

Pine Valley Central School District

Comprehensive K-12 School Counseling Program

Revised: September, 2019; BOE Approved: October 17, 2019



Foreword

The Pine Valley Central School Counseling Department has worked diligently preparing the latest version of the District's Comprehensive School Counseling Program. This program guide is the result of a review by our current district counselors who carry permanent certification in school counseling and are highly trained in the areas of child development and school-based counseling.

With the support of our administration and the Board of Education providing the time and resources to develop this comprehensive plan, we are confident in the direction and ultimate success of our plan for all students. This comprehensive model is the centerpiece of the continuation of timely and student-centered programs that are the hallmarks of the Pine Valley Counseling Department. This comprehensive model is student-centered, and data informed in direct support of the Pine Valley Central School District's mission and vision.

Pine Valley Central School Board of Education Mission and Vision Statements:

Mission: To prepare all students to be college and career ready as lifelong learners instilled with the intrinsic values of:

- Integrity
- Perseverance
- Responsibility
- Curiosity
- Community Service

Vision: To provide an education that grows tomorrow's leaders who are fully aware of and able to act upon any and all opportunities.

District (Board of Education) Goals

Student Achievement/College and Career Ready: The Pine Valley School Board will support and encourage the development of, and exposure to, a college and career-minded education for all students providing a scaffolded curriculum including STEAM programs and/or activities.

Engagement with School & Community: The Pine Valley School Board will encourage, support and provide programs that promote the emotional and educational well-being for the students, staff and community members increasing participation and involvement with our school.

Climate and Culture: The Pine Valley School Board will encourage and support activities that promote a positive and unified culture among students, staff and community.

Fiscal Responsibility: The Pine Valley School Board commits to being fiscally responsible and transparent in its support of educational programs and student outcomes that are centered on sustainability.

Safety: The Pine Valley School Board will review, modify and adopt policies to ensure a safe environment that provides for the physical and emotional security of all students.

Pine Valley CSD Pupil Personnel Support Team and Counseling Department Personnel

Director of Special Education & Pupil Personnel Services:

- Kelly Zimmerman

School Counselors:

- Amanda Miller
- Laura Moeller

School Psychologist:

- Catherine Markiewicz

School Social Worker:

- Kiyomi Hokyo

Counseling Department Secretary:

- Stacy Chase

Benefits of a Comprehensive School Counseling Program

Comprehensive developmental school counseling programs provide a system that encourages and promotes academic, career, and social/emotional development in preparation for the challenges of the 21st century. School counseling programs have a positive impact on students, parents/guardians, teachers, administrators, boards of education, school counselors, and the community.

• **Benefits for Students:**

- Prepares students for the challenges of the 21st century by acquiring knowledge and skills in academic, career, and social/emotional development
- Connects the educational program to future success
- Ensures student access to the school counseling program
- Promotes a rigorous academic curriculum for every student
- Promotes commitment to learning
- Supports development of skills to increase student success
- Ensures equitable access to educational opportunities
- Monitors data to facilitate student improvement
- Fosters advocacy for students

- Facilitates career exploration and development
- **Benefits for Parents:**
 - Prepares their children for the challenges of the 21st century through academic, career, and Personal/Social development
 - Provides support for parents in advocating for their child’s academic, career, and social/emotional development
 - Develops a systematic approach for 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 guidance lessons
 - Encourages positive, calendared activities and supportive working relationships
 - Analyzes data to improve school climate and student achievement
- **Benefits for School Counselors:**
 - Provides a clearly defined role and function in the educational system
 - Supports regular and on-going contact with students
 - Provides a tool for program management and accountability
 - Recognizes the school counselors as leaders, advocates, and change agents
 - Recognized 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
 - Clarifies the role of School Counselors for administrators to enhance learning and development for all students
 - Provides a proactive school counseling curriculum addressing the students’ needs and enhancing school climate
 - Uses data to jointly develop school counseling goals and school counselor responsibilities
 - Provides a means of evaluating the effectiveness of the school counseling program

- Demonstrates school counseling accountability
- **Benefits for Boards of Education:**
 - Provides assurance that a quality school counseling program is available to every student
 - Informs the community about the school counseling program
 - Provides data about improved student growth as a “whole child”
- **Benefits for Student Services Personnel:**
 - Further defines the role of the school counselor in relation to other professionals within the counseling department (school psychologists, school social workers, and/or other professional service providers)
 - Fosters a positive team approach, which enhances cooperative working relationships
 - Maximizes collaborative teaming to ensure individual student success
 - Uses school counseling program data to maximize benefit to individual student growth
- **Benefits for the Community:**
 - Provides an increased opportunity for collaboration and participation of community members with 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
- **Benefits for Business and Industry:**
 - Increases opportunities for business and industry to collaborate with the district in career exploration and planning activities
 - Provides increased opportunity for collaboration among counselors, business, and industry
 - Provides students with post-secondary skills to enter college or careers.

Adapted from the New York State School Counselor Association (2005). The New York State Model for Comprehensive K-12 School Counseling Programs. Leicester, NY: Author

New York State Part 100.2 Commissioner's Regulations

School Counseling Programs

As per the New York State Education Department, listed in Part 100 of the Commissioner's Regulations, school counseling/guidance programs are defined as follows:

NYSED Commissioner's Regulation Part 100.2(j) Guidance programs and comprehensive developmental school counseling/guidance programs.

Comprehensive developmental school counseling/guidance programs. Beginning with the 2019-2020 school year, each school district shall have a comprehensive developmental school counseling/guidance program, for all students in kindergarten through grade 12. **Each school district shall also ensure that all students in grades kindergarten through twelve have access to a certified school counselor(s)**, which for the city school district of the City of New York and the city school district of the City of Buffalo shall include a licensed guidance counselor(s) pursuant to Part 80 of the Commissioner's regulations.

(i) For all grades kindergarten through twelve, district and building level comprehensive developmental school counseling/guidance programs shall prepare students to participate effectively in their current and future educational programs as age appropriate, and be designed to address multiple student competencies including career/college readiness standards, and academic and social/emotional development standards. The comprehensive developmental school counseling/guidance program ("program") shall include the following activities or services:

(a) In grades kindergarten through five, the program shall be designed by a certified school counselor in coordination with the teaching staff, and any appropriate pupil personnel service providers, for the purpose of preparing students to participate effectively in their current and future educational programs, to provide information related to college and careers, and to assist students who may exhibit challenges to academic success, including but not limited to attendance or behavioral concerns, and where appropriate make a referral to a properly licensed professional and/or certified pupil personnel service provider, as appropriate, for more targeted supports.

(b) For students in grades six through twelve, certified school counselors shall provide an annual individual progress review plan, which shall reflect each student's

educational progress and career plans. For a student with disability, the plan shall be consistent with the student's individualized education program;

(c) school counseling/guidance core curriculum instruction for the purpose of addressing student competencies related to career/college readiness, academic skills and social/emotional development by a certified school counselor(s);

(d) other direct student services which may include, but need not be limited to, responsive services, crisis response, group counseling, individual counseling, appraisal, assessment and advisement, for the purpose of enabling students to benefit from the curriculum, assisting students to develop and implement postsecondary education and career plans, assisting students who exhibit attendance, academic, behavioral or adjustment concerns and encouraging parental involvement. Provided that nothing herein shall prohibit certified or licensed school psychologists or certified or licensed school social workers pursuant to Part 80 of the Commissioner's regulations from providing other direct student services within their applicable scope of practice;

(e) indirect student services which may include but need not be limited to, referrals to appropriately licensed or certified individuals, consultation, collaboration, leadership, advocacy, and teaming.

(ii) Each school district shall develop district-wide and building-level comprehensive developmental school counseling/guidance plans which set forth the manner in which the district shall comply with the requirements of this subdivision. In the case of the City School District of the City of New York, the Department of Education shall submit separate plans for each community school district, for the High School Division and for the Special Education Division. Such district and building level plans shall be developed by or under the direction of certified school counselor(s) and be updated annually, available for review at the district offices and each school building, and made available on the district's website.

(a) Each plan shall be developed annually and shall include program objectives, activities, program development and maintenance planning, school counseling curriculum, professional development planning, evaluation methods based on data analysis of program results and closing the gap analysis reports to inform program improvement, and assessment of the resources necessary to support positive student outcomes.

(b) Each plan shall also include the preparation of a program outcomes report

that includes an analysis of all systematic components of a comprehensive developmental school counseling/guidance program as defined by this subdivision. Such report shall be annually presented to the board of education, or in the case of the City School District of the City of New York, the Chancellor of the City School District of the City of New York, or to the extent provided by law, the board of education of the City School District of the City of New York.

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(iii) Each school district shall establish a comprehensive developmental school counseling/guidance program advisory council to be comprised of representative stakeholders (such as parents, members of the board of education, school building and/or district leaders, community-based service providers, teachers, certified school counselors and other pupil personnel service providers in the district including school social workers and/or school psychologists). In the case of the City School District of the City of New York, the Department of Education shall establish a comprehensive developmental school counseling/guidance program advisory council for each community school district. The advisory council shall meet no less than twice a year for the purpose of reviewing the comprehensive developmental school counseling/guidance program plan and advising on the implementation of the school counseling/guidance program. The advisory council shall create and submit an annual report to the board of education, or in the case of the City School District of the City of New York, the Chancellor of the City School District of the City of New York, or to the extent provided by law, the board of education of the City School District of the City of New York. Nothing in this section shall be construed to authorize any individual to provide professional services where certification is required under Part 80 of the Commissioner's regulations or where licensure is required under Title VIII of the Education Law.

The plan shall be reviewed annually by the district, and revisions shall be made as necessary.

Pine Valley Counseling Department Mission Statement

Our Mission as school counselors is to provide educational support for all students K-12 that prepares them to be college and career ready, socially responsible, and active leaders in their community. The Pine Valley School Counseling Program will be comprehensive in scope, preventative in design, and developmental in nature while focusing on the needs of the whole child.

Pine Valley Counseling Department Vision Statement

The Vision of the Pine Valley Central School Counseling Department is that every student will acquire the academic and social-emotional skills needed to reach their fullest potential and to successfully manage their lives as healthy, respectful, responsible, and competent members of our global society.

Rationale

The Essential Role of the School Counselor

All essential educators are committed to providing the optimal educational experience for their students over the course of their academic journey. The teacher, the administrator, and the school counselor are all significant to the precise balance needed for the student to attend an optimally functioning school and school system.

The role of the school counselor is one that it is growing with the times. As our society faces increasing challenges, financial, cultural, social, so do our students, teachers and administrators. The school counselor is central to all the participants involved in the education of the child while having the equally important role of identifying the one-on one need of not only the “student-in-need”, but all students. School counselors don’t just see a child as a student but focus on the well-being of the “whole child.” Of increasing importance is the need for the school counselor to address and support the mental health education and social emotional learning of every student K-12. With increasing rates of both depression and anxiety among school aged children and adolescents it has become increasingly imperative for the school counselor to be knowledgeable in the field of mental health and aware of the community services that provide support and needed interventions.

The school counselor is often thought of as the intermediary of all those actively contributing to the education of the child. But intermediary often connotes an “after-the fact” contribution. This is farthest from reality regarding the role of today’s school counselor. The school counselor has the challenging role of warding off “situations” or problems in the making for kids and teachers. Their critical function of evaluating and viewing each student with a discerning and caring eye is

an important part of the role of the school counselor regarding that student. Equally as important though, is the counselor's job of working toward finding a solution or path, which works, for the essential educator and the student not only for the present, but for the future also.

The school counselor is a partner in the educational journey of the child. By virtue of their training, they are the optimistic link, in the academic career of the student. Along with each student, the school counselor through evaluation sees the possibilities, and works with each child though their educational life to become their personal best.

The sensitive balance between the student, teacher and administrator, at times can become complicated, to say the least. The school counselor always works diligently to maintain that balance at all levels. It is an indispensable, monumental and forward-thinking position, which is irreplaceable in the education of a child.

See Appendix A: The Role of the Professional School Counselor (ASCA, 2005)

The Pine Valley Counselor's Commitment Statements

Pine Valley School Counselors.....

- Are full-time employees who hold state certification and have a master's degree in School Counseling. They will deliver the school counseling programs as outlined in the New York State Counseling Standards of academic, career and personal/social domains, follow the ASCA Model as a format and adhere to NYSED Commissioner's Regulation 100.2 j.
- Abide by the professional school counseling ethics as advocated by the American School Counselor Association (ASCA).
- Adhere to the Pine Valley Central School District Board of Education mission, vision, and goals. (policies...)
- Participate in continual professional development essential to maintaining a high-quality school counseling program.
- Support the New York State Education Department Amendments to Commissioners Regulations Part 135 regarding mental health education K-12, providing support and access to mental health curriculum within the classroom.
- Support and implement the New York State social emotional learning benchmarks, including self-awareness/self-management skills, social awareness, and ethical decision making, through multiple modalities.
- Support community outreach programs provided by the district which includes The Feed More Western New York Backpack Program, the Annual Giving Tree, and Community Clothing Closet.

The ASCA Comprehensive Model

The comprehensive school counseling program is a framework for the systemic development, implementation, and evaluation of school counseling programs. The process for delivery of the National Standards linked to the New York State Learning Standards is accomplished by utilizing each of the four components of the comprehensive model: school counseling curriculum, individual student planning, responsive services, and system support. The comprehensive model identifies the competencies for students and uses varying strategies to deliver the content of the program to every student. Most importantly, the comprehensive program links school counseling to the total educational process.

Developmental School Counseling

Recognizing that all children have unique and unspecified timetables for social, emotional and vocational development and understanding that process is essential for delivering a program of services dedicated to serve students. Developmental school counseling: *"...is for all students, has an organized and planned curriculum, is sequential and flexible, is an integrated part of the total educational process, involves all school personnel, helps students learn more efficiently and effectively, and includes counselors who provide specialized counseling services and interventions"* (Myrick, 1997) Gysper's and Myrick's developmental approach emphasizes: programs for all students; the importance of using an integrated approach involving all school personnel in the delivery of "guidance activities"; and a "school counseling curriculum that is sequential, planned, leveled (function) and organized. Thus, the school counseling program must include age appropriate and sequential learning experiences to deliver the standards and competencies to every student."

Result-Based Accountability

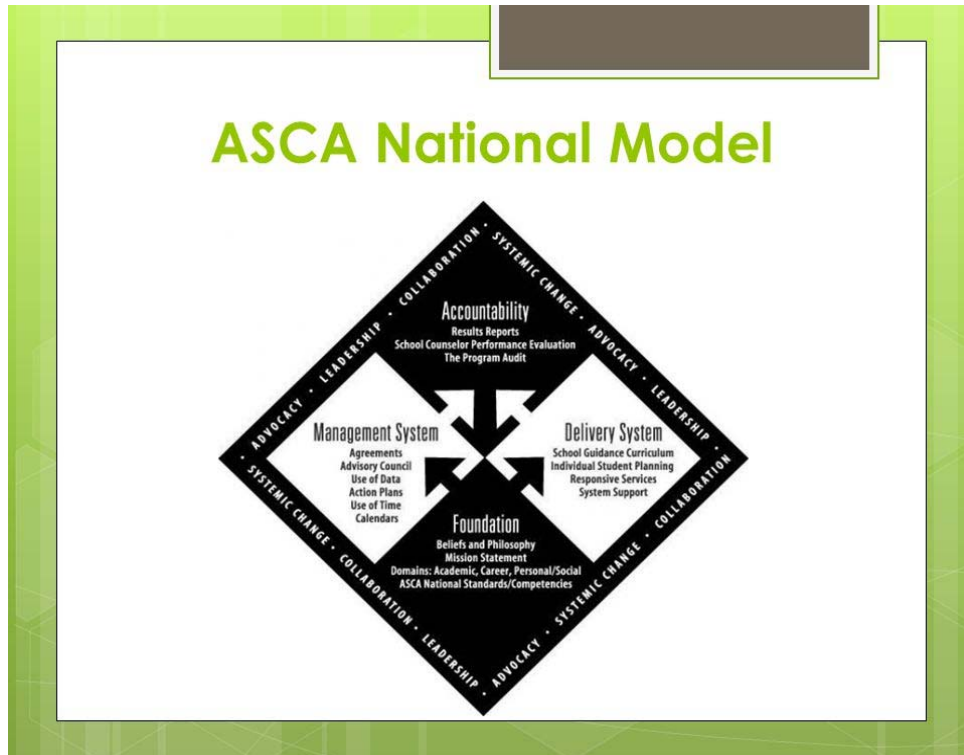
"Result-based" counseling is also a competency-based approach. This approach emphasizes the importance of students acquiring competencies to meet numerous standards to become successful in school and in the transition to postsecondary education and/or employment and be "college and career ready". At the heart of "result-based" school counseling is accountability to the students and to district administration. The competencies delivered emphasize early intervention, prevention, and responsive services. The standards and the competencies guide the development of the program contact for student growth and achievement in the academic, career, and personal/social domains are an integral part of the individual planning, school counseling curriculum, responsive services, and system support. School counseling programs are to continue to be organized as an integral and essential part of the broader school mission. The evolution of the comprehensive and developmental school and guidance program clearly supports the imminent need for school counseling programs to be aligned with and tied to the mission of schools. School counseling programs are integrated and infused in the educational arena through individual and group venues to provide preventative programs and experiences, create a collaborative model that integrates the expertise of school counselors, other pupil service personnel, and business and community leaders into the total program. The ASCA National Model for School Counseling Programs incorporates the national

standards, the comprehensive process and results-based accountability, while considering the developmental needs of every student. The four main components of the model are:

- 1. The foundation** of the program which addresses the belief and mission that every student will benefit from the school counseling program.
- 2. The delivery system** which defines the implementation process and the components of the comprehensive model (guidance curriculum, individual planning with students, responsive services and system support).
- 3. The management system** that presents the organizational process and tools needed to deliver a comprehensive school counseling program. These processes and tools include agreements or responsibility, use of data, action plans, and time and task analysis; and monthly calendars
- 4. The accountability system** which helps school counselors demonstrate the effectiveness of their work in measurable terms such as impacts over time, performance evaluation, and a program audit.

Both the National Model for School Counseling Programs and the district's Comprehensive School Counseling Program speak to the importance of accountability and having an organizational framework that documents and demonstrates **"how students are different as a result of the school counseling programs."**

A commitment to accountability shifts public perception from questions such as "what do school counselors really do?" to **"How school counselors are key players in the academic success for all students"**.



The ASCA Mindsets and Behaviors for Student Success: K-12 College and Career Readiness Standards for Every Student

Mindsets

- M 1: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- M 2: Self-confidence in ability to succeed
- M 3: Sense of belonging in the school environment
- M 4: Understanding that postsecondary education and lifelong learning are necessary for long-term career success
- M 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes
- M 6: Positive attitude toward work and learning

Behavior: Learning Strategies

- B-LS 1: Demonstrate critical-thinking skills to make informed decisions
- B-LS 2: Demonstrate creativity
- B-LS 3: Use time-management, organizational and study skills
- B-LS 4: Apply self-motivation and self-direction to learning
- B-LS 5: Apply media and technology skills
- B-LS 6: Set high standards of quality
- B-LS 7: Identify long- and short-term academic, career and social/emotional goals
- B-LS 8: Actively engage in challenging coursework
- B-LS 9: Gather evidence and consider multiple perspectives to make informed decisions
- B-LS 10: Participate in enrichment and extracurricular activities

Behavior: Self-Management Skills

- B-SMS 1: Demonstrate ability to assume responsibility
- B-SMS 2: Demonstrate self-discipline and self-control
- B-SMS 3: Demonstrate ability to work independently
- B-SMS 4: Demonstrate ability to delay immediate gratification for long-term rewards
- B-SMS 5: Demonstrate perseverance to achieve long- and short-term goals
- B-SMS 6: Demonstrate ability to overcome barriers to learning
- B-SMS 7: Demonstrate effective coping skills when faced with a problem
- B-SMS 8: Demonstrate the ability to balance school, home and community activities
- B-SMS 9: Demonstrate personal safety skills
- B-SMS 10: Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

Behavior: Social Skills

- B-SS 1: Use effective oral and written communication skills and listening skills
- B-SS 2: Create positive and supportive relationships with other students
- B-SS 3: Create relationships with adults that support success
- B-SS 4: Demonstrate empathy
- B-SS 5: Demonstrate ethical decision-making and social responsibility
- B-SS 6: Use effective collaboration and cooperation skills
- B-SS 7: Use leadership and teamwork skills to work effectively in diverse teams
- B-SS 8: Demonstrate advocacy skills and ability to assert self, when necessary
- B-SS 9: Demonstrate social maturity and behaviors appropriate to the situation and environment

1. Foundation

The mission of the Pine Valley Counseling Department is to provide a developmental and comprehensive counseling plan that will support students in acquiring the needed skills to become productive and responsible members of the global community. Programming will focus on addressing the academic, career, and personal/social development of all students that ultimately prepares them to be college and career ready.

Pine Valley's Counseling Philosophy and Belief Statement

The Pine Valley Counseling program is based upon several basic assumptions aligned with the goals of The Board of Education contained in the District Statement of Mission and Vision. These assumptions, which form the foundation for our work with students, parents, teachers and community members are as follows:

- All students can achieve given the proper support.
- Learning involves the education of the whole child and is a continuous lifelong process.
- All students have dignity and worth: Diversity is to be expected and appreciated as we support unity among our students, faculty, staff and community.
- All students have the right to a safe, mutually respectful and orderly learning environment while also respecting that right of others.
- All students can make healthy, informed choices when taught to master a continuing set of developmental skills.
- All students need social-emotional education to strengthen vital social, interpersonal, and coping skills.
- All students have the right to participate in the school counseling program and have access to a certified school counselor.

The Pine Valley Counseling program will:

- Be student driven and data informed.
- Be student centered and based on specific goals and developmental student competencies.
- Be planned and coordinated by certified school counselors in coordination with other school, parent, and community stake holders.
- Includes education that extends beyond the classroom environment and assists students in developing lifelong skills that can guide them in the pursuit of their life goals.
- Address the whole child with all interacting dimensions of the student’s life including, the physical, social, emotional, intellectual, and spiritual domain.
- Provide a comprehensive school counseling program using the three-tiered continuum RTI model K-12.

2. Delivery

Delivery System

The Pine Valley Central School District’s Comprehensive School Counseling Program is based on the core beliefs, philosophies and missions identified in the foundation. The delivery system describes the activities, interactions and methods necessary to deliver the programs to the student body. Pine Valley’s Comprehensive School Counseling Programs integrate academic, career and personal/social development. The components of a comprehensive school counseling program include the school counseling curriculum, individual planning, responsive services, and systems support. The program is monitored and adjusted on an annual basis to meet the changing needs of the student population.

School Counseling Curriculum: The instructional counseling curriculum consists of structured developmental lessons to assist students in achieving the desired competencies and to provide all students with the knowledge and skills appropriate for their developmental level. The guidance curriculum is infused throughout the school's overall curriculum and is presented systematically through PreK-12 classroom instruction and group activities.

- **Classroom activities and direct instruction:** School Counselors present lessons in the classroom setting.
- **Group activities:** School Counselors also conduct group activities to address students' needs utilizing the Response to Intervention Model (RTI).
- **School-Wide activities:** School Counselors organize and implement school wide theme weeks, PBIS activities, and other building level activities that support Tier 1 SEL instruction.
- **Interdisciplinary curriculum development:** School Counselors participate in teams to develop curriculum content areas.
- **Career and College Exploration:** School Counselors sponsor College and Career Activities designed to bring personal interests, values, aptitudes, as well as, relevant

professionals into the district.

Individual Student Planning: School Counselors coordinate ongoing systematic activities designed to assist students individually in establishing personal goals and developing future plans.

- **Annual review and goal setting:** School Counselors assist students in establishing and developing goals and direction for future college and career plans.
- **Case Management:** School Counselors monitor individual student progress.
- **Individual Appraisal:** School Counselors use test information and other data to assist students in analyzing and evaluating their interests, skills, and abilities.
- **Individual Advisement:** School Counselors work directly with students on developing an appropriate educational plan.
- **Placement:** School Counselors assist students in determining the proper educational setting as they meet their academic and career goals.

Responsive Services: The traditional duties of school counselors consist of activities meeting individual student's immediate needs, usually necessitated by life events, situations and/or conditions in the student's life. These needs require counseling, consultation, referral, peer mediation and/or information.

- **Consultation:** School Counselors work with parents, teachers, students and other involved parties to develop strategies and interventions to assist students.
- **Personal Counseling:** Provides a student maximum privacy in which to freely explore thoughts, feelings, and behaviors.
- **Crisis Counseling:** Provides prevention and interventions. Such counseling is short term in nature addressing a particular student's concern.
- **Referral:** Counselors refer students and their families to appropriate community agencies when necessary.

System Supports: Like organized activity, a school counseling program requires administration and management to establish, maintain and enhance the total counseling program.

- **Professional Development:** School Counselors must update knowledge and skills by participating in training, professional meetings, conferences, departmental meetings/in-services and relevant course work.
- **Program Promotion:** School Counselors provide orientation and information regarding the programs to the greater community via websites, counseling newsletters, and community presentations, various building and district wide events where the community, public, parents and students can benefit from professional and departmental information.

- **Consultation with teachers and staff:** School Counselors work with teachers and other staff members to provide information regarding the needs of a student. School Counselors should participate in district committees and in-service programs.
- **Parent and Community Outreach:** School Counselors provide ongoing support and information to the greater community regarding student needs.
- **Research:** School Counselors utilize research in the development of their programs and participate in research designed to improve their programs.
- **Program Evaluation:** School Counselors collect and analyze data to evaluate the program and continue updating program activities.

Delivery System Chart

Counseling Curriculum:	Responsive Services:	Individual Student Planning:	System Support:
Provides developmental, comprehensive guidance program content in a systematic way to all Pine Valley students k-12	Addresses students' immediate concerns	Assists students and parents in development of academic and career plans	Includes program, staff and school support activities and services
Purpose: Student awareness, skills development and application of skills needed in everyday life	Purpose: Prevention and intervention	Purpose: Individual student academic and individual planning, decision making, goal setting and preparing for academic transition	Purpose: Program delivery and support
Academic: - Effective learning in school and across the life span - Academic preparation for post-secondary options - Relationship of academics, work, family and community	Academic: - Any immediate academic concerns - School-related concerns including tardiness, absences and truancy, misbehavior, school avoidance, dropout, suspensions	Academic: - Facilitation and/or interpretation of criterion and norm-referenced tests - Academic preparation essential for post-secondary options - Appropriate course selection - Development of K-12 educational plan/portfolio - Development of an educational plan beyond high school including post-secondary selection/financial aid/scholarships - Use of diverse assessment results	Academic: - School counselor professional development - Advocacy and public relations for comprehensive school counseling programs - Advisory committee - Program planning and development - Evaluation and assessment of comprehensive school counseling programs, personnel and student results - Documentation of how comprehensive school counseling programs contribute to student achievement - School improvement planning

			<ul style="list-style-type: none"> - Integration of guidance essential teaching across the school curriculum - Parent involvement and education - Consultation with staff and community - Practices based on research - Community outreach and involvement - Data analysis
<p>Career:</p> <ul style="list-style-type: none"> - Investigate the world of work to make informed decisions - Strategies to achieve future career goals - Relationship of personal qualities, education, training and work 	<p>Career:</p> <ul style="list-style-type: none"> - Individual discussions on how current behavior can impact future career goals 	<p>Career:</p> <ul style="list-style-type: none"> - Utilize career information resources in school and community - Explore career clusters - Interest and skill inventories - Career exploration inventories - Self-knowledge relating to career choices - Appropriate course selections, tech prep, work-based learning including job shadowing and internships 	<p>Career:</p> <ul style="list-style-type: none"> - N/A
<p>Personal/Social:</p> <ul style="list-style-type: none"> - Interpersonal skills to respect self and others - Decision-making, setting goals and taking action to achieve goals - Understanding everyday safety and survival skills 	<p>Personal/Social:</p> <ul style="list-style-type: none"> - Physical, sexual or emotional abuse and issues - Crises - Grief, loss and death - Substance abuse - Family issues - Coping with stress - Relationship concerns - Divorce - Legal issues (probation, arrests or incarceration) - Referral plans - Contact and develop relationships with mental health resources in your area 	<p>Personal/Social:</p> <ul style="list-style-type: none"> - Skills and competencies related to student and employee success 	<p>Personal/Social:</p> <ul style="list-style-type: none"> - N/A
<p>Counselor Role:</p> <ul style="list-style-type: none"> - Counseling curriculum implementation (small and large group settings) - Classroom and structured groups 	<p>Counselor Role:</p> <ul style="list-style-type: none"> - Individual counseling - Small-group counseling - Referrals and collaboration - Consultation with 	<p>Counselor Role:</p> <ul style="list-style-type: none"> - Assessment - Planning - Placement - Consultation 	<p>Counselor Role:</p> <ul style="list-style-type: none"> - Development and management program - Coordination - Develop relationships and partnerships

- Consultation with administration, faculty and other school counselors	administration, students and community agencies		- Consultation
Time: - Elementary School - Middle School - High School	Time: - Elementary School - Middle School - High School	Time: - Elementary School - Middle School - High School	Time: - Elementary School - Middle School - High School

Elementary School Counseling Curriculum

PAWS PBIS Program

The PAWS program is a school-wide initiative that focuses on academic and behavioral expectations for all students PreK-6 (P=Positive attitude, A=Act Responsibly, W=We Respect Everyone, S=Safety First). The PBIS program is based in the Bucket filling philosophy that was created by Donald Clifton, a strength-based psychologist. Students are taught the concepts of Bucket Filling and Bucket Dipping and the impact they can have on one another based on their attitudes and behaviors. Elementary students are given bucket filler tickets throughout the school year when they are observed to be following school expectations and when they are caught going above and beyond either academically or socially. Students are recognized weekly as Bucket Fillers of the Week if their ticket is randomly selected.

Character Quality Lessons PreK-5

School counselor to teach lessons centered on the Character Quality of the Month (includes but not limited to respect, diligence, responsibility, perseverance, assertiveness, compassion, honesty, integrity, and self-control). Lessons are presented in physical education classes once a quarter to support the themes and reinforce the qualities.

Developmental Guidance and Character Education classes Grade 4, 5, and 6

All students in grades 4, 5, and 6 receive weekly lessons throughout the school year that are developmental in nature and compressive in design. The Guidance curriculum that is presented to students has been aligned with the NYS Mental Health Learning Standards, SEL Benchmarks, Michigan Health Standards, ELA Standards, and the ASCA Mindsets and Behaviors. Students are presented various skill-based topics that include understanding emotions, stress and anger management, conflict resolution, understanding boundaries, assertiveness training, developing strong character qualities including integrity and self-respect, matching personal strengths to career and college readiness standards, and positive choice making.

Creating a Safer School (CASS)

CASS: Creating a Safe School is a multifaceted program that brings together a community of caring adults (administrators, teachers, staff) with students to work together to change the social culture in a school. Its primary goal is to positively impact the social norms in a school community by recognizing and addressing the hurtful, covert behaviors of peer aggression and identifying, teaching and modeling a more positive set of normative behaviors for educators, students and parents. Sixth grade students can become CASS Mentors, role models and leaders within the school that work diligently to spread a school-wide campaign against hate, disrespect, and intolerance.

Mix-It-Up at Lunch

Mix-It-Up at Lunch is a national campaign launched by Teaching Tolerance. Mix-It-Up at Lunch Day encourages students to identify, question and cross social boundaries. Upon entering the cafeteria students are randomly mixed up at tables throughout the cafeteria. CASS Mentors are seated at the tables and facilitate conversations and engage students in activities centered on Bucket Filling, PAWS expectations, kindness, and respect. This is done once in the fall and once in the spring.

Sexual Abuse Prevention and Personal Safety Lessons Grades 1 & 2

Students are presented personal safety material based on developmental level. **First grade students** receive the “Good Touch Bad Touch” curriculum. The Good Touch/Bad Touch Program is a body safety awareness program which teaches our students a very comfortable and age appropriate way to talk about body awareness and recognizing body boundary violations if they occur.

This program has been validated as effective by professionals from a major university and is being used in over 18 states. This curriculum has been field-tested with over 200,000 children. **Second Grade students** receive Red Flag/Green Flag People: A Personal Safety Program based on the book Red Flag Touches and Green Flag Touches.

2nd Grade 10-week Skill Building Curriculum

Students in both second-grade classes receive a 10-week skill building curriculum that is aligned with both Common Core ELA and Michigan Health Standards. Primary Focus is on self-control, managing emotions, and becoming good social problem solvers.

*10-week skill building curriculums can be provided to any grade level PreK-3 to enhance and reinforce the PBIS program, character education, and pre-existing classroom level character teaching

No Name- Calling Week

Held during the week of Dr. Martin Luther King’s Birthday, this week celebrates the importance of tolerance, respect, and how words can have a strong impact on others.

Dr. Seuss Week

CASS Mentors go into their grade level classrooms and read a Dr. Seuss book with a strong character education message.

Kindergarten-Daisy-Head Mayzie (celebrate differences)

1st Grade-Horton Hears A Who (be kind, caring, and a good bystander)

2nd Grade-The Grinch (Make a change...everyone can change their attitude)

3rd Grade-Happy Birthday to You (You are You)

4th Grade- Butter Battle (Agree to disagree peacefully)

5thGrade- The Lorax (Stand Up and Speak Out)

Mental Health Awareness Week

This week brings awareness to the importance of overall mental health. Each day of the week has an overarching theme related to positive mental and emotional health with coordinating dress days. Students have lessons regarding the ups and downs of emotions and how to choose healthy coping skills to address the down feelings. Sensory and coping stations are held during lunch periods to teach children a variety of ways to be mindful and address tough emotions like stress, fear, anxiety, sadness, and anger. Yoga, meditation, and stretching activities are also provided during physical education classes that week as well as art therapy activities provided during art classes.

College and Career Awareness Week

This week highlights the importance of having college and career readiness skills. Every day is given a theme and an activity to support the theme. Included in this week are college and career-based character lessons provided by the counselors during specials, the graduating senior parade, senior information panel provided to all elementary school students in their classrooms, wearing of college apparel, and dressing as your dream career.

Teacher Appreciation Week

Student driven week facilitated by 6th grade CASS mentors including banners for teachers, letters of appreciation, assistance within the classrooms, early morning greetings by students for staff as they arrive, decorated classroom doors and bulletin boards. This week teaches students the importance of filling a teacher's bucket while demonstrating positive behaviors grounded in respect and true appreciation.

4th Grade Pinky Pals Lunch Group

This group is designed to address the relational aggression that is often seen at this grade level among the girls. Girls attend once a week during lunch and learn a variety of skills to combat bullying, peer pressure, and disrespectful behavior. Girls learn ways to boost their self-esteem while finding ways to keep and maintain healthy friendships.

5th/6th Grade Girl Lunch Bunch

Voluntary groups held during lunch periods that offer a safe and accepting place to discuss issues that are central to growing up being a pre-adolescent girl. Topics of conversations include

managing friendships, puberty, peer pressure, conflict, relationships, body image, and self-esteem. Skills are reinforced through book studies, game play, discussions, and group projects.

5th Grade Boy Lunch Bunch

Voluntary group held during lunch periods that offer a safe and accepting place to discuss issues that are central to growing up being a pre-adolescent boy. Topics of conversations include managing peer pressure, being assertive, choosing good friends, making good choices, confidence, and connecting actions with consequences. Skills are reinforced through game play, discussions, and projects

Skill Building Groups PreK-6

Various 10- and 12-week skills building groups are run throughout the school year based on student need, grade level, and referral.

Middle School Transition Program and Panther-Cub Mentor Program

Counselors work together to prepare the sixth-grade students for their transition into seventh grade. This program includes teaching classes centered around middle school expectations, changes that can be expected, learning how to read a schedule, managing multiple classes with multiple instructors, and learning about extracurricular activities. Seventh grade students visit the sixth-grade classes and sit as a panel for question and answer time. This helps to provide realistic information to the sixth students regarding the seventh graders experience in middle school. Sixth grade students are given an opportunity as a “cub” to shadow a seventh-grade student, their “panther” for an entire school day at the middle school. Student and parents are invited to attend a Middle School orientation at the end of August to meet the teachers and rotate through the bell schedule.

Transition to Middle School Parent Information Night

Students in 6th grade and their parents are invited to attend an information night in April regarding the Middle School Transition program. The presentation includes a power point, videos, informational packet, and question and answer time.

Scheduling and Career Planning Appointments (6th)

Each 6th grade student is scheduled in June to meet with the school counselor and their parent (if available) to discuss current academic progress, any future class recommendations, the next year’s courses, and current career goals. The student's Career Plan is also reviewed and signed by the parent.

K-6 Career Plans

During College and Career Awareness Week all students K-6 will complete their annual Career Plan. This is done in collaboration with the library media specialist during class time. Career Plans are created at each grade level with age and developmental level considered.

Career Fair (5th and 6th)

During the high school career fair in the spring, 5th and 6th grade students are invited to attend.

Students are exposed to a variety of career fields and practice the interpersonal skills of interviewing, asking questions, and overall communication. The school counselor meets with 5th and 6th grade students prior to the event and provides needed information as well as a list of questions they can ask vendors who interest them.

Responsive Services—Elementary School

- School counselors are available to meet the needs of students and the school community during a time of crisis. School counselors make themselves available to all students presenting with a crisis. Responsive services are available to students affected by events such as death, divorce/changes in family dynamic, violence, homelessness, suicidal ideation, and school anxiety.
- School counselors are available to students that request individual support through either self-referral, parent/guardian or educator request.
- School counselors are available to address and mediate conflicts among students.
- Each School Counselor will investigate situations reported about suspected bullying and or harassment.

Individual Student Planning and Support---Elementary School

- School counselors will provide individual counseling as needed to address the social/emotional and academic needs of the students.
- School counselors will provide necessary group counseling in the areas of divorce, grief, social skills, friendship skills, anger management, conflict resolution, and foundation skills.
- School counselors will attend Committee on Special Education (CSE) meetings as requested.
- School counselors will coordinate with classroom teachers and service providers for individual behavior planning.
- School counselors will collaborate with classroom teachers, parents, service providers

and administrators to meet the academic, social and emotional needs of the students.

- School counselors will be available and aid new students who are transitioning into the district.
- School counselors are available to participate in parent/teacher conferences upon requests of parents and/or teachers.
- School counselors participate in Open House night and are available to meet parents of students on their caseload.
- School Counselors will be case managers for students with 504 plans and will participate in annual 504 meetings being well versed in the specific needs of each student.

ASCA National Standards: Mindsets and Behaviors Developmental Cross Walking Table- Elementary School

	Grade Level/Delivery		
	Academic	Career	Social/ Emotional
Mindsets	Grade Level and how addressed (core curriculum-CC, small group-SG, closing the gap-CTG)		
M 1: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG
M 2: Self-confidence in ability to succeed	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG
M 3: Sense of belonging in the school environment	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG
M 4: Understanding that postsecondary education and lifelong learning are necessary for long-term career success	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG
M 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG
M 6: Positive attitude toward work and learning	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG
Behavior: Learning Strategies			
B-LS 1: Demonstrate critical-thinking skills to make informed decisions	2-6/CC, SG, CTG	2-6/CC, SG, CTG	2-6/CC, SG, CTG
B-LS 2: Demonstrate creativity	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG
B-LS 3: Use time-management, organizational and study skills	4-6/CC, SG, CTG		
B-LS 4: Apply self-motivation and self-direction to learning	4-6/CC, SG, CTG	4-6/CC, SG, CTG	4-6/CC, SG, CTG
B-LS 5: Apply media and technology skills	4-6/CC, SG, CTG	4-6/CC, SG, CTG	4-6/CC, SG, CTG
B-LS 6: Set high standards of quality	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG
B-LS 7: Identify long- and short-term academic, career and social/emotional goals	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG
B-LS 8: Actively engage in challenging coursework	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG
B-LS 9: Gather evidence and consider multiple perspectives to make informed decisions	2,4-6/CC, SG, CTG	2,4-6/CC, SG, CTG	2,4-6/CC, SG, CTG
B-LS 10: Participate in enrichment and extracurricular activities	6/SG	6/SG	6/SG
Behavior: Self-Management Skills			

B-SMS 1: Demonstrate ability to assume responsibility	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG
B-SMS 2: Demonstrate self-discipline and self-control	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG
B-SMS 3: Demonstrate ability to work independently	4-6/CC, SG, CTG		
B-SMS 4: Demonstrate ability to delay immediate gratification for long-term rewards			6/SG, CTG
B-SMS 5: Demonstrate perseverance to achieve long- and short-term goals	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG
B-SMS 6: Demonstrate ability to overcome barriers to learning	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG
B-SMS 7: Demonstrate effective coping skills when faced with a problem	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG
B-SMS 8: Demonstrate the ability to balance school, home and community activities	5-6/CC, SG, CTG	5-6/CC, SG, CTG	5-6/CC, SG, CTG
B-SMS 9: Demonstrate personal safety skills	1-6/CC	1-6/CC	1-6/CC
B-SMS 10: Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	PreK-5/SG, CTG: 6/CC		PreK-5/SG, CTG: 6/CC
Behavior: Social Skills			
B-SS 1: Use effective oral and written communication skills and listening skills	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG
B-SS 2: Create positive and supportive relationships with other students	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG
B-SS 3: Create relationships with adults that support success	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG
B-SS 4: Demonstrate empathy	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG
B-SS 5: Demonstrate ethical decision-making and social responsibility	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG
B-SS 6: Use effective collaboration and cooperation skills	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG
B-SS 7: Use leadership and teamwork skills to work effectively in diverse teams	5-6/CC, SG, CTG	5-6/CC, SG, CTG	5-6/CC, SG, CTG
B-SS 8: Demonstrate advocacy skills and ability to assert self, when necessary	2,4-6/CC, SG, CTG		2,4-6/CC, SG, CTG
B-SS 9: Demonstrate social maturity and behaviors appropriate to the situation and environment	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG

Middle School/High School Counseling Curriculum

7th Grade Panther/Cub Mentoring Program

Every May to piggyback off of the elementary transition program, 7th graders get the opportunity to participate in a mentoring program. 7th grade students who show a positive attitude towards academics and consistently following PBIS (PAWS) expectations are encouraged to apply to be a “Panther” mentor to a 6th grade student. 7th graders who apply fill out an application, are required to have two teachers sign off as recommenders and attend an after-school training. The after-school training helps explain expectations, emphasizes communication skills and allows students to role play scenarios they may encounter with their 6th grade cub.

Middle School Success Groups

These groups are run every 10 weeks and are designed to address the following: career exploration, time management, organization, goal setting, self-esteem, building positive relationships, and making positive choices.

Career Conversations

Through Pine Valley’s partnership with our local BOCES Distance Learning service, opportunities are presented throughout the year that allow 7th through 12th graders to hear from professionals from across the country. Students not only listen to presentations, they are able to interact, ask questions and hear questions that other students across New York State are asking. These presentations are varied, yet the overarching focus is on career and college readiness.

Career and College Interest Survey

In December, all students in grades 7 through 11 take part in a “Career and College Interest” survey. Students are asked to indicate their favorite types of classes, current likes/interests, current strengths, and what career fields they have considered entering. All the data collected is used in individual career plans and in course curriculum planning.

Cover Letter and Resume Building Workshop

Students in grades 9 through 12 are encouraged to attend a series of workshops that are designed to help them understand the importance of cover letters and resumes in a career setting. These workshops are conducted both during school and after school in order to accommodate various student schedules.

Activity Resume Lesson

Counselors push into 9th grade classrooms to introduce students to an “Activity Resume”. Students participate in an interactive lesson in which a variety of resumes are examined, and students are given the tools to distinguish poor resumes from well thought out resumes. This activity also sparks up conversation about the importance of working to your

academic potential, taking challenging courses, getting involved in your school and community, and developing positive relationships with teachers, coaches, mentors, etc.

Course Curriculum Night

Before scheduling appointments start, parents, community members, and students are invited to an evening event that is designed to help explain graduation requirements, pathways, college credit earning opportunities, and career development programs that are available to students.

P-TECH Career and College Academy Information Night

In the spring, an evening presentation will be provided to families of 6th through 8th grade students. The WNY PTECH STEM College & Career Academy is being designed to be a college campus within an educational center. A building is being prepared to house the program and support PTECH educational philosophies and learning styles. This is a six-year commitment for students and their school districts, as students remain enrolled in their home districts for the four years of high school, plus an additional two years for the AAS degree. Students completing the program will earn a NYS Regents Diploma from their home district, at the same time they earn an AAS degree from Jamestown Community College.

Introduction to Scheduling

Before scheduling meetings begin, counselors push into 8th through 11th grade classrooms to present the updated course curriculum guide and review graduation requirements. The scheduling process and timeline are explained and students are encouraged to speak to their parents/guardians about the process. Shortly after, counselors begin meeting with students to discuss and review their academic progress and career pathways.

Scheduling and Career Planning Appointments

Students in grades 7 through 11 all have individual meetings in the spring with their parents. During these meetings students and counselors review academic progress, update career pathways, discuss current school and community involvement, and discuss what they can expect in the upcoming school year. All parents are invited and encouraged to attend their child's scheduling and career meeting.

Career and Technical Field Trip to Loguidice CTE BOCES

Sophomore students attend a field trip in January to the Fredonia Loguidice CTE BOCES. Students can listen to what current students are doing in their programs and can choose up to two programs to visit.

PSAT/NMSQT

The Preliminary SAT/ National Merit Scholarship Qualifying Test is administered to all Juniors in the month of October. This is a standardized test that provides firsthand practice for the SAT reasoning test. It also gives students a chance to enter National Merit Scholarship Corporation programs. The test measures:

*Critical reading skills

* Math problem solving skills

*Writing skills

Students receive a score report form that provides a wealth of information. Students and parents can think of them much like a roadmap: They show what you are doing well, and what you need to work on. Students are encouraged to link up their score report with Khan Academy in order to get access to personalized test prep for the SAT.

SAT School Day

Students are given an opportunity to take the SAT exam during the school day alleviating transportation issues as well as helping them become more focused by providing a familiar setting to test in.

ASVAB Career Exploration Program

The Armed Services Vocational Aptitude Battery is made up of verbal, math, and technical skills. A student's score is one of the main factors determining what careers would be a good fit. All juniors take the exam in November and then participate in the career exploration component in December. The Career exploration program empowers students to discover their personal strengths and interests, how these relate to careers, and then update their post-secondary plan.

Western New York College Consortium

Juniors and seniors are invited down to the gym each fall to meet with the Western New York College admission representatives. Students are given a worksheet to help them identify key talking points with the representatives: academic majors/minors, extracurricular activities, sports and clubs, size of the school, and cost. Copies of these worksheets are kept in the students file and used when discussing career pathways and college options.

National College Fair

In March, juniors can attend the National College Fair located in Buffalo, New York. This event continues to attract over 200 colleges and universities from across the country, Canada, and even a few foreign universities.

Health and Wellness Fair

The Health and wellness Fair is designed to engage all students in the Pine Valley district in activities promoting a healthy lifestyle. Students have the opportunity to visit different tables/stations that focus on physical and mental health.

Presentation from Great Lakes Institute of Technology

In the spring a representative from the Great Lakes Institute of Technology presents to junior classrooms. Career planning, job outlook, and exploration of two-year career colleges will be covered.

Financial Aid Information Night

All parents and students district wide are invited to attend an evening event held in the spring that is designed to assist families in college planning. This program is in the form of a presentation with a period devoted to questions and answers.

Senior Presentation

Seniors attend a presentation in the fall that helps to outline the time frame for career and college planning and academic review that will continue to support them as they move towards graduation.

Senior Meetings

Seniors are all scheduled individual meetings during September and October. These meetings are to help assist with college applications, career exploration, scholarship opportunities, academic review, and community service involvement. Based on the needs of the student, student and counselor determine how frequent these meetings will be.

Career Fair

This school-wide event is held each spring. In the beginning of the school year, students are polled to see which career areas they are interested in. Once this information is received, counselors attempt to get professionals from identified career areas to attend. Presenters are each given a table and students can ask questions to learn more about the day to day life within that career field.

Mental Health Awareness Week

This week brings awareness to the importance of overall mental health. Each day of the week has an overarching theme related to positive mental and emotional health with coordinating dress days. Students have lessons regarding the ups and downs of emotions and how to choose healthy coping skills to address the down feelings. Sensory and coping stations are held during lunch periods to teach students a variety of ways to be mindful and address tough emotions like stress, fear, anxiety, sadness, and anger. Information regarding mental health is read during announcements in the morning and afternoon. Posters were hung in the main hallway identifying celebrities that are affected with mental health conditions, in attempt to decrease stigma.

Responsive Services – Junior/Senior High School

- Each School Counselor must be available to meet the needs of students and the school community during a time of crisis. School counselors must make themselves available to all students presenting with a crisis. This responsibility takes priority over any other school counseling responsibility. (Responsive services include, but are not limited to

death, divorce, violence, classroom disruption, homelessness, suicidal ideation and school anxiety).

- Each School Counselor will be available to students requesting individual support and/or mediating situations among a group of students.
- Each School Counselor will monitor student attendance and when necessary hold individual student meetings and contact parents/guardians when necessary.
- Each School Counselor will investigate situations reported about suspected bullying and or harassment.

Individual Student Planning–Junior/Senior High School

- Each School Counselor will hold no less than 2 individual meetings per year with students in danger of failing two or more academic subjects.
- Each School Counselor is responsible for scheduling and facilitating parent/teacher conferences upon requests of teachers and/or parents.
- Each School Counselor is responsible for scheduling and facilitating parent teachers' conferences upon request of teachers or parents.
- Each counselor will be available and aid in transition of new students to the district.
- Each School Counselor is to support and collaborate with classroom teachers to meet the academic, social, and emotional needs of the students.
- Each School Counselor is to collaborate and consult with building administrators to provide academic, social, and emotional interventions as needed.
- School Counselors are responsible for each student's individual course selection process. School Counselors are responsible for giving scheduling support to the building Principal (entering course requests, schedule adjustments, balancing classes, separate/avoid, etc.).
- Each School Counselor is responsible for attending Committee on Special Education Meetings for students and reflecting their individual academic status and discussing pathways to graduation.
- Each School Counselor will be case managers for students with 504 plans and will participate in annual 504 meetings being well versed in the specific needs of each student.

**ASCA National Standards: Mindsets and Behaviors
Developmental Cross Walking Table- Junior/Senior High School**

	Grade Level/Delivery		
	Academic	Career	Social/ Emotional
Mindsets	Grade Level and how addressed (core curriculum-CC, small group-SG, closing the gap-CTG)		
M 1: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being	7-12/CC, SG, CTG	7-12/CC, SG, CTG	7-12/CC, SG, CTG
M 2: Self-confidence in ability to succeed	7-12/CC, SG, CTG	7-12/CC, SG, CTG	7-12/CC, SG, CTG
M 3: Sense of belonging in the school environment	7-12/CC, SG, CTG		7-12/CC, SG, CTG
M 4: Understanding that postsecondary education and lifelong learning are necessary for long-term career success	7-12/CC, SG, CTG	7-12/CC, SG, CTG	7-12/CC, SG, CTG
M 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes	7-12/CC, SG, CTG	7-12/CC, SG, CTG	7-12/CC, SG, CTG
M 6: Positive attitude toward work and learning	7-12/CC	7-12/CC	7-12/CC
Behavior: Learning Strategies			
B-LS 1: Demonstrate critical-thinking skills to make informed decisions	7-12/CC, SG, CTG	7-12/CC, SG, CTG	7-12/CC, SG, CTG
B-LS 2: Demonstrate creativity	7-12/CC, SG, CTG	7-12/CC, SG, CTG	7-12/CC, SG, CTG
B-LS 3: Use time-management, organizational and study skills	7-8/CC, SG, CTG: 9-12/CC, CTG	7-8/CC, SG, CTG: 9-12/CC, CTG	7-8/CC, SG, CTG: 9-12/CC, CTG
B-LS 4: Apply self-motivation and self-direction to learning	7-12/CC, SG, CTG	7-12/CC, SG, CTG	7-12/CC, SG, CTG
B-LS 5: Apply media and technology skills	7-12/CC	7-12/CC	7-12/CC
B-LS 6: Set high standards of quality	7-12/CC	7-12/CC	7-12/CC

B-LS 7: Identify long- and short-term academic, career and social/emotional goals	7-12/CC, SG, CTG	7-12/CC, SG, CTG	7-12/CC, SG, CTG
B-LS 8: Actively engage in challenging coursework	7-12/CC	7-12/CC	7-12/CC
B-LS 9: Gather evidence and consider multiple perspectives to make informed decisions	7-12/CC, SG, CTG	7-12/CC, SG, CTG	7-12/CC, SG, CTG
B-LS 10: Participate in enrichment and extracurricular activities	7/SG		7/SG
Behavior: Self-Management Skills			
B-SMS 1: Demonstrate ability to assume responsibility	7-12/CC, SG, CTG	7-12/CC, SG, CTG	7-12/CC, SG, CTG
B-SMS 2: Demonstrate self-discipline and self-control	7-12/CC, SG, CTG	7-12/CC, SG, CTG	7-12/CC, SG, CTG
B-SMS 3: Demonstrate ability to work independently	7-12/CC, SG, CTG	7-12/CC, SG, CTG	7-12/CC, SG, CTG
B-SMS 4: Demonstrate ability to delay immediate gratification for long-term rewards	7-8/CC, SG, CTG: 9-12/CTG		7-8/CC, SG, CTG: 9-12/CTG
B-SMS 5: Demonstrate perseverance to achieve long- and short-term goals	7-12/CC, SG, CTG	7-12/CC, SG, CTG	7-12/CC, SG, CTG
B-SMS 6: Demonstrate ability to overcome barriers to learning	7-12/CC, SG, CTG		7-12/CC, SG, CTG
B-SMS 7: Demonstrate effective coping skills when faced with a problem	7-12/CC, SG, CTG	7-12/CC, SG, CTG	7-12/CC, SG, CTG
B-SMS 8: Demonstrate the ability to balance school, home and community activities	7-12/CC, SG, CTG	7-12/CC, SG, CTG	7-12/CC, SG, CTG
B-SMS 9: Demonstrate personal safety skills	7-8/CC: 9-12/CTG	7-8/CC: 9-12/CTG	7-8/CC: 9-12/CTG
B-SMS 10: Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	7-12/CC, SG, CTG	7-12/CC, SG, CTG	7-12/CC, SG, CTG
Behavior: Social Skills			
B-SS 1: Use effective oral and written communication skills and listening skills	7-12/CC, SG, CTG	7-12/CC, SG, CTG	7-12/CC, SG, CTG
B-SS 2: Create positive and supportive relationships with other students	7-12/CC, SG, CTG	7-12/CC, SG, CTG	7-12/CC, SG, CTG
B-SS 3: Create relationships with adults that support success	7-12/CC, SG, CTG	7-12/CC, SG, CTG	7-12/CC, SG, CTG
B-SS 4: Demonstrate empathy	7-12/CC, SG, CTG	7-12/CC, SG, CTG	7-12/CC, SG, CTG
B-SS 5: Demonstrate ethical decision-making and social responsibility	7-12/CC, SG, CTG	7-12/CC, SG, CTG	7-12/CC, SG, CTG
B-SS 6: Use effective collaboration and cooperation skills	7-12/CC, SG, CTG	7-12/CC, SG, CTG	7-12/CC, SG, CTG

B-SS 7: Use leadership and teamwork skills to work effectively in diverse teams	7-12/CC, SG, CTG	7-12/CC, SG, CTG	7-12/CC, SG, CTG
B-SS 8: Demonstrate advocacy skills and ability to assert self, when necessary	7-12/CC, SG, CTG	7-12/CC, SG, CTG	7-12/CC, SG, CTG
B-SS 9: Demonstrate social maturity and behaviors appropriate to the situation and environment	7-12/CC, SG, CTG	7-12/CC, SG, CTG	7-12/CC, SG, CTG

3. Management

To effectively deliver the school counseling curriculum and address the development needs of every student, the school counseling program must be effectively and efficiently managed. The management component of the ASCA National Model provides organizational assessments and tools designed to manage a school counseling program. The assessments and tools help school counselors develop, implement and evaluate their school counseling program based on clearly defined priorities reflecting student needs.

- **Advisory Council:** An advisory council is a group of individuals appointed to review facets of the counseling program and to make recommendations. Students, parents, teachers, school counselors, administration and community members should be represented on the council.
- **Use of Data:** A comprehensive school counseling program is student-centered, data-informed to ensure every student receives the benefits of the school counseling program. School counselors must show that each activity implemented as part of the program was developed from analysis of students' needs, achievement and/or related data.
- **Action Plans:** For every desired competency and result, there must be a plan outlining how the desired competency will be achieved (i.e.; small group action plans, closing the gap action plans and lesson plans). Each plan should contain:
 - Competencies addressed
 - Description of the activity
 - Data driving the decision to address the competency
 - timeline in which activity is to be completed
 - Who is responsible for the delivery
 - means of evaluating student success
 - expected results for students
- **Use of Time:** District counselors recognize the value of direct service (contact) with students in addition to indirect service. Program delivery and direct counseling services can be increased by reassigning non-counseling activities whenever possible.
- **Use of Calendars:** Annual and weekly calendars will be utilized by counselors to guide program delivery.

Using Data in School Counseling Programs

Data informs, confirms progress, and can reveal shortcomings in student performance. Using data enables school counselors to work in tandem with building administrators and faculty to close the achievement gap through systemic change. By using data, school counselors present a picture of the current status of student needs and issues and then examine the practices that can lead to higher levels of student success.

School counselors will evaluate programs and demonstrate accountability by collecting and using data that link the programs to both student achievement and school improvement. This process will strengthen the relationship between the school counseling program and the instructional program.

It is important to use all three of the following types of data:

- Process data (i.e. number of students in a given group)
- Perception data (i.e. needs assessments or surveys)
- Results data (i.e. proof of change in student competency such as graduation rates, attendance, etc.)

4. Accountability

Pine Valley Counselors and Administrators are increasingly challenged to demonstrate the effectiveness of the School Counseling Program in measurable terms. To evaluate the program and to hold it accountable, school counselors must collect and use data that links the program to student achievement and outcomes.

Data analysis informs decisions about the school counseling program. Data is reviewed over time to inform the school counselor about student needs and school trends.

- **School Data Profile Analysis:** The school data profile is a summary of the school's achievement, attendance, behavior and safety records. It also contributes to a better understanding of school trend.

- **Analysis of the School Counseling Curriculum Results Report:** Demonstrates the effectiveness of program and classroom activities and guides further change and improvement.
- **Analysis of Small Group Results Report:** Helps school counselors report the impact and effectiveness of small group interventions.
- **Analysis of the Closing the Gap Results Report:** Addresses important issues of equity and student achievement. The closing the gap results help school counselors report the impact and effectiveness of program activities and inform program improvement.
- **Needs Assessment:** This is data based on student, staff, community, and or parent/guardian perception of what current concerns exist within both the school and the community setting. This data helps drive and prioritize the services offered through the comprehensive school counseling program. This perception data is gained through a survey format at the end of the school year.
- **School Counselor Performance Evaluation:** This is an evaluation of the school counselors' performance. This appraisal is conducted once a year by an administrator. Evaluators of school counselors should be trained to understand the role of the school counselor and be trained in appropriate methods in gathering data to support this evaluation.

System Supports

Like any organized activity, a school counseling program requires administration and management to establish, maintain and enhance the total counseling program.

- **Professional Development:** School Counselors must update knowledge and skills by participating in training, professional meetings, conferences, departmental meetings/in services and relevant coursework.
- **Program Promotion:** School Counselors provide orientation and information regarding the programs to the greater community via websites, counseling newsletters, and community presentations, various building and district wide events where the community, public, parents and students can benefit from professional and departmental information.
- **Consultation with teachers and staff:** School Counselors work with teachers and other staff members to provide information regarding the needs of a student. School Counselors should participate in district committees and in-service programs.
- **Parent and Community Outreach:** School Counselors provide ongoing support and information to the greater community regarding student needs.
- **Research:** School Counselors utilize research in the development of their programs and participate in research designed to improve their programs.
- **Program Evaluation:** School Counselors collect and analyze data to evaluate the program and continue updating program activities.

Appendix A

Lerner, S. (2005). *The New York State Model for Comprehensive K-12 School Counseling Programs*. American School Counseling Association.

Myrick, R. (1997). Traveling together on the road ahead. *Professional School Counseling*. 1(1), 4-8.