various family configurations PS:A2.6 Use effective communications skills

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

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

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

PS:B1 Self-knowledge Application

PS:B1.1 Use a decision-making and problem-solving model

PS:B1.2 Understand consequences of decisions and choices

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

Standard C: Students will understand safety and survival skills.

PS:C1 Acquire Personal Safety Skills

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

APPENDIX D

About ASCA

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

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

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