

**BROOKHAVEN-COMSEWOGUE
UNION FREE SCHOOL DISTRICT**

**K-12 Comprehensive & Developmental
School Counseling Program**

2023 – 2024

Comsewogue School District

www.comsewogue.k12.ny.us

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Our Mission

The Counseling Program is designed to assist all students with their academic, social and emotional development. In partnership with parents, administrators, support staff and community members, school counselors will foster social emotional growth, academic success, college and/or career readiness skills, independence and self-advocacy that will enable them to be lifelong learners and productive citizens.

Introduction

As our students continue to grow and learn throughout the twenty-first century, it is evident that they require a wider range of support services as they face societal pressures. The Comprehensive and Developmental School Counseling program outlined in the plan below highlights Comsewogue School District's ongoing commitment to better serve our students and their families as they move on and progress through our school system.

The school counseling program is designed to promote, support and enhance the learning process. Students will be exposed to age and grade level appropriate activities that will support their academic and social emotional development. The counseling department will work closely with all stakeholders to ensure that our students have the necessary resources and support to develop and achieve their educational and career goals.

The role of the school counselor has changed dramatically in recent years. The responsibilities and tasks assigned to each counselor have grown and expanded to meet the needs of our population and adhere to new state regulations. School counselors assist students with academic scheduling and post-secondary planning, facilitate personal and social emotional growth, help maximize academic potential, engage in career development, collaborate with staff during meetings (CSE, MTSS-I), stay up to date on current educational practices and curriculum, communicate with all stakeholders within the district, and continue to develop professionally through a support network in the counseling field.

Overview of the New York State Guidance Goals

Guidance Programs for K-5

Goal 1: Prepare students to participate effectively in their current and future educational programs.

Goal 2: Help students who exhibit attendance, academic, behavioral or adjustment problems.

Goal 3: Educate students concerning personal safety.

Goal 4: Encourage parent/family involvement in their children's education.

Guidance Programs for grades 6-8

Goal 1: Review each child's educational progress and career plan annually.

Goal 2: Teach students about various careers and help them to develop career planning skills.

Goal 3: Provide assistance to enable students to benefit from the curriculum, as well as the following:

- A. Develop and implement post-secondary education and career plans
- B. Help students who exhibit attendance, academic, behavioral and/or adjustment problems

Goal 4: Encourage parent/family involvement in the educational process.

Guidance Programs for grades 9-12

Goal 1: Review each child's educational progress and career plan annually.

Goal 2: Teach students about various careers and help them to develop career planning skills.

Goal 3: Provide assistance to enable students to benefit from the curriculum, as well as the following:

- A. Develop and implement post-secondary education and career plans
- B. Help students who exhibit attendance, academic, behavioral, and/or adjustment problems

Goal 4: Encourage parental/family involvement in the educational process.

Learning Standards for Career Development and Occupational Studies

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.
2. **Integrated Learning** – Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.
3. **Universal Foundation Skills** – Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.
4. **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 postsecondary programs.

The Role of the Counselor

Among the skills that characterize a school counselor, the following are considered essential:

- **Counseling** – School counselors spend time on individual and group counseling, crisis intervention, prevention, and responsive services.
- **Consultation** – School counselors acting as consultants can help parents, teachers, and students work together effectively. They seek solutions to improve the educational/social/emotional experience for all students.
- **Coordination of Services** – School counselors coordinate resources and services for students and families through community outreach. School counselors collaborate with agencies to provide a variety of services and opportunities to students and their families.
- **Leadership** – School counselors seek to make schools a welcoming learning community where all students can achieve academic, career and personal/social success.
- **Advocacy** – School counselors are advocates for all students.
- **Teaming and Collaboration** – School counselors collaborate with all school community members. Counselors collaborate most closely with teachers to deliver the counseling program. In addition, they use professional development communities and develop collaborative projects.
- **Use of Data** – School counselors use data as a method to determine the impact of the school counseling program on student success and school climate.
- **Use of Technology** – School counselors use technology to efficiently assess student progress and program quality.

Benefits of a Comprehensive School Counseling Program

Comprehensive school counseling programs provide a system that encourages and promotes academic, career, and personal/social development in preparation for the challenges of the 21st century. Studies show that school counseling programs have a positive impact on students, parents/guardians, teachers, administrators, Board Of Education, school counselors, and the community.

Benefits for Students

- Prepares students for the challenges of the 21st century
- Connects the educational program to future success
- Ensures student access to the school counseling program
- Promotes a rigorous academic curriculum for every student
- Promotes inquiry and commitment to learning
- Supports the development of skills to increase student success
- Ensures equitable access to educational opportunities for all students

Benefits for Parents

- Prepares their children for the challenges of the 21st century
- Provides support for parents in advocating for their child's academic, career, and personal/social development
- Develops a systematic approach to their child's long-range planning and learning
- Increases opportunities for parent/school interaction
- Provides training and informational workshops

Benefits for Teachers

- Promotes an interdisciplinary team approach to address student needs and educational goals
- Positively impacts school climate and the learning community
- Supports classroom instruction
- Increases teacher accessibility to the counselor as a classroom presenter and resource person
- Provides a system for co-facilitation of classroom school counselor lessons
- Encourages positive, calendared activities and supportive working relationships

Benefits for School Counselors

- Provides a clearly defined role and function in the educational system
- Provides direct service to every student
- Provides a tool for program management and accountability
- Recognizes school counselors as leaders, advocates, and change agents
- Ensures the school counseling program's contribution to the school's mission

Benefits for Administrators

- Aligns the school counseling program with the school's academic mission
- Assists administration to use school counselors effectively to enhance learning and development for all students
- Provides a proactive school counseling curriculum addressing the student's needs and enhancing school climate
- Provides a means of evaluating the effectiveness of the school counseling program

Benefits for Boards of Education

- Provides rationale for implementing a comprehensive developmental counseling program in the school system
- Provides assurance that a quality school counseling program is available to every student
- Demonstrates the necessity of appropriate levels of funding for implementation

Benefits for Student Services Personnel

- Provides school psychologists and other professional student service personnel with a clearly defined role of the school counselor
- Fosters a positive team approach, which enhances cooperative working relationships
- Maximizes collaborative teaming to ensure individual student success

Benefits for the Community

- Provides an increased opportunity for collaboration and participation of community members within the school program
- Creates community awareness and visibility of the school counseling program
- Connects the community to the needs of the school and the school to the needs of the community
- Enhances economic development through quality preparation of students for the world of work
- Increases opportunities for local businesses to participate actively in the school program

Program Standards

The following standards were developed by the American School Counselor Association National Model, and adopted by the New York State Model for Comprehensive K-12 School Counseling Programs. They serve as the foundation of the Brookhaven-Union Free School District Comprehensive School Counseling Program. They represent the knowledge, attitudes and skills that all students will acquire and demonstrate in the areas of academic, career, and personal/social development as a result of participation in the Brookhaven-Comsewogue Union Free School District Comprehensive School Counseling Program.

Academic Development

- **Standard A:** Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.
- **Standard B:** Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

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

Career Development

- **Standard A:** Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
- **Standard B:** Students will employ strategies to achieve future career goals with success and satisfaction.
- **Standard C:** Students will understand the relationship between personal qualities, education, training, and the world of work.

Personal/Social Development

- **Standard A:** Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.
- **Standard B:** Students will make decisions, set goals, and take necessary actions to achieve goals.
- **Standard C:** Students will understand safety and survival skills.

Delivery Systems

Counselors deliver services in four areas: school counseling program, individual planning, responsive services, and system support. The suggested amount of time that counselors spend in each area is taken from the American School Counselor Association National Model.

A. School Counseling Program

Representative Activities

- classroom instruction
- interdisciplinary activities
- group activities
- parent workshops and instruction

B. Individual Student Planning

Representative Activities

- individual or small group appraisal to analyze and evaluate student abilities, interests, skills and achievement
- individual or small group advisement involving students, parents or guardians and the school in planning student programs that meet their needs

C. Responsive Services

Representative Activities

- consultation
- individual and small group counseling

- crisis counseling/response
- referrals
- peer facilitation

D. System Support

Representative Activities

- professional development
- consultation, collaboration, and teaming
- program management and operation
- counselors work with a variety of stakeholders; parents, students, community and business leaders, government officials, and school board members

Suggested Time Allotments

Elementary Level

- | | |
|--------------------------------|----------|
| ● Counseling Curriculum | 35% |
| ● Planning | 10% |
| ● Planning Responsive Services | 40% |
| ● Systems Support | 15% |
|
Total |
100% |

Middle School Level

- | | |
|--------------------------------|----------|
| ● Counseling Curriculum | 30% |
| ● Individual Student | 20% |
| ● Planning Responsive Services | 35% |
| ● System Support | 15% |
|
Total |
100% |

High School Level

- | | |
|--------------------------------|----------|
| ● Counseling Curriculum | 25% |
| ● Individual/Student | 30% |
| ● Planning Responsive Services | 25% |
| ● System Support | 20% |
|
Total |
100% |

K – 12 School Counseling Program

Commissioner's Regulations 100.2

Counseling Department Goals

- Promote the development of principled, life-long learners who are well rounded, knowledgeable, open minded, reflective and caring global citizens
- Assist in the development of interpersonal communication skills, problem solving and inquiry skills
- Provide timely and effective communication with students, parents, teachers and administration
- Provide career and college education awareness and planning
- Educate the students and community as to the expectation of the Comsewogue School District including graduation requirements, assessments and the wide array of academic, career oriented and social and emotional learning opportunities provided through school programming
- Provide counseling services

District Wide Counseling Advisory Committee

The Brookhaven-Comsewogue Union Free School District has created a Counseling Advisory Committee that meets a minimum of two times per year. This committee is advisory in nature and offers suggestions about the counseling program and services and shares concerns from the community. Advisory Committee members reflect our community's population and include administration, counselors, teachers, parents/guardians and community members.

Yearly Counseling Program – Grades K-5

The following are some of the activities and programs the elementary school counselors engage in to meet the needs of their students and families, staff and communities:

- Social Skills groups
- Bereavement groups
- CSE/MTSS-I/504 meetings
- SEPTA
- CPS Interventions
- Parent/Teacher Conferences
- Conflict Resolution
- Crisis Interventions
- Thanksgiving Food Drive
- Course selections for 5th grade students (JFK incoming 6th)
- Information for fifth graders and their families
- Behavior consult & plans
- Red Ribbon Week
- Middle School/Elementary School Articulations
- Curriculum Review
- Self-esteem lessons and group
- Character education lessons

- Cyberbullying programs
- Internet & Social Media Safety programs and lessons
- Classroom Lessons on varying topics
- Parent Advocacy
- Career Exploration
- Individual Counseling
- Referrals/liaison outside agencies
- Staff Resources/Staff support
- Outreach committee
- Classroom lessons on friendship behavior and the language of friendship
- Holiday Gift Drive
- SEL Lessons
- Dignity Act lessons

The development needs of students are addressed at every grade level. Foundation lessons are taught in Kindergarten and then these lessons are built upon each year thereafter. An example of how a topic (i.e. social skills) progresses and expands developmentally is as follows:

- Kindergarten: Sharing
 - Hands to yourself
 - Using your words
 - What is a friend?
 - Relationships
 - The Golden Rule
 - Feelings
 - Tattle vs. Telling Lessons
- 1st Grade:
 - All of the above; in addition to:
 - Using “I statements”
 - Teaching RAK ~ Random Acts of Kindness
 - Friendship development
 - Consequences and outcomes of your actions
- 2nd Grade:
 - All of the above; in addition to:
 - Celebrating differences
 - Self-esteem
- 3rd Grade:
 - All of the above; in addition to:
 - Celebrating differences
 - Empathy
 - Career exploration
- 4th Grade:

All of the above; in addition to:
Empathy
Career exploration
Understanding relational aggression
What makes you different/makes you beautiful
Peer Pressure

- 5th Grade:
All of the above; in addition to:
Harassment discussion
Refusal skills
Internet and Social Media Safety
Middle School transition
Career exploration

Yearly Counseling Program – Grades 6-8

In the effective middle school model, the school counselor works closely with other mental health staff, faculty, and administration in providing the proper environment and foundations to accomplish these objectives. As stated in the ASCA model, the effective middle school counselor implements the following:

- Academic Skills Support
- Organizational, Study and Test-Taking Skills
- Awareness Programs
- Coping Strategies
- Social Skills
- Decision Making Skills
- Communication Skills
- Conflict Resolution
- Substance Abuse Education
- Diversity Awareness
- Goal Setting
- Academic Planning
- Career Planning
- Transition Planning (5-6, 6-7, 7-8 and 8-9)
- Individual and Small Group Settings
- Crisis Intervention
- Peer Facilitation
- Referral Services

John F. Kennedy Middle School

The middle school counselor regularly practices the concepts of Social Emotional Learning and differentiated instruction in their professional instruction. Whether the school counselor is engaged in individual counseling, group sessions, or classroom lessons, their focus is always on the personal growth of the students. Studies have

demonstrated, children who have worked with programs that utilized the methods of SEL were more successful in the classroom and exhibited more appropriate social behavior. The school counselor is an important member of the pupil personnel support team and engages in a curriculum that teaches the student to be more self-reflective and socially adept. The school counselor and the students work together to develop strategies which address each student's social, emotional and academic needs. Students are counseled individually based on their social, emotional and academic needs. In addition, students are counseled individually based on their specific cultural background, prior experiences and current needs.

High School

The Comsewogue High School Counseling Department consists of five school counselors and two clerical staff who work together in a highly professional setting. On average, each school counselor will work with approximately 300 or more students. All counselors work with our English Language Learners, classified students and 504 students. Additional responsibilities include but are not limited to organizing onsite application days, coordinating scholarship reviews, working as a BOCES liaison, collaborating with academic departments and coordinating services with pupil personnel. Counselors regularly engage in professional development and training regarding web-based programs such as Naviance and Common Application. Along with the individual counseling sessions, the school counselors engage in presentations and programs that target the following:

Yearly Counseling Program – Grades 9-12

Along with the individual counseling sessions, the school counselors engage in presentations and programs that target the following:

- College Admissions (Individual Conferences and Presentations)
- Transition Meetings from Middle School to High School
- Transition from High School to Post Secondary Settings
- Career Exploration
- Course Selection and Scheduling
- Financial Aid Seminars and Presentations
- Graduation Requirements Reviews
- Transition Planning
- Standardized Testing
- College Fairs and Visitations
- Classroom Presentations for Scheduling
- Onsite College Admission Reviews
- Individual College Visitations
- Zoom Sessions with College Admissions Offices
- Freshman Guidance Groups
- Sophomore Career Exploration Groups
- Presentations on Standardized Tests
- PSAT Registration

Elementary K-5 Student Competencies and Activities

American School Counselor Association National Standards

Academic

ASCA Standard 1: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.

- Articulate feeling of competence as learners
- Display a positive interest in learning
- Take pride in work and achievement
- Accept mistakes as essential to the learning process
- Identify attitudes and behaviors leading to successful learning
- Demonstrate the ability to work independently, as well as the ability to work with others
- Demonstrate dependability, productivity and initiative
- Share knowledge

Activities Aligned to ASCA Standard 1:

- Kindergarten screenings
- AIMS Web assessments
- Trimester report cards and state assessments
- Instructional Support Team Meetings and RTI
- CSE, 504, and annual reviews
- Learning Leaps
- Community Read Alouds
- Individual and Group Counseling
- PBIS assemblies (Positive Behavioral Intervention Support)
- STAR Students of the Month
- Bucket Fillers/Splash
- Classroom Dojo
- ESBOCES Arts in Education Programs
- The Friendship Bench
- Leadership Team
- Behavior Charts
- Student Council
- School Safety
- PARP
- Student of the Week
- Chromebook initiative, hour of code
- Project-based learning
- Family Connection Nights
- Family Fun STEAM nights in conjunction with the National Science Honor Society

- MTSS-I

Academic

ASCA Standard 2: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

- Seek information and support from faculty, staff, family and peers
- Use knowledge of learning styles to positively influence school performance
- Become a self-directed learner
- Establish challenging academic goals
- Understand the relationship between classroom performance and success in school

Activities Aligned to ASCA Standard 2:

- Career Days
- Grade level orientations
- Counseling Sessions
- Team Meetings
- Guest Speakers
- Community Workers
- Personal Safety Day
- Monthly SEL Lessons
- College Awareness Day

Academic

ASCA Standard 3: Students will understand the relationship of academics to the world of work and to life at home and in the community

- Understand school success is making the transition from student to community member
- Understand school success and academic achievement enhance future career and vocational opportunities

Activities Aligned to ASCA Standard 3:

- Assemblies
- Career Days
- College Awareness Day
- Business Exploration Day
- Read Across America
- Careerzone
- Joe’s Day of Service
- Guest Speakers
- Comsewogue Alumni
- Field Trips

ASCA Standard 4: Students will acquire the skills to investigate the world or work in relation to knowledge of self and to make informed career decisions.

- Learn about the variety of traditional and nontraditional occupations
- Develop and awareness of personal abilities, skills, interests and motivations
- Learn how to interact and work cooperatively in teams
- Learn to set goals

Activities Aligned to ASCA Standard 4:

- Career Days
- College Awareness Day
- Business Exploration Day
- Read Across America
- Careerzone
- Joe's Day of Service
- Guest Speakers
- PTA Penny Friday
- Student Council
- Field Trips

Career

ASCA Standard 5: Students will employ strategies to achieve future career goals with success and satisfaction.

- Identify personal skills and abilities and relate them to current career choice
- Know the various ways which occupations can be classified
- Demonstrate awareness of technology education and training needed to achieve career goals

Activities Aligned to ASCA Standard 5:

- PBIS
- Career Days
- Career Zone
- One to One Chromebook Devices
- Technology Days

ASCA Standard 6: Students will understand the relationship between personal qualities, education, training and the world or work.

- Identify personal preferences and interests which influence career choices and success
- Learn to work cooperatively with others as a team member

Activities Aligned to ASCA Standard 6:

- Dress for Success
- Family Fun Night
- Special Person Dance
- Role Play in SEL Lessons
- Career Days
- College and Career Week

Personal/Social

ASCA Standard 7: Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.

- Develop positive attitudes toward self as a unique and worthy person
- Understand change is a part of growth
- Identify and express feelings
- Distinguish between appropriate and inappropriate behaviors
- Recognize personal boundaries, rights and privacy needs
- Understand the need for self-control and how to practice it
- Demonstrate cooperative behavior in groups
- Use effective communication skills
- Know that communication involves speaking, listening and nonverbal behavior
- Learn to develop and maintain friendships
- Recognize, accept and appreciate ethnic and cultural diversity

Activities Aligned to ASCA Standard 7:

- Weekly SEL Lessons
- Monthly Grade Level SEL Assemblies
- Citizen of the Month Program
- Student Ambassador Program
- Monthly Character Pillars
- Group Counseling Sessions
- Friendship/Buddy Bench
- Start with Hello
- Unity Day
- Blue and Gold Spirit Days
- Kindness Week
- World Kindness Day
- Positivity Week
- Energy Bus
- Trunk or Treat
- Comsewogue Cares
- Library Helpers
- Book Drive
- Family Fun Night
- Athletes Helping Athletes

Personal/Social

ASCA Standard 8: Students will make decisions, set goals and take necessary action to achieve goals.

- Understand consequences of decisions and choices
- Identify alternative solutions to problems
- Develop effective coping skills for dealing with problems
- Demonstrate when, where and how to seek help for solving problems and making decisions
- Know how to apply conflict resolution skills

- Demonstrate a respect for appreciation for individual and cultural differences

Activities Aligned to ASCA Standard 8:

- Counseling Sessions
- Banana Splits
- Response to Intervention
- Social Skills Groups
- Lunch Bunch Groups
- Character Education Classroom Lessons
- Zones of Regulation
- Gratitude Month
- Start with Hello
- Too Good for Violence
- Library Helpers

Personal/Social

ASCA Standard 9: Students will understand safety and survival skills.

- Demonstrate knowledge of personal information (i.e. – telephone number, home address, emergency contact)
- Learn about the relationship between rules, laws, safety and the protections of rights of the individual
- Learn the differences between appropriate and inappropriate physical contact
- Demonstrate the ability to set boundaries, rights and personal privacy
- Differentiate between situations requiring peer support and situations requiring adult professional help
- Identify resource people in the school and community, and know how to seek help
- Apply effective problem-solving and decision-making skills to make safe and healthy choices
- Too Good for Drugs

Activities Aligned to ASCA Standard 9:

- Bully Prevention
- Bike Safety
- Stranger-Danger Awareness
- Digital Citizenship/Internet Safety
- Erin's Law
- Banana Splits
- Response to Intervention
- Social Skills Group
- DASA Assembly
- Digital Awareness Program
- Emergency Response Drills (Fire, Lock Down, Lock In/Out)
- Ambulance/EMT Visits
- Classroom Lessons (tattling vs. telling & safety)

Grades 6-8 Student Competencies and Activities

American School Counselor Association National Standards

Academic

ASCA Standard 1: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the lifespan.

- Identify attitudes and behaviors that lead to successful learning
- Apply time management skills for improving learning
- Apply knowledge and learning styles to positively influence school performance
- Take responsibility for their actions
- Develop a broad range of interests and abilities

Activities Aligned to ASCA Standard 1:

- Course Selection and Student Planning
- Naviance Presentation
- College Fair (Fall and Spring)
- Elective Fair for 8th Grade Students
- Grade Level Student/Parent Evening Presentations

Academic

ASCA Standard 2: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

- Demonstrate the motivation to achieve individual potential
- Learn and apply critical thinking skills
- Seek information and support from faculty, staff, family and peers
- Establish challenging goals in elementary, middle and high school
- Develop and implement annual plan of study to maximize academic ability and achievement
- Apply knowledge of aptitudes and interests to goal setting
- Understand the relationship between classroom performance and success in school
- Identify post-secondary options consistent with interest's achievement, aptitude and abilities

Activities Aligned to ASCA Standard 2:

- Grade level orientations
- RTI Meetings (Bi-Weekly)
- Parent Teacher Conferences
- Teacher Team Meetings with counselor
- Weekly extra help
- Attendance Review

- Naviance Learning Styles
- Policy and Procedure Review
- Summer Support
- Home Instruction (for those in need)

Academic

ASCA Standard 3: Students will understand the relationship of academics to the world of work and to life at home and the community.

- Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life.
- Understand that school success is the preparation to make the transition from student to community members.

Activities Aligned to ASCA Standard 3:

- Naviance Classroom Lessons
- Naviance Parent Workshop
- Individual Counseling and Advisement
- Individual Annual Progress Review Meeting
- 8th Grade Individual Course Selection and Planning

Career

ASCA Standard 4: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

- Develop skills to relocate, evaluate and interpret career information
- Learn about the variety of traditional and non-traditional occupations
- Develop an awareness of personal abilities, skills, interests and motivation
- Understand the importance of planning
- Pursue and develop competency in areas of interest
- Develop hobbies and vocations of interest
- Apply job readiness skills to seek employment opportunities
- Learn to respect individual uniqueness in the workplace
- Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace

Activities Aligned to ASCA Standard 4:

- Individual Annual Progress Review Meeting
- Naviance Group and Individual Work
- 8th Grade Individual Course Selection and Planning
- Individual Quarterly Meetings As Needed
- Summer opportunities and advisement information

- Annual Career Plan

Career

ASCA Standard 5: Students will employ strategies to achieve further career success and satisfaction.

- Apply decision making skills to career planning, course selection and career transition
- Identify personal skills, interests and abilities and relate them to current career
- Demonstrate knowledge of the career planning process
- Know the various ways in which occupations can be classified
- Use research and information resources to obtain career information
- Learn to search the internet to access career planning information
- Describe traditional and non-traditional career choices and how they relate to your possible career choice
- Understand how changing economic and societal needs influence employment trends and future training
- Demonstrate awareness of the education and training needed to achieve career goals
- Access and modify their educational plan to support career
- Select course work that is related to career interests
- Maintain a career planning portfolio

Activities Aligned to ASCA Standard 5:

- Individual Annual Progress Review Meeting
- Individual Grade Level Meetings
- Various Naviance Assessments and Inventories
- Counseling Center Website/Resources/Links
- 6th Grade Transition Meeting
- Grade Level Student/Parent Evening Presentations
- Annual Career Plan

Career

ASCA Standard 6: Students will understand the relationship between personal qualities, education and training and the world or work.

- Understand the relationship between educational achievement and career success
- Explain how work can help to achieve personal success and satisfaction
- Identify personal preferences and interests influencing career choice and success
- Understand that the changing workplace requires lifelong learning and acquiring new skills
- Describe the effect of work on lifestyle
- Understand the importance of equity and access in career choice
- Understand that work is an important and satisfying means of personal, social, educational, and career goals

Personal/Social

ASCA Standard 7: Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.

- Identify personal strengths and assets
- Recognize that everyone has rights and responsibilities
- Respect alternative points of view
- Recognize, accept, respect, and appreciate individual differences
- Recognize, accept, and appreciate ethnic and cultural diversity
- Recognize and respect differences in various family configurations
- Distinguish between appropriate and inappropriate behaviors
- Learn the goal setting process
- Understand change as a part of growth

Activities Aligned to ASCA Standard 7:

- 6th Grade Orientation
- Conflict Resolution
- Crisis Intervention
- Individual/Group Counseling
- New Student Orientation
- Individual Annual Progress Review Meeting

Personal/Social

ASCA Standard 8: Students will make decisions, set goals and take necessary action to achieve goals.

- Understand consequences of decisions and choices
- Identify alternative solutions to a problem
- Develop effective coping skills
- Demonstrate a respect and appreciation for individual and cultural differences
- Know when peer pressure is influencing a decision
- Develop an action plan to set and achieve realistic goals
- Use a decision-making and problem-solving model
- Know how to apply conflict resolution skills

Activities Aligned to ASCA Standard 8:

- 6th Grade Orientation
- Conflict Resolution
- Crisis Intervention
- Individual /Group Counseling
- Individual Annual Progress Review Meeting
- Monthly Check-in On Google Classroom

PersonalSocial

ASCA Standard 9: Students will understand safety and survival skills.

- Learn about the relationship between rules, laws, safety and the protection of the rights of the individual
- Learn the differences between appropriate and inappropriate physical contact
- Demonstrate the ability to set boundaries, rights and personal privacy
- Differentiate between situations requiring peer support and those requiring adult professional help
- Identify resource people in the school and community and know how to seek their help
- Apply effective problem-solving and decision-making skills to make safe and healthy choices
- Learn about the emotional and physical dangers of substance use and abuse
- Learn coping skills for managing life events

Activities Aligned to ASCA Standard 9:

- Fire/Lock Down/Lock Out Drills
- Conflict Resolution
- Crisis Intervention
- Individual/Group Counseling
- Individual Annual Progress Review Meeting

High School Student Competencies and Activities

American School Counselor Association National Standards

Academic

ASCA Standard 1: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the lifespan.

- Display a positive interest in learning
- Take pride in work and achievement
- Identify attitudes and behavior leading to successful learning
- Apply time-management and task management skills
- Demonstrate how effort and persistence positively affect learning
- Use communication skills to know when and how to ask for help when needed
- Apply knowledge and learning styles to positively influence school performance
- Take responsibility for their own actions
- Develop a broad range of interests and abilities
- Demonstrate dependability, productivity and initiative

Activities Aligned to ASCA Standard 1:

- Course Selection and Student Planning
- Naviance Presentation

- College Fair (Fall and Spring)
- Senior Planning and Transcript Evaluation
- On-site Admissions
- SAT/ACT
- College Essay Writing
- Individual College Visits
- Grade Level Student/Parent Evening Presentations

Academic

ASCA Standard 2: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

- Seek information and support from faculty, staff, family and peers
- Use knowledge of learning styles to positively influence school performance
- Establish challenging academic goals in elementary, middle and high school
- Use assessment results in educational planning
- Develop and implement annual plan of study to maximize academic ability and achievement
- Apply knowledge of aptitudes and interests to goal setting
- Use problem-solving and decision-making to assess progress toward educational goals
- Understand the relationship between classroom performance and success in school
- Identify post-secondary options consistent with interests, achievement, aptitude and abilities
- Demonstrate the motivation needed to achieve individual potential
- Learn and apply critical thinking skills
- Apply the study skills necessary for academic success at each level
- Become self-directed and independent learners

Activities Aligned to ASCA Standard 2:

- Freshman Orientation
- PSAT Administration
- Naviance Presentations
- College Fair (Fall and Spring)
- Course Selection and Student Planning Presentation and Individual Counseling
- Grade Level Individual Progress Review Meetings
- Individual College Visits
- On Site Admissions
- ACCESS-VR advisement for those with special needs
- Summer School

Academic

ASCA Standard 3: Students will understand the relationship of academics to the world of work and to life at home in the community.

- Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life

- Seek co-curricular and community experiences to enhance the school experience
- Understand the relationship between learning and work
- Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals
- Understand that school success is the preparation to make the transition from student to vocational opportunities

Activities Aligned to ASCA Standard 3:

- Naviance Groups
- Naviance Parent Workshop
- College Fair (Fall and Spring)
- Naviance RoadTrip Nation
- 11th and 12th Grade Student Workshops
- Individual College and Career Counseling and Advisement
- Individual Annual Progress Review Meeting
- BOCES Orientation
- ACCESS – VR advisement for students with special needs
- Summer School
- On-Site Admissions
- Individual Course Selection and Planning

Career

ASCA Standard 4: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

- Develop skills to locate, evaluate and interpret career information
- Learn about the variety of traditional and nontraditional occupations
- Develop awareness of personal abilities, skills, interests and motivations
- Learn how to set goals
- Pursue and develop competence in areas of interest
- Develop hobbies and vocational interests
- Balance between work and leisure time
- Acquire employability skills such as working in a team, problem-solving and organizational skills
- Apply job readiness skills to seek employment opportunities
- Learn to respect individual uniqueness in the workplace
- Learn how to write a resume
- Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace

Activities Aligned to ASCA Standard 4:

- Individual Annual Progress Review Meeting
- Naviance Group and Individual Work
- BOCES Orientation
- College Fair (Fall and Spring)

- NCAA Information available
- High School Graduation/Transition Survey
- Individual Course Selection and Planning
- ACCESS – VR advisement for students with special needs
- Summer Support/School
- Summer opportunities and advisement information
- Annual Career Plan

Career

ASCA Standard 5: Students will employ strategies to achieve further career success and satisfaction.

- Apply decision-making skills to career planning, course selection and career transition
- Identify personal skills, interests and abilities and relate them to current career choices
- Demonstrate knowledge of the career planning process
- Know the various ways in which occupations can be classified
- Use research and information resources to obtain career information
- Learn to use the internet to access career planning information
- Describe traditional and nontraditional career choices and how they relate to possible career choices
- Understand how changing economic and societal needs influence employment trends and future training
- Demonstrate awareness of the education and training needed to achieve career goals
- Access and modify their educational plan to support career choice
- Use employability and job readiness skills in internship, mentoring, shadowing and/or other world of work experiences
- Select course work that is related to career interests
- Maintain a career portfolio

Activities Aligned to ASCA Standard 5:

- Individual Annual Progress Review Meeting
- Individual Grade Level Meetings
- Various Naviance Assessments and Inventories
- College and Career Fair (Fall and Spring)
- ACCESS-VR advisement for students with special needs
- NCAA Student Athlete/Parent information made available
- Summer Support/Summer School
- Counseling Center Website/Resources/Links
- AP Student Presentation
- Course Selection Advisement and Individual Planning
- Senior Planning and Transition Meeting
- Senior Graduation Survey
- Annual Career Plan

Career

ASCA Standard 6: Students will understand the relationship between personal education and training and the world of work.

- Understand the relationship between educational achievement and career success

- Explain how work can help achieve personal success and satisfaction
- Identify personal preferences and interests in influencing career choice and success
- Describe the effect of work on lifestyle
- Understand that work is an important and satisfying means of personal expression
- Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals
- Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences

Activities Aligned to ASCA Standard 6:

- Individual Annual Progress Review Meeting
- Various Naviance Tasks and Assessments
- Naviance Small Group Lessons
- College and Career Fair (Fall and Spring)
- ACCESS-VR advisement for those students with special needs
- Counseling Center Website/'Resources/Links
- NCAA Students Athlete/Parent information available
- AP/College Course Presentation
- Course Selection Advisement and Individual Planning
- Senior Planning and Transition Meeting
- Senior Graduation Survey

Personal/Social

ASCA Standard 7: Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.

- Develop positive attitudes toward self as a unique and worthy person
- Identify values, attitudes and beliefs
- Identify personal strengths and assets
- Learn the goal setting process
- Understand change as a part of growth
- Recognize that everyone has rights and responsibilities
- Respect alternative points of view
- Recognize, accept, respect, and appreciate cultural diversity
- Recognize and respect differences in various family configurations
- Use effective communication skills
- Know that communication involves speaking, listening and nonverbal behavior

Activities Aligned with ASCA Standard 7:

- Freshman Orientation
- Conflict Resolution
- Crisis Intervention
- Individual/Group Counseling
- New Student Orientation
- Standardized Testing Presentation
- Junior College Planning Meetings

- Individual Annual Progress Review Meeting
- On-Site College Admissions

Personal/Social

ASCA Standard 8: Students will make decisions, set goals and take necessary action to achieve goals.

- Understand consequences of decisions and choices
- Identify alternative solutions to problems
- Develop effective coping skills for dealing with problems
- Demonstrate when, where and how to seek help for solving problems and making decisions
- Identify long and short-term goals
- Use persistence and perseverance in acquiring knowledge and skills
- Develop an action plan to set and achieve realistic goals
- Demonstrate the ability to assess boundaries, rights and personal privacy
- Differentiate between situations requiring peer support and situations requiring adult professional help
- Identify resource people in the school and community and know how to seek their help
- Learn to cope with peer pressure
- Learn techniques to manage stress and conflict
- Learn coping skills for managing life
- Demonstrate a respect and appreciation for individual and cultural differences

Activities Aligned with ASCA Standard 8:

- Freshman Orientation
- Conflict Resolution
- Crisis Intervention
- Individual /Group Counseling
- Standardized Testing Presentation
- Individual Annual Progress Review Meeting
- College and Career Fair
- Alumni Day
- On-Site College Admissions
- ACCESS-VR advisement for students with special needs
- Mindful Mondays through Google Classroom

Personal/Social

ASCA Standard 9: Students will understand safety and survival skills.

- Demonstrate the ability to set boundaries, rights and personal privacy
- Differentiate between situations requiring peer support and situations requiring adult professional help
- Identify resource people in the school and community, and know how to seek help
- Learn how to cope with peer pressure
- Learn techniques for managing stress and conflict
- Learn coping skills for managing life events
- Learn the difference between appropriate and inappropriate physical contact

Activities Aligned to ASCA Standard 9:

- Fire/Lock Down/Lock Out Drills
- Conflict Resolution
- Crisis Intervention
- Individual/Group Counseling
- Individual Annual Progress Review Meeting
- College Planning Meetings for Seniors
- Senior Student/Parent Planning Presentation
- ACCESS-VR advisement for students with special needs