

Revised 10/21/21

The Baldwinsville Central School District School Counseling Department

Provide every student with the educational experiences and opportunities that will foster the full development of his or her potential.

VISION STATEMENT:

Through a cooperative effort of the total community, we will create an environment which inspires a desire for lifelong learning, fosters mutual respect, instills a positive philosophy about the worth of participatory citizenship, and empowers all individuals to reach their full potential.

Graduates of Baldwinsville Central School District will prove to be young adults ready to pursue post secondary goals which match their values, passions, abilities and personal intentions so that they may enhance their communities and meet personal fulfillment in life.

Mission:

Our Counseling department will employ a comprehensive counseling program which cultivates personal growth in self advocacy and respect for others; develops an awareness of personal strengths and how they relate to career/college readiness; and ensures the acquisition of 21st Century learning skills.

Beliefs:

All students will have equitable access to a certified school counselor.

The school counselor will advocate for all students.

All students have the right to participate in the school counseling program.

Each student can achieve academic, career, and social emotional success when given appropriate and timely support and interventions.

All students are individuals and learn at their own pace.

All students are capable of developing resiliency skills.

All students' ethnic, cultural, racial, gender differences and special needs should be recognized and respected throughout the implementation of the school counseling program.

Student Achievement Goals
Alignment with District Strategic Plan

- Achieve educational excellence and high levels of learning for all
- Promote collaboration, innovation, and flexibility to prepare students for their future
 - Ensure equal access, opportunity and choice for all students

Developmentally Appropriate Student Competencies

- Academic K-12
- Career Development K-12
- Personal/Social Development K-12
- NYSED Career Development & Occupational Studies (CDOS Standards)
- NYSED Mental Health Education Standards
- Mindsets & Behaviors for Student Success

Delivery Systems

- School Counselors
- Social Workers
- School Psychologists
- Physical Education Staff
- Health Staff
- Library Media Specialists
- District Wide Advisory Committee
- School Based Mental Health Clinics
- Community Partners

Academic Development

Activities and Time Frame	Target Group or SubGroup	Staff Assigned	Other Resources Assigned	Outcome
Review of Academic Progress Throughout school year 1. Course selection 2. Progress to graduation monitoring 3. Academic monitoring	Grades K - 12	Teachers, Counselors, Social Workers, Psychologists, Clerical Staff	School Tool Teachers Administrators Mailing	<ul style="list-style-type: none"> ● Students will be encouraged to seek out and use additional resources for academic support. ● Students will receive counseling and academic support to meet their academic goals. ● Students will have the opportunity to improve their academic progress. ● Schedules and course levels will be adjusted as necessary. ● Parent communication will be enhanced to ensure student success. ● Families will receive notification of potential failure by mail.
Study Skills Throughout school year	Grades K - 12	Counselors, Social Workers, Psychologists	Study skill and learning style assessments Naviance	<ul style="list-style-type: none"> ● Student(s) will utilize new study skills and self awareness. ● Students will be able to self advocate regarding the way he or she learns best. ● Parents/guardians will have an increased awareness of how their child learns.

<p>Parent conferences</p> <p>Throughout school year</p>	<p>Grades K - 12</p>	<p>Counselors, Social Workers, Psychologists, Teachers</p>	<p>School Tool</p> <p>Student Records</p> <p>Additional test scores</p>	<ul style="list-style-type: none"> ● Parents/guardians communication and comprehension of student needs/progress will be enhanced to ensure student success.
<p>Student/Teacher Mediation</p> <p>Throughout school year</p>	<p>Grades K - 12</p>	<p>Counselors, Social Workers, Psychologists, Teachers</p>	<p>School Tool</p> <p>Verbal contracts</p>	<ul style="list-style-type: none"> ● Students and teachers will collaborate to enhance future success.
<p>New Student Intake Meeting</p> <p>Throughout school year</p>	<p>Grades K - 12</p>	<p>Counselors, Social Workers, Psychologists, Administration, Clerical Staff</p>		<ul style="list-style-type: none"> ● Students and parents will learn more about their assigned school. ● Develop academic program. ● Students will understand school expectations.
<p>Cumulative Record Keeping</p> <p>Throughout school year</p>	<p>Grades K - 12</p>	<p>Counselors, Psychologists, Administration, Clerical Staff</p>	<p>School Tool</p> <p>Naviance</p> <p>File folders</p>	<ul style="list-style-type: none"> ● Each Counselor has an accurate and comprehensive file for every student. These files are confidential.

<p>Community/school Events such as open house and curriculum night</p> <p>Throughout school year</p>	<p>Grades K - 12</p>	<p>Counselors, Social Workers, Psychologists, Teachers, Administration</p>	<p>Parents/Guardians</p> <p>SchoolTool</p>	<ul style="list-style-type: none"> ● Support building positive relationships with parents ● Provide necessary resources to ensure academic success.
<p>CSE/504 Meetings</p> <p>Self Directed IEPs</p> <p>Throughout the school year</p>	<p>Grades K - 12</p>	<p>Counselors, Social Workers, Psychologists, Special Education Teacher, Teachers</p>	<p>Frontline</p>	<ul style="list-style-type: none"> ● Discuss the whole child and provide support as needed. ● Promote self advocacy skills and awareness about strengths and weaknesses.
<p>Concussion Protocol</p> <p>As needed throughout school year</p>	<p>Grades K - 12</p>	<p>Counselors, School Nurse, Administration, Teachers</p>		<ul style="list-style-type: none"> ● Provide support for students. ● Consultation with teachers.

<p>School Supply Drive and Distribution (“stuff the bus”)</p> <p>August</p>	<p>Grades K - 12</p>	<p>Social Workers, Administration</p>	<p>Transportation, Local churches, businesses and organizations, Community Members</p>	<ul style="list-style-type: none"> ● Provide school supplies for students.
<p>STEM/STEAM</p> <p>Throughout school year</p>	<p>Grades K - 12</p>	<p>Social Workers, Library Media Specialists, Teachers</p>		<ul style="list-style-type: none"> ● Promote Science, Technology, Engineering, Arts, and Math opportunities.
<p>Getting Ready for Kindergarten</p> <p>May</p>	<p>Grade K</p>	<p>Social Workers, Teachers, Administration, Psychologists, Nurse, Speech Pathologists, RTI</p>	<p>Cafeteria Staff</p>	<ul style="list-style-type: none"> ● Promote a positive transition to Kindergarten.
				<ul style="list-style-type: none"> ●

Instructional Support Team Throughout school year	Grades K - 7	Social Workers, Psychologists, Administration, Teachers	School Tool RTI staff BIMAS Edoctrina STAR	<ul style="list-style-type: none"> The multi-disciplinary team will meet to assess and support at-risk students.
Mentoring Program Throughout school year	Grades K - 5 Grades 10 - 12	Counselors, Social Workers, Administration	Transportation Clerical staff	<ul style="list-style-type: none"> High school students work to assist elementary students on academic and social emotional needs.
Therapy Dogs Throughout school year	Grades K - 12	Counselors, Social Workers, Administration		<ul style="list-style-type: none"> Therapy dogs push into classrooms to encourage participation and engagement in lessons. Reduce anxiety. Provide reward for students' academic achievement. Are available for crisis intervention at all grades K-12.
Academic Program Planning Throughout school year	Grades 6-11	Counselors	School Tool	<ul style="list-style-type: none"> Students participate in course selection geared toward future goals and graduation requirements.
Case Manager for Section 504 students	Grades K-5 Grades 6 - 12	Psychologists, Counselors	Frontline	<ul style="list-style-type: none"> Ensure implementation of 504 plans and ensure plans are updated annually.

Throughout school year				
1-1 Course and Career Planning Conference Throughout school year	Grades 6-12	Counselors , Clerical Staff	School Tool Individual academic plans Course Catalog Naviance	<ul style="list-style-type: none"> • Students will have a clear understanding of his or her academic direction, as well as how it will impact future academic and vocational goals while ensuring state district compliance.
New Building Orientation June	Grades 5-7, 9-10	Counselors, Social Workers, Psychologists , Administration, Teachers	Transportation Food Services	<ul style="list-style-type: none"> • Students will be more familiar with new school buildings and begin to build relationships with staff. • Students will be informed about resources available at the next level. • Ease student anxieties about transitioning to a new building. • Support staff will notify the new support staff of individual student needs.
Alternative Education Throughout school year	Grades K - 12	Counselor, Social Workers, Psychologists, Teachers, Administration	Students, BOCES, Naviance	<ul style="list-style-type: none"> • Appropriate school placement for positive student outcomes.

<p>Grade Specific Seminars</p> <p>Throughout school year</p>	<p>Grades 10-12</p>	<p>Counselors</p>	<p>Guidance website Career Links Career Plan Power Point Naviance Seminar Packet</p>	<ul style="list-style-type: none"> ● Students will know who their counselor is and their role as well as make further connections with classmates. ● Students will have an understanding of graduation requirements, volunteer and career related opportunities outside of school. ● Students will gain knowledge about the Naviance program and will continue to use the program for college and career research.
<p>College and Career Exploration</p> <p>Throughout school year</p>	<p>Grades 7, 10-12</p>	<p>CRC Staff, Counselors</p>	<p>Naviance CRC Community Members</p>	<ul style="list-style-type: none"> ● Students are introduced to post high school opportunities.
<p>Career and Post-Secondary Exposure</p>	<p>Grades 10-12</p>	<p>Administration, Counselors BOCES Staff</p>	<p>Career Day BOCES Presentation</p>	<ul style="list-style-type: none"> ● Students will acquire knowledge and skills necessary for future employment ● Students will have first hand knowledge of various careers they are interested in. ● Students interested in military careers will have necessary information.

Throughout school year				
CTE Throughout school year	Grades 10-12	Counselors, BOCES Staff		<ul style="list-style-type: none"> • Students will receive hands-on vocational training
College Admissions Testing / Interpretation / Advisement Throughout school year	Grades 10-12	Counselors		<ul style="list-style-type: none"> • Students will be provided opportunities to take college admissions tests • Students will review scores with counselors and set achievable goals
College Application Process	Grades 11-12	Counselors, Parents	Naviance, Various Applications	
	Juniors (Spring) Seniors (Primary target group)	CRC Staff School Counselors	Naviance, Baker Website, Scholarship Search Engines, Emails	Students will be made aware of scholarships available and will complete and submit scholarship applications

<p>In September of senior year, High School counselors meet with students in groups (Senior Seminars) reviewing all aspects of the college application process. Topics include, types of college applications, application requirements, and process for requesting school materials sent to colleges.</p>	<p>All seniors</p>	<p>School Counselors</p>	<p>LGR/Computer Labs Power Point</p>	<p>All seniors will have the knowledge needed to access appropriate applications, independently apply to colleges, and understand how to send supporting application materials from the school.</p>
<p>In the early Fall, High School Counselors complete individual senior interviews with each to review graduation requirements, college application process, and develop individual post-secondary options and plans.</p>	<p>All Seniors</p>	<p>School Counselors</p>	<p>Naviance and Baker Website</p>	<p>All seniors will have a post-secondary plan and understand the necessary applications and requirements needed of these programs of interest.</p>
<p>All school counselors provide a Senior Parent Night reviewing all aspects of the college application process.</p>	<p>All Senior Parents</p>	<p>School Counselors</p>	<p>Naviance</p>	<p>All senior parents will have the knowledge needed for seniors to access appropriate applications, independently apply to colleges, and understand how to send supporting application materials from the school.</p>

Topics include, types of college applications, application requirements, and process for requesting school materials sent to colleges.				
Counselors communicate with students regarding athletic interests. Counselors share NCAA information with students who are interested in pursuing DI, II, or III college athletics.	HS Athletes	School Counselors	Coaches / Athletic Director	Students will understand and select NCAA approved courses in order to attain a GPA and SAT/ACT score that will help them be eligible through the NCAA clearinghouse.
An evening meeting will be held with parents to reinforce an organized approach to actualizing their college plan. A question and answer session to follow the presentation.	11th grade parents	School Counselors AV Staff	Use of the Baker HS Auditorium	Parents will become better informed on how to proceed with their child's college and career plans.
Counselors present information on the college application	12th grade parents	School Counselors	Use of the Baker HS Facilities	Parents better understand the college transition process.

process, financial aid, and transition from high school.		AV Staff		
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Personal/Social Development

Activities	Target Group or SubGroup	Staff assigned and Time	Other Resources Assigned	Outcome
Individual counseling	Grades K - 12	School Counselor School Social Workers School Psychologists Throughout school year	Self referral Parent or teacher referral	Students will develop strategies and goals. Support staff will assist the student in becoming more competent emotionally and/or socially. If appropriate will refer the student to outside agencies.
Small group counseling	Grades K - 12	School Counselors School Social Workers School Psychologists Throughout school year		Students will gain skills and learn from shared experiences of the group.

Student Absenteeism	Grades K - 12	School Counselors School Social Workers School Psychologists Administration Attendance Office School Resource Officer School Nurse As needed	Parent, Student, Teacher or Truant Officer, ACCESS Liaison, CPS if necessary	<p>Improve attendance and provide emotional support for underlying concerns. Staff meets to review and address students whose attendance issues raise concern.</p> <p>Action plan for working with and providing support to target students and families. Student/parent meeting to develop a plan to improve attendance. Provide the parent/guardian with contacts for outside support. Contact CPS if concern rises to the level of educational neglect.</p> <p>Increase attendance with follow through of the devised attendance plan.</p>
Peer mediations	Grades K - 12	School Counselors School Social Workers Administration Teachers School Psychologists Throughout school year	Student, Parent or teacher referral	Students will develop strategies to help resolve conflicts amongst their peers using skills modeled and encouraged in mediation.

<p>Mental health assessment and referral follow through</p>	<p>Grades K - 12</p>	<p>School Counselors School Social Workers School Psychologists School Resource officer School Nurse Administration Throughout school year</p>	<p>Outside crisis agencies BIMAS 2 School Based Mental Health Clinic Mental Health Resource List Outside agency pamphlets and written materials</p>	<p>Parents/guardians are made aware of significant mental health concerns of student and provided outside resources. Students and families will be provided with the appropriate community agencies for necessary support.</p>
<p>Parent/guardian consultation</p>	<p>Grades K - 12</p>	<p>School Counselors School Social Workers School Psychologists As needed</p>	<p>Contact information from outside agencies.</p>	<p>Parents are provided with information and resources that will help them understand their student. They will be given suggestions on what they can do in the role of caregiver to support their students social and emotional growth.</p>

<p>Coordination of Care</p>	<p>Grades K - 12</p>	<p>School Counselors School Social Workers School Psychologists Administration Throughout school year</p>	<p>Signed parental release giving permission to share information and coordinate services with outside agencies.</p>	<p>Support staff act as liaison to outside mental health providers.</p> <p>When authorized, the counselor will provide information to the outside providers to help support the student in school. The counselor will also receive information from outside providers to give recommendations to help the student.</p> <p>Improved student social/emotional success through informed coordination of services to also help ensure success in the school setting.</p>
<p>Support staff meetings</p>	<p>Grades K - 12</p>	<p>School Counselors School Social Workers School Psychologists Administration Regular meetings throughout school year</p>	<p>Notes, emails and other documentation</p>	<p>Support staff will meet and share important information regarding the social/emotional needs of students and discuss intervention implementation and behavioral progress or regression.</p>

Crisis intervention	Grades K - 12	School Counselors School Psychologist School Social Worker Throughout school year	Outside crisis agencies BIMAS 2 CSSRS	To diffuse dangerous or hazardous situations in order to stabilize the student in an effort to integrate them into their normal classroom routine. Appropriate referral to outside agencies for follow up as necessary. Provide assessment for students who are experiencing suicidal or self-injurious thoughts.
Service Coordination	Grades K - 12	School Social Workers School Counselors School Psychologists Administration	Community Providers	Act as the point person with outside providers including therapists, pediatricians, child protective, etc. to discuss student concerns and needs.
Presentations/Professional Development	Grades K - 12	School Social Workers School Counselors School Psychologists	Transportation PTA Administration District Employees	Educate various professionals and community members on a variety of topics regarding student needs, SEL Resources and Self Care. Education on use of the BIMAS 2

DASA	Grades K - 12	School Counselors School Social Workers Administration		Investigate reports of bullying based on protective classes.
Promoting Wellness	Grades K - 12	School Counselors School Social Workers Teachers Administration		Offer a variety of activities to promote mental and physical well being. Examples are Girls on the Run, Wellness Club, Wellness Days, Field Days, Bee Fit Club, Zen Den, Meditation, Therapy Dog, Positivity Project.
Mentoring	Grades K - 12	School Counselors School Social Workers		Informal mentoring, peer mentoring and Baker High School student mentoring.
McKinney - Vento Liaison	Grades K - 12	School Counselors School Social Workers	District Office	Refer students to McKinney-Vento, offer resources and support to students attending under MV
BIMAS 2	Grades K - 6 Teacher / Parent Grades 7-12 Self Rating	School Social Workers School Psychologists School Counselors	SUNY Oswego	Screening tool implemented to monitor students mental health and behavior.

		Administration Teachers / Parents		
Classroom Lessons	Grades K - 5 Grades 6-12	School Social Workers School Counselors School Psychologist Social Worker Health and Physical Education Teachers	Second Step Curriculum	Educate students using SEL standards and mental health and well being standards.
Restorative Practices	Grades K - 12	School Social Workers Administration Teachers		Meet with students to problem solve around specific incidents to reflect on behavior and facilitate restitution. This can include classroom, cafeteria, recess or bus incidents.
Home Visits	Grades K - 12	School Social Workers School Resource Officer School Counselors School Psychologist Administration		Visit the student's home to address attendance concerns as a family system.

Mandated IEP Counseling	Grades K - 12	School Social Workers School Psychologists School Counselors		Counsel students as required through IEP.
Re-entry Meetings	Grades K - 12	School Counselors School Social Workers Administration Teachers School Psychologists School Resource Officer		Meet with students after long term absences.
Community/Family Outreach	Grades K - 12	School Counselors School Social Workers School Psychologists Administration	Volunteer Center Sheriff's Department PTA Parents Local Agencies	Food drives, clothing drives, stuff the bus, holiday collections, money fundraising, free/reduced lunch paperwork and other activities to teach civic responsibility and strengthen communities.

		Teachers		
Outside Agency Presentations	Grades K - 5 Grades 6 - 12	School Social Workers School Counselors Health Teachers Teachers		Working with students on self esteem, safety skills and to empower the community to prevent abuse and meet Erin's law mandate
5th Grade Celebration	Grade 5	School Social Workers School Counselors Administration Teachers	PTA Transportation	Foster relationships between all five elementary buildings before transitioning to Ray.
8th Grade Meet and Greet	Grade 8 Parent/Guardians	School Counselors Administration Student Representatives Clerical Staff Custodial Staff Resource Officer	Whole building access for tours Handouts including student schedules and maps	Students will feel more at ease with the transition to their new building. They will learn how to navigate their setting and where to seek help if needed when they start school.

Mental Health Awareness	6-12	School Counselors School Psychologists School Social Workers Health Teachers	Community Events Hotline Numbers Posted Mental Health Resources on District Website	Students will gain more of an understanding of what mental health means and learn about some types of diagnosed mental health issues.
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Career Development

Activities	Target Group or SubGroup	Staff assigned and Time	Other Resources Assigned	Outcome
Students will meet individually with counselors to increase knowledge of career opportunities	Grades K - 12	School Counselors Teachers Library Media Specialists Throughout school year	Naviance Other resources	Students will have a view of their own strengths, interests and some career possibilities. Curriculum Aligned with Standards
Career Talks	Grades 10-12	School Counselors Career Resource Center Throughout school year	Computers Local Businesses	Provide opportunities for students to be exposed to and learn about a variety of careers
Enrichment Days	Grades K - 5	School Social Workers School Counselors Administration Teachers	PTA	Opportunity for students to participate in a variety of activities that focus on academic, personal and career exploration.

STEM	Grades K - 5	School Social Workers Library Media Specialists Teachers		After school program to promote Science, Technology, Engineering and Math.
Classroom Naviance Lessons	Grade 6 - 9	School Counselors Annually	Computers	Student work on understanding career options while learning to better navigate Naviance
Meet with students during individual planning/scheduling conferences	Grades 6 - 12	School Counselors Annually	SchoolTool	Students become knowledgeable about careers and the educational requirements
BESTT Program	Grades 10-12	BESTT Program Coordinator School Counselor School Psychologist Job Coaches	Community Agencies and business	School Based Work Program focuses on job opportunities and employability skills with direct coaching at the work site.

Career Fair	Grades 10-12	Career Resource Center Staff School Counselors Annually	Representatives from various careers and trades	Students have the ability to learn about the skills and training needed for various careers.
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APPENDIX A: ASCA National Standards for Students

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 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 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 students progress through school and into adulthood.

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

others.

PS:A1 Acquire Self-knowledge

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

PS:A1.2 Identify values, attitudes and beliefs

PS:A1.3 Learn the goal-setting process

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

PS:A1.5 Identify and express feelings

PS:A1.6 Distinguish between appropriate and inappropriate behavior

PS:A1.7 Recognize personal boundaries, rights and privacy needs

PS:A1.8 Understand the need for self-control and how to practice it

PS:A1.9 Demonstrate cooperative behavior in groups

PS:A1.10 Identify personal strengths and assets

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

PS:A1.12 Identify and recognize changing family roles

PS:A2 Acquire Interpersonal Skills

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

PS:A2.2 Respect alternative points of view

PS:A2.3 Recognize, accept, respect and appreciate individual differences

PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity

PS:A2.5 Recognize and respect differences in various family configurations

PS:A2.6 Use effective communication 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

Cited from:

American School Counselor Association (2004). ASCA National Standards for Students. Alexandria, VA: Author.
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