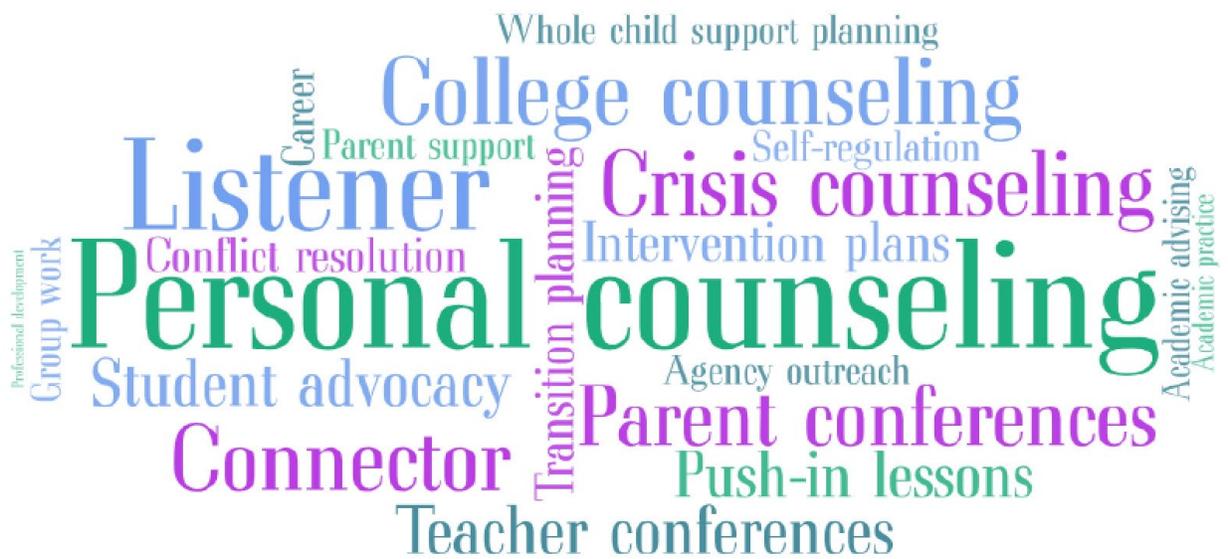


# Somers CSD K-12 Comprehensive School Counseling Plan



## Introduction

The Somers K-12 School Counseling Plan is a living document that communicates our school counseling philosophy, goals, systems, and delivery of service within our four schools (Primrose Elementary School, Somers Intermediate School, Somers Middle School, and Somers High School). Embedded within each facet of this Plan, is a consistent striving towards positively influencing our students' current outcomes and future opportunities.

The design of this Plan follows the American School Counselor's Association (ASCA) Model, as well as current research on effective interventions, and the collective professional training and experience of our school counselors. This Plan is also developed through close collaboration with building and district administration, and alignment with respective Success Plans. Many of the programs, goals and objectives described here are successfully executed through our steadfast partnerships with our district school psychologists, social workers, and student assistance counselor. Beginning in the 2017-2018 school year, parents, students and staff also began to have a formal voice in the annual review and maintenance of this Plan. This review will continue twice per year as a means of sharing plans, exploring opportunities and gathering feedback.

According to the American School Counseling Association (ASCA), "The framework of a comprehensive school counseling program consists of four components: foundation, management, delivery and accountability." Our Plan will identify how each of these components are addressed within our counseling programs. The most essential component of *Delivery* refers to the direct and indirect services provided to students by school counselors. Delivery of service is intended to represent the majority (80%) of a school counselor's work, and as such, will constitute the majority of the Plan presented.

It should be noted as well that while the role of a school counselor can be broken down into the two and often interchanged titles of "counseling" and "guidance," each is an accurate description of aspects of a counselor's work. "Counseling" service typically refers to those interventions that address social, emotional or personal challenges that distract and hinder a student from successfully accessing their cognitive abilities, navigating the school environment or simply maintaining a healthy and safe lifestyle. "Guidance" services are typically defined as the more informational, programmatic and instructional aspects of a counselor's responsibilities. Even under the latter umbrella, however, school counselors are still "counseling" students and parents towards making the most appropriate personal choices.

The programs described within this document and direct counseling support provided in each school represent developmentally appropriate counseling for both students and families. The services described here also do not represent the totality of our school counselors' work, as our counselors routinely engage in reflective practice and planning, and make modifications to meet changing student, parent, and organizational needs.

Our counseling program is grateful for the vision and support of our district and building administration, and the Somers Board of Education.

## Somers CSD School Counseling Foundation

**Program Focus:** We will identify our counseling mission, vision and values, which will be in alignment with district goals.



### **Mission**

We, the Somers Central School District Counseling Department, will nurture our school community by advocating for and promoting a healthy learning environment in order to ensure each individual student's success in both current and future endeavors.

### **Vision**

An exemplary school counseling program ensures that the importance of each student is recognized. We will make a concerted effort to communicate and demonstrate our concerns for and commitment to each student. As a result, each student will feel that he or she is valued as a member of the school community. As a counseling department we are committed to ensuring that:

- Attention is focused on facilitating the successful transition of our students between the four schools.
- Each student and family is provided the information, assistance, and support that encourage the development of personalized educational and career goals.
- The social-emotional well-being and academic progress of each child are continually monitored, and appropriate services are initiated as needed.
- The resources of the department are available to individual students, families, classes, grade levels, and teachers.
- Professional learning is encouraged and supported in a collaborative environment.

## Values

In order to advance our shared vision of a model counseling program, we will:

- Provide each child with a safe and caring environment that enables him or her to develop appropriate educational and career goals.
- Collaboratively monitor the social and emotional wellness of each child and deliver personalized services.
- Grow as a professional team and build on our strengths.
- Provide support to students and families in the present and future.
- Model the honesty, integrity, and respect we hope to develop in our students.
- Provide confidentiality to colleagues, parents/guardians, and children.

**Student Competencies:** Through implementation of the Mindset and Behavior Standards and K-12 College and Career Readiness for Every Student, we will target the key student competencies of Academic, Career, and Social/Emotional Development in designing age-appropriate programs and support structures.

**Professional Competencies:** Professional skills and training are continually developed, and ethical standards are followed. Counselors will be diligent in ensuring that all students share equal access and opportunity to the school's programs and services.

### **Somers CSD School Counseling Management**

Annual plans are developed to deliver a counseling curriculum that it is aligned with school and state mandates, and impacts student growth. Systems will also be in place to offer counselors opportunities for the evaluation of their individual strengths and opportunities for growth. Constructive feedback is the foundation for growth, and the counseling department embraces a culture of both formal and informal opportunities for feedback. Counselors understand that such feedback can serve to directly benefit students, parents and the school community.

### **Somers CSD School Counseling Delivery**

Delivery represents the application of the counseling foundation, and amounts to 80% or more of counselor activity. It is noted that Delivery includes both direct and indirect student services. Through professional development, collaborative work among counselors and program management, counselors regularly review, develop and modify the services noted here. Each program is separated by grade level, and reflect developmentally appropriate learning opportunities.

**Direct Services:** These services include the delivery of all school counseling programs and curriculum, individual student planning, and responsive services.

### Direct Services, Grades K-2, PES

Grade Level(s)	Activity/Service	*Academic, Career, and Social/Emotional Development Standards **Mindset and Behavior Standards	Objectives
K, 1, 2	<b>Lunch Bunch</b>	A:B1, PS:A1	<u>Essential Questions:</u> How do I fit in and be accepted by my peers? What makes a good friend? Am I a good friend? What is self-control? How can I deal with feelings? <u>Students will learn:</u> appropriate behavior, personal boundaries, using manners, taking turns, lending support, applying coping skills, friends, self-control. <u>Students will know:</u> coping skills, appropriate, grade-level behavior, how to self sooth, how to be a good friend, how to be a successful student
K, 1, 2	<b>Bucket Filling</b>	PS:A1, PS:B1, PS:C1	<u>Essential Questions:</u> How is the role of the school counselor important for student development? How can you make yourself feel better when you are feeling low? How do your actions and the actions of others impact your day and your emotions? <u>Students will learn:</u> The school counselor, bucket fillers, and bucket dippers. <u>Students will know:</u> How to identify the school counselor and office; when to ask for help and how to ask for help from the school counselor; how to fill their own bucket; how to tell if their bucket is full or empty; how to tell if a friend’s bucket is full or empty
1,2	<b>Music&amp; Character Ed Bucket Filling</b>	PS:A1, PS:B1, PS:C1	<u>Essential Questions:</u> Why is bucket filling important? In what ways can you show that you are a bucket filler to others? What does it mean to be a bucket filler? <u>Students will learn:</u> what is kindness, how does kindness impact friendships. <u>Students will know:</u> examples of how to be a bucket filler, how to model kind, bucket filling behavior, how to accept differences among friends, how to appropriately greet friends.
K	<b>Music &amp; Character Kindness</b>	PS:A1, PS:B1, PS:C1	<u>Essential Questions:</u> What is a bucket filler/bucket dipper? What can I do to fill someone’s bucket? How can I be a good friend? What are qualities I like in a friend? <u>Students will learn:</u> what is kindness, how does kindness impact friendships. <u>Students will know:</u> examples of how to be a bucket filler, how to model kind, bucket filling behavior, how to accept differences among friends, how to appropriately greet friends.
K	<b>Be an Upstander</b>	PS:A2, PS:B1, PS:C1, B-SS 2, B-SS 4, B-SS 8	<u>Essential Questions:</u> How can I be an ally to others? What does kind behavior look like? <u>Students will learn:</u> what an ally, upstander, bully and bystander are. <u>Students will know:</u> by use of bibliotherapy and video students will share examples of appropriate behavior
1	<b>Be an Upstander</b>	PS:A2, PS:B1, PS:C1	<u>Essential Questions:</u> How do students identify bullying? How can students help in bullying situations? What role can students play in bully situations? What are the difference between bullying and an argument between friends? <u>Students will learn:</u> what an upstander, ally, bully and bystander are. <u>Students will know:</u> Learn relationship skills and decision-making skills

2	<b>Be an Upstander</b>	PS:A2, PS:C1,	<u>Essential Questions:</u> How do students identify bullying? How can students help in bullying situations? What role can students play in bully situations? What are the differences between bullying and an argument between friends? <u>Students will know:</u> use of video and discussion students speak about what bullying looks like and how kind words can help stop bullying
K, 1, 2	<b>Music &amp; Character Upstander</b>	PS:A2, PS:C1,	<u>Essential Questions:</u> What is the difference between a bucket dipper and a bully? What makes someone a bystander? What can I do to be an upstander? Who are trusted adults that I can talk to if I am being bullied or see someone being bullied. <u>Students will learn:</u> definition of bullying, bystander, upstander, trusted adults. <u>Students will know:</u> the difference between a bully and a bucket dipper, four strategies for being an upstander and to identify trusted adults in their school and in their homes.
K,1, 2	<b>Diversity</b>	PS:A2, B-SS 4, B-SS 7	<u>Essential Questions:</u> How am I unique? Why are differences valuable? Or are they? <u>Students will learn:</u> differences, acceptance and similarities. <u>Students will know:</u> that people are different and recognize their own personal differences and similarities.
K, 1,2	<b>Music &amp; Character Diversity</b>	PS:A2.2	<u>Essential Questions:</u> How can I learn more about myself? How can I respectfully learn more about others? How can I show compassion to others? How can you express yourself respectfully when noticing differences? <u>Students will learn:</u> how to respectfully notice similarities and differences among their peers. How to show respect to peers regardless of these differences or similarities. Why diversity is important. <u>Students will know:</u> how to celebrate differences among their communities.
K, 1, 2	<b>Music &amp; Character Self Control</b>	PS:A1.8, PS:A1.5	<u>Essential Questions:</u> What can I do to calm my body when I am feeling a BIG emotion? Do my actions help make situations better or worse? What can I do to make a situation better? Who can I go to if I am feeling a BIG emotion? <u>Students will learn:</u> What are big emotions/feelings? What is self control? What/who are trusted adults. <u>Students will know:</u> situations that trigger BIG emotions, three steps to managing self control and how to calm their body. Students will identify who their trusted adults are.
K, 1, 2	<b>Music &amp; Character Growth Mindset</b>	A:A1.3, A:A1.4, A:A3.1	<u>Essential Questions:</u> What is a growth mindset? What is a fixed mindset? How does my mindset impact my learning and self esteem? <u>Students will learn:</u> what is a mindset and why does it matter. What is the difference between a fixed and growth mindset. How does your mindset impact the way you feel about yourself. <u>Students will know:</u> areas that they have a growth mindset, areas where they might have a fixed mindset. Students will reflect on their self esteem and understand how it impacts their decision making.
K, 1, 2	<b>Music &amp; Character Empathy</b>	PS:A2.2, PS:A2.6, PS:A2.8	<u>Essential Questions:</u> What is empathy and why is it important? How can empathy help me show kindness to others? How can empathy help maintain positive relationships with others. <u>Students will learn:</u> how to show empathy to others. How to say empathetic things to support others and show kindness. <u>Students will know:</u> the importance of empathy in their school community and relationships.
1, 2	<b>Music &amp; Character Global Citizenship</b>	A:A3.2, PS:A1.9	<u>Essential Questions:</u> What is a good citizen? What does it mean to be a part of a community? What communities do you belong to? <u>Students will learn:</u> what does it mean to be a citizen. What is a community and why is it important to have community. <u>Students will learn:</u> ways to help their community and how to be a good citizen in your school community.

1, 2	<b>Music &amp; Character Trustworthiness</b>	A:A3.1, PS:B1.2, PS:B1.12	<u>Essential Questions:</u> What does it mean to be trustworthy and why is it important? <u>Students will know:</u> situations that help build trust and situations that will destroy trust. How trust can impact a relationship.
1, 2	<b>Music &amp; Character Respect</b>	PS:A1.6, PS:A.1	<u>Essential Questions:</u> What is respect and why is it important? How does respect impact my relationships with others? <u>Students will learn:</u> “The Golden Rule” – treating others as we would like to be treated. <u>Students will know:</u> how to show respect to others in different settings and how lack of respect can negatively impact relationships.
1, 2	<b>Music &amp; Character Responsibility</b>	A:A1.3, A:A1.5, PS:A2.1	<u>Essential Questions:</u> What is responsibility? Why is it important to be responsible? How does lack of responsibility impact relationships. <u>Students will learn:</u> what does it mean to be responsible and how can I show responsibility in all areas of my life.
K	<b>Tattling</b>	A:A2.3, A:A3.2, A:B1.2, PS:B1.5	<u>Essential Questions:</u> What situations can I handle on my own and what situations should I seek the help of an adult. What is the difference between tattling and reporting? How does tattling impact relationships with others? <u>Students will learn:</u> the difference between a “big deal” vs “little deal” who are the trusted adults at home and at school that you can go to for help. <u>Students will know:</u>
K, 1, 2	<b>Personal Safety</b>	PS:C1, M1, B-LS 1, B-SMS 9	<u>Essential Questions:</u> How does listening to our instincts keep us safe? Why do we need to know the difference between a good touch and a bad touch? Why is it important to have at least two adults we can trust? <u>Students will learn:</u> “Ot-oh” feeling, instincts, good touch vs. bad touch, green flag people, always ask first, “No, Go Tell” rule. <u>Students will know:</u> how to recite the safety rules; name two trusted adults; the difference between a good touch and a bad touch; be able to explain what “listening to your instincts” means.
2	<b>Transition</b>	M1, M2, M3, M6, B-LS 1, B-LS 4, B-LS 5	<u>Essential Questions:</u> How will my learning experience be different and similar at SIS than it was at Primrose? What new experiences and skills will I be exposed to at SIS?
2	<b>Transition Group</b>	M1, M2, M3, M6, B-LS 1, B-LS 4, B-LS 5	<u>Essential Questions:</u> How will my learning experience be different and similar at SIS than it was at Primrose? What new experiences and skills will I be exposed to at SIS? <u>Students will learn:</u> how to cope with changes in the transition from Primrose to SIS. <u>Students will know:</u> Who to seek for help at SIS and how to cope with the changes.
K	<b>What does the future hold?</b>	C:A1	<u>Essential Questions:</u> Why do we need different jobs at school? Why are the jobs important? What jobs exist? Do we have to have the same job all our lives? <u>Students will learn:</u> what/who a job, career, principal, teacher, counselor, custodian, food service, bus driver, teacher assistant, social worker, psychologist, OT and PT, and secretary are. <u>Students will know:</u> how to acquire career information.
1, 2	<b>What does the future hold?</b>	C:A1	<u>Essential Questions:</u> Why do we need different jobs? Why are the jobs important? What jobs exist? <u>Students will learn:</u> jobs and careers. <u>Students will know:</u> how to acquire career information.

## Direct Services, Grades 3-5, SIS

Grade Level(s)	Activity/Service	*Academic, Career, and Social/Emotional Development Standards **Mindset and Behavior Standards	Objectives
3	<b>Introduction of the School Counselor</b>	PS:C1	<u>Essential Questions:</u> Who is my school counselor? What is the role of my school counselor? <u>Students will learn:</u> who and what a school counselor is. <u>Students will know:</u> their school counselors name; where their school counselors office is located; and will know how and when to seek their school counselor out
3	<b>Bucket Filling</b>	B-SS 2, B-SS 4	<u>Essential Questions:</u> What is a bucket filler? <u>Students will learn:</u> what a bucket filler, bucket dipper, and using your lid means and what they are. <u>Students will know:</u> the ability to identify the difference between a bucket filler and bucket dipper. Able to discuss ways to “use their lids” by using upstander strategies
4, 5	<b>The Energy Bus/ Bucket Filling</b>	PS:A1, PS:B1	<u>Essential Questions:</u> What is positive self-talk? What is negative self-talk? <u>Students will learn:</u> positive vs. negative self-talk and the five energy bus rules. <u>Students will know:</u> the ability to identify the difference between positive and negative self-talk. Students will be able to identify all five rules of the energy bus
3, 4, 5	<b>Social Skills Small group</b>	PS:A1, PS:A2, M3, B-SS 1, B-SS 2	<u>Students will learn:</u> to join in, identify feelings, staying on topic and asking follow-up questions in a conversation, being an active listener, respecting others’ personal space, disagreeing appropriately and accepting feedback. <u>Students will know:</u> how to join in, identify feelings, stay on topic, be a good listener, personal space, disagreeing the right way, using a social filter, accepting criticism and compliments
3, 4, 5	<b>Anger Management Small group</b>	PS:A1, PS:B1, B-SMS 2, B-SMS 7, B-SS 1, B-SS 2, B-SS 4	<u>Students will learn:</u> anger, coping tools, and mindfulness. <u>Students will know:</u> how to identify what makes them angry, practice and identify coping tools, learn and practice mindfulness techniques: taking a balloon breath and visual imagery
3, 4, 5	<b>Coping Skills and Problem Solving Small groups</b>	B-SMS 7, B-SMS 10	<u>Students will learn:</u> the four steps to dealing with feelings, coping skills, healthy ways to express your feelings, perception, affirmation. <u>Students will know:</u> coping skills and problem solving in groups, dealing with feelings, expressing feelings, what to do in order to feel better, skill adjusting attitude, skill perception, skill accepting, and being kind to oneself

3, 4, 5	<b>Girls Self Esteem Small group</b>	M2, M3, B-SS 2, B-SS 4, B-SS 5, B-SS 8	<p><u>Essential Questions:</u> What does self-esteem mean to you?</p> <p><u>Students will learn:</u> self-esteem, how to manage gossip/rumors.</p> <p><u>Students will know:</u> Building positive peer relationships, friendship skills, tools for coping with gossip/rumors, strategies for being assertive</p>
3, 4, 5	<b>Mindfulness &amp; Me Small group</b>	M1	<p><u>Students will learn:</u> mindfulness, mindful movement, and visualization. <u>Students will know:</u> embracing mindfulness with open arms and an open mind; Mindfulness and our breath, mindfulness and our environment, mindful movement and visualization</p>
3	<b>Transition to SIS Small group</b>	M3	<p><u>Essential Questions:</u> How can I adjust to life as an SIS student? Who are trusted adults that I can go to for support? How can I build new connections and make friends?</p> <p><u>Students will know:</u> Trusted adults at SIS, how to navigate the building, groups and clubs they can participate in, etc.</p>
3	<b>Be an Upstander</b>	PS:A2, PS:B1, PS:C1	<p><u>Essential Questions:</u> How can I be an upstander? What does kind behavior look like? <u>Students will learn:</u> what an upstander, bully, bystander and target are. Different types of bullying, physical, verbal, cyber-bullying, and emotional. <u>Students will know:</u> Identify strategies for being an upstander, will be able to name four types of bullying</p>
4, 5	<b>Be an Upstander</b>	PS:A2, PS:B1, PS:C1	<p><u>Essential Questions:</u> How do students identify bullying? How can students help in bullying situations? What role can students play in bully situations? What are the differences between bullying and an argument between friends? <u>Students will learn:</u> What an upstander, bully, bystander and target are. <u>Students will know:</u> how to learn relationship skills and decision making skills</p>
3, 4, 5	<b>Friendship Group</b>	B-SS 2, B-SS 4	<p><u>Essential Questions:</u> What are some qualities of a good friend? <u>Students will learn:</u> empathy and what a friend is. <u>Students will know:</u> how to practice socializing and engaging in partner and group work with their peers to foster communication and friendship skills</p>
3, 4, 5	<b>Banana Splits</b>	B-SS 4, B-SMS 7, M3	<p><u>Essential Questions:</u> How can I cope with my parents' divorce or separation? <u>Students will learn:</u> Different types of families, coping skills for dealing with their changing families. <u>Students will know:</u> how to identify/discuss their feelings, positive coping skills for dealing with their changing families.</p>
3, 4, 5	<b>Unity Day</b>	PS:A2, PS:C1	<p><u>Essential Questions:</u> How can we work together to solve a problem? <u>Students will learn:</u> who/what a bully and upstander/ally are. <u>Students will know:</u> how to be an upstander.</p>

4,5	<b>Coping Skills Lesson</b>	B-SMS 7	<u>Essential Questions:</u> What does it mean to cope? How can I cope with situations and problems that I face in life? <u>Students will learn:</u> Students will be able to brainstorm healthy coping skills for dealing with situations and problems that they encounter. <u>Students will know:</u> Students will be able to apply coping skills learned and practiced when faced with a problem.
3	<b>Words Hurt: The Wrinkled Heart Lesson</b>	PS:A1, PS:A2, PS:B1	<u>Essential Questions:</u> What type of bullying is being shown throughout the book, <i>WEIRD</i> , by Erin Frankel? How can I change my self-talk to become a confident and calm upstander? <u>Students will learn:</u> confidence, negative self-talk, positive self-talk, and how to be an upstander. <u>Students will know:</u> the ability to identify the difference between hurtful and kind words, students will be able to recognize the difference between negative vs. positive self-talk. Be able to think about how their self-talk impacts their confidence
4	<b>Words Hurt: Trouble Talk Lesson</b>	PS:A2, PS:B1	<u>Essential Questions:</u> What is gossip? Why do you think people gossip and spread rumors? What do they get out of it? <u>Students will learn:</u> trouble talk, gossip, and rumors. <u>Students will know:</u> the ability to identify strategies that they can use to respond to gossip/rumors in a positive way
3, 4, 5	<b>Mix It Up Day</b>	PS:A1, PS:A2	<u>Essential Questions:</u> How do students engage in peer relationships and meet new people? <u>Students will learn:</u> tolerance, diversity and social barriers. <u>Students will know:</u> how to interact with other students
3	<b>Tattling vs. Reporting</b>	PS:B1, PS:C1	<u>Essential Questions:</u> What is the difference between tattling and reporting? <u>Students will learn:</u> what tattling and reporting mean as well as who trusted adults are. <u>Students will know:</u> the ability to identify when situations are little deals vs. big deals
3,4,5	<b>Diversity</b>	PS:A2	<u>Essential Questions:</u> What are ways that students can accept and appreciate differences in others? How am I different and how am I the same as others? <u>Students will learn:</u> differences, acceptance and similarities. <u>Students will know:</u> the ability to understand that people are different and recognize their own personal differences and similarities
4,5	<b>Test Taking Strategies</b>	A:B1	<u>Essential Questions:</u> What are test-taking strategies? How do they help? What are study skills? Why are they valuable? How do I acquire the attitudes, knowledge and skills that contribute to effective learning in school and across life? <u>Students will learn:</u> study skills, strategy, chunking, Hi-lighting, memorization, pre-reading, note-taking. <u>Students will know:</u> various study habits and test taking strategies
3,4,5	<b>Personal Safety</b>	PS:A1, PS:A2, PS:C1	<u>Essential Questions:</u> What are appropriate touch and boundaries? How do you say no and ask for help? <u>Students will learn:</u> personal space, boundaries, and appropriate touch. <u>Students will know:</u> ways to say no and set appropriate boundaries

5	<b>Transition to MS</b>	A:A2, A:A3, A:B1, C:A1, PS:A1, PS:C1	<u>Essential Questions:</u> How are SIS and SMS similar? How are SIS and SMS different? What can I expect from the middle school? Who will support me through the transition to middle school? <u>Students will learn:</u> transition, elective classes, team time, AIS. <u>Students will know:</u> the ability to smoothly transition from 5 <sup>th</sup> grade to 6 <sup>th</sup> grade
5	<b>Locker/Transition to the Middle School</b>	A:A2, PS:B1	<u>Essential Questions:</u> How does someone use a combination lock? <u>Students will learn:</u> combination lock hash marks. <u>Students will know:</u> how to open a combination lock

### Direct Services, Grades 6-8, SMS

Grade Level(s)	Activity/Service With delivery method & time frame	*Academic, Career, and Social/Emotional Development Standards **Mindset and Behavior Standards	Objectives
6	<b>6<sup>th</sup> Grade Orientation</b>	A:A2, A:C1, PS:C1	<u>Essential Questions:</u> How do students thrive at Somers Middle School? <u>Students will learn:</u> how to write and read their schedules, use a locker and set goals and expectations for success at the middle school. <u>Students will know:</u> about self-advocacy, understanding expectations, understanding SMS TUSKER and knowledge of support staff such as the school counselor to assist in transition and the school year
6	<b>Introduction to the Role of the MS Counselor</b>	PS:A1, PS:A2, PS:B1, PS:C1	<u>Essential Questions:</u> What does a school counselor do at the middle school level? How does a student make an appointment? When is it appropriate to go to the school counselor? <u>Students will learn:</u> About the school counselor, support systems and additional resources. <u>Students will know:</u> when to go to their school counselor and will be able to identify additional resources in the building
6	<b>5<sup>th</sup> to 6<sup>th</sup> Grade Transition</b>	A:A1, A:A2, A:A3, A:B1, A:B2, A:C1	<u>Essential Questions:</u> What should students expect at Somers Middle School? How can student effectively cope with the transition to Middle School? <u>Students will learn:</u> information on daily skills to be a student, such as, schedule, locker, lunch, team time and teams. Compare and contrast SIS experience with the SMS environment and review the importance of relationships with adults: teachers and school counselors. <u>Students will know:</u> self-advocacy, manage feelings, develop relationships, develop as an academic, personally and socially

6, 7, 8	<b>Newcomers Group</b>	A:C1, PS:A1, PS:B1, PS:C1	<u>Essential Questions:</u> How do I adjust to life at SMS? How do I find resources to support me? <u>Students will learn:</u> transition, coping, adjustment, meet peers and integrating. <u>Students will know:</u> how to adjust to life at SMS academically, socially and emotionally. Will also navigate the building successfully
6, 7, 8	<b>Lunch Bunch</b>	A:B1, PS:A1	<u>Essential Questions:</u> How do I fit in and be accepted by my peers? What make a good friend? Am I a good friend? <u>Students will learn:</u> appropriate behavior, personal boundaries, using manners, taking turns, lending support and applying coping skills. <u>Students will know:</u> different coping skills and appropriate grade-level behavior
6	<b>Adolescent Development</b>	PS:A1, PS:C1	<u>Essential Questions:</u> What is puberty? Why does puberty occur? What emotions can be associated with puberty? <u>Students will learn:</u> about puberty, menstruation and hormones. <u>Students will know:</u> a more thorough understanding of the physical and emotional changes that occur during puberty
7	<b>Adolescent Development</b>	PS:A1, PS:C1	<u>Essential Questions:</u> How does adolescence affect your physical and emotional development? What resources exist to inform decision-making? How do you find and choose appropriate resource to answer questions related to human growth and development? <u>Student will learn:</u> decision-making skills, hormones, emotions, relationships and values. <u>Students will know:</u> and understand the physical and emotional changes that occur during adolescence and also learn to utilize a decision-making model
8	<b>Career Cruising</b>	C:A1, C:C2	<u>Essential Questions:</u> What are my strengths? What are my interests? How can I use my strength in a future job? <u>Students will learn:</u> strengths, interests, passions and goals <u>Students will know:</u> and be able to self-identify passions and strengths as well as utilize a career interest inventory
6,7,8	<b>Girls Guidance Group</b>	A:A1, A:A3, PS:A1, PS:A2	<u>Essential Questions:</u> What is it like to be a middle-school aged girl? How do my peers and I handle everyday life events? <u>Students will learn:</u> respect, responsibility, tolerance, flexibility, peer group work, peer pressure, time management and self-exploration. <u>Students will know:</u> a more thorough understanding about themselves and have the skills to relate to peers and cope with middle school life
6,7,8	<b>Boys Guidance Group</b>	A:A1, A:A2, A:A3, PS:A1, PS:A2	<u>Essential Questions:</u> What is it like to be a middle school boy? How do I handle the everyday challenges of middle school life? <u>Students will learn:</u> about peer pressure, stress, respect, responsibility, tolerance and appropriate behavior. <u>Students will know:</u> how to communicate with peer, social etiquette and appropriate behavior
7	<b>Decision-Making Strategies</b>	PS:A1	<u>Essential Questions:</u> How does a person show respect for themselves and others? <u>Students will learn:</u> about respect and making positive decisions. <u>Students will know:</u> how to identify and apply effective decision-making strategies

6	<b>Stress Management</b>	PS:A1, PS:A2, PS:B1, PS:C1	<u>Essential Questions:</u> What are the different kinds of stress? What are healthy ways to manage stress? What are the unhealthy ways to manage health? <u>Students will learn:</u> about stress and eustress. <u>Students will know:</u> how to identify inappropriate behavior, review resources for support, self-monitor and will make their own stress relief item
6	<b>Learning Styles</b>	A:A2, PS:A1, PS:A2	<u>Essential Questions:</u> What is a learning style? What is my learning preference? What are study behaviors that will best suit my needs? <u>Students will learn:</u> different learning styles such as, auditory, kinesthetic, tactile and visual. <u>Students will know:</u> about personal learning style preferences
8	<b>8<sup>th</sup> Grade Transition to HS Overview</b>	A:A1, A:B2	<u>Essential Questions:</u> What should students expect academically from the high school courses? <u>Students will learn:</u> transition to high school topics, meet the 9 <sup>th</sup> grade counselor and identify academic student support services. <u>Students will know:</u> self-advocacy, understanding learning expectations and transition information to the high school
7	<b>Walk in My Shoes</b>	PS:A1, PS:A2, PS:B1	<u>Essential Questions:</u> What is empathy? How do students implement empathy in real life situations? <u>Students will learn:</u> recognition of neurological conditions and practice kindness behaviors. <u>Students will know:</u> and understand differences and tolerance
6, 7	<b>Individual Student Progress Meetings</b>	A:C1, PS:B1	<u>Essential Questions:</u> What are important relationships in my life? What am I interested in? What are some of my strengths and areas for growth? <u>Students will learn:</u> relationships, career exploration, success and joy. <u>Students will know:</u> about self-reflection and articulation within their lives
7	<b>Understanding Differences</b>	A:A1, A:A3, A:B1	<u>Essential Questions:</u> What is the purpose of Mix it Up at Lunch Day? <u>Students will learn:</u> how to understand differences, kindness, and integration. <u>Students will know:</u> how to involve themselves with different peers during the activity
8	<b>8<sup>th</sup> Grade Course Selection/Graduation Pathways</b>	A:B2, C:A1, C:B1, C:B2	<u>Essential Questions:</u> How does course selection affect personalized learning? <u>Students will learn:</u> about graduation requirements and the process of course selection for high school. <u>Students will know:</u> about decision-making skills, self-advocacy and identify personal interests related to academics
8	<b>8<sup>th</sup> to 9<sup>th</sup> Individual Scheduling Meetings</b>	A:A2, A:B1, A:C1, C:C2, PS:B1, PS:C1	<u>Essential Questions:</u> What courses will I choose for 9 <sup>th</sup> grade? What are the similarities between SMS and SHS? What are the differences between SMS and SHS? What do I need to know to be successful in 9 <sup>th</sup> grade? <u>Students will learn:</u> about study hall, credits, graduation requirements, course selection and peer leadership. Students will take part in a counseling department power-point presentation, a HS arts assembly, parent night and peer leadership mentoring program. <u>Students will know:</u> about information to be able to transition smoothly into high school

7	<b>Career Exploration</b>	C:A1, C:A2, C:B1, C:B2	<u>Essential Questions:</u> What is an ability profiler? How does my ability profile relate to potential careers? <u>Students will learn:</u> the career cluster and the difference between a choice and a preference. <u>Students will know:</u> how to take a career cluster survey and be able to investigate career options and education needed for those options
6	<b>Mindfulness</b>	C:A1, C:A2, PS:C1	<u>Essential Questions:</u> What does movement do to help the body with stress/anxiety/anger? What was helpful in the past during times of transition to yourself? <u>Students will learn:</u> parts of the brain: amygdala, pre-frontal cortex, "Thinking Cap", movement helps to alleviate stress and anxiety, what a role model is and compassion. <u>Students will know:</u> how to do figure 8's with their hands to calm down and how to boost mood

### Direct Services, Grades 9-12, SHS

Grade Level(s)	Activity/Service With delivery method & time frame	*Academic, Career, and Social/Emotional Development Standards **Mindset and Behavior Standards	Objectives	Evaluation Measures TBD
9, 10, 11, 12	<b>New/Transfer Student Program Introduction and Orientation</b> Small groups, September, prior to 1 <sup>st</sup> day of school, Tier 1	A:A2, A:A3, A:B1, PS:A2	<u>Goal:</u> Begin to establish rapport, introduce students to school programs, supports, and address questions for new students. <u>Students will:</u> be able to identify at least one academic and one personal support opportunity at the HS, describe the school schedule to another student, and identify their classroom locations	
9	<b>9<sup>th</sup> Grade Orientation/ Parent Orientation</b> Large group introduction, smaller group breakouts, prior to first day of school	A: A1, A:A2, A:A3, PS:A1	<u>Goal:</u> Introduce parents to school supports for students, and preview the services offered to transition students in each of the next four years. <u>Parents will:</u> be able to identify specific supports available for students, as well as upcoming grade level transition programs.	
11, 12	<b>Youth Mental Health First Aid Peer Lessons</b> Trainings for all Peer Leaders		<u>Goal:</u> to train Peer Leaders to identify students who may be experiencing a mental health crisis, and understand why and how to bring them to the necessary supports in the school. <u>Students will:</u> be able to identify signs of depression and at-risk behaviors in their 9 <sup>th</sup> grade students and identify key people in the building who need to be notified for professional support.	

12	<p><b>College Night for Seniors</b> Small parent and student groups, mid-September</p>	A: A3, A:B2	<p><u>Goal:</u> This 3<sup>rd</sup> formal evening cohort presentation on the process ensures parents and students are on pace for application submission, and describes specific steps and responsibilities. <u>Students and parents will:</u> be able to describe the process of submitting applications and identify next steps required for their specific process.</p>	
12	<p><b>Senior Class Presentations on Applications</b> Classroom push-ins, Mid-September</p>	A:B2, A:C1, C:A1	<p><u>Goal:</u> Students will be helped to create and connect their CA account with their Naviance account and have their next steps in the application process clarified. <u>Students will:</u> be able to identify the steps needed through the fall to complete and submit applications, including holding their individual senior meeting.</p>	Pre and post presentation assessment of learning objectives.
12	<p><b>Individual Senior Meetings</b> 1:1 meetings, mid-September through late October</p>	A:A1, A:A3, A:B2, C:A1, C:C1, PS:A1, PS:B1	<p><u>Goal:</u> Students will review their senior year transition plans, including a detailed review of application plans and essential steps. <u>Students will:</u> be able to identify reach, target and safety college options, and express understanding of their individual plan.</p>	
12	<p><b>College Representative Visits</b> College reps meet with small groups, Late September</p>	A:B1, A:B2	<p><u>Goal:</u> Students will have the opportunity to meet directly with college admissions representatives to ask questions and hear pertinent details about what the college offers. <u>Students will:</u> be able to identify if a college addresses their individual needs, better understand what different colleges offer, learn to engage with admissions professionals.</p>	
11	<p><b>Junior PSAT and Standardized Tests Presentations</b> Late September</p>	A:B1, A:B2	<p><u>Goal:</u> To inform students of the in-house PSAT registration requirements, the test design, and the calendar of all standardized college admissions testing for junior year. <u>Students will:</u> be able to identify the purpose and registration steps of the PSAT, and begin to formulate a plan for testing for their junior year.</p>	
12	<p><b>Mock Interview Night</b> College reps 1:1 meetings with current seniors, Late September</p>	A:A1, A:A2, A:A3, A:C1, PS:A1, PS:A2	<p><u>Goal:</u> To create opportunities for students to directly engage with admissions professionals in an interview setting to help clarify their own interests, goals and presentation through an objective lens. <u>Students will</u> be able to identify their strengths and areas for growth based on feedback from their interviewer, and identify aspects of their decision making and planning process that need more clarity.</p>	
9	<p><b>Mental Health and Self-Care Presentations</b> Push into classes Mid-November</p>	A:A1, A:A2, A:A3, PS:A1, PS:A2, PS:C1	<p><u>Goal:</u>To teach students the signs of depression, indicators that a person could be at risk of hurting themselves, and steps to take to positively intervene. <u>Students will</u> be able to identify the signs of depression, distinguish between information that can be kept in confidence and what needs to be shared, and who their resources are in the school and community for support.</p>	

9	<b>9<sup>th</sup> Grade Student Meetings</b> 1:1 Meetings in late November	A:C1, C:A1, C:C1, PS:A1	<u>Goal:</u> To formally introduce students individually to their counselor, the role of the high school counselor, complete a 9 <sup>th</sup> grade student survey, and review progress through the first academic quarter of high school. <u>Students will</u> be able to identify issues for which they may come to speak with their counselor, how to set up an appointment, and what supports might be needed to assist in their academic and social adjustment to HS.
11	<b>College Night for Juniors</b> Mid-December	A:A1, A:A2, A:A3, A:B2	<u>Goal:</u> To prepare juniors and their parents for the college application process by offering admissions expertise, student experience, and a forecast of essential steps ahead. <u>Students and parents will</u> be able to define the most important aspects of the application for admissions, and clarify their next steps in the admissions process.
12	<b>Alumni Panel</b> Current seniors present to last year's, graduating class, Late December	A:B1, A:B2, A:C1, PS:B1	<u>Goal:</u> To offer current students the opportunity to hear from first year college students about their transition to college, and lessons learned in their first semester. <u>Students will</u> be able to identify aspects of the first year transition that could be a challenge, and also identify an aspect of the first semester that create positive anticipation.
10	<b>Sophomore Career Inventories &amp; Naviance Introduction</b> Early January	A:A1, A:A2, A:A3, A:B1, A:B2, A:C1, C:A1, C:B1, C:B2, PS:A1	<u>Goal:</u> To introduce students to the Naviance program, and complete a career interest inventory. <u>Students will</u> be able to identify a career cluster that aligns with their personal value system, and can identify how their current academics connect to their career interests.
9, 10, 11	<b>Curriculum Night</b> Large group presentation, Early January	A:A1, A:A3, A:B1,	<u>Goal:</u> To educate parents and students regarding the academic program at SHS, and answer questions to best inform prior to course selection. <u>Students and parents will</u> be able to identify curriculum options in which they have the greatest interest, and the time line for course selection.
8	<b>High School Counselor Visit to MS/ Taste of HS Preview</b> WL Classes, Mid-January, Tier 1	A:A1, A:A3, PS:A1	<u>Goal:</u> To offer a preview of students' visit to HS, address commonly shared student concerns, and prepare students for 9 <sup>th</sup> grade course selection. <u>Students will:</u> be able to identify 9 <sup>th</sup> grade course options, describe the HS schedule to another student and identify one personal and one academic support opportunity at the HS
11	<b>Junior/Parent Planning Conferences</b> Individual meetings with parents, Late January	A:A1, A:A3, A:B2, A:C1, C:A1, C:A2, C:C1, PS:A1, PS:B1	<u>Goal:</u> To formally begin the process of post high school planning with students and parents. <u>Students and parents will</u> be able to identify the essential aspects of their individual college application process and next steps in researching and targeting appropriate personal and academic fits.

8	<b>8<sup>th</sup> Grade Taste of High School Visit</b> Walk through with peer leaders, Late January	A:A1, A:A2, A:A3, PS:A1	<u>Goal:</u> To preview with 8 <sup>th</sup> graders their upcoming visit to SHS, educate students as to their academic options in 9 <sup>th</sup> grade, and to address questions and concerns collected through a December survey. <u>Students will</u> be able to identify their core and elective options, as well as the purpose and structure of the HS visit	
10	<b>Career &amp; Tech Ed Tour</b> Small group, Early February	A:A1, A:A3, A:B1, A:B2, A:C1, C:A1, C:A2, C:B1, C:B2, C:C1	<u>Goal:</u> To expose students to the variety of career and technical education programs available through the Tech Center in Yorktown. <u>Students will</u> be able to express which program(s) may be of interest to them, and why.	
9, 10, 11	<b>Individual Student Course Selection and Annual Progress Meetings</b> 1:1 meetings, Late February	A:A1, A:A3, A:B1, A:C1, C:A1, C:B1, C:B2, C:C1, PS:A1, PS:B1	<u>Goal:</u> To create a balanced course selection with students for the upcoming school year, and to review academic and personal progress. <u>Students will</u> be able to indicate the courses and levels they are pursuing, and what courses are required for graduation. Students will also be able to identify any adjustments required to their current academic or extra-curricular progress.	
10	<b>Career Program</b> Each semester through Wellness	A:B2, A:C1, C:A1, C:A2, C:B1, C:B2, C:C1, PS:B1	<u>Goal:</u> To help students to continue to connect their potential career interests with their current and future academic work. Through this program we will also help students to connect their interests to future college options. <u>Students will</u> be able to identify a career cluster that fits their interests and connect those interests with colleges that offer that area of study.	
10	<b>STEPS A Lessons</b> Each semester through Wellness		<u>Goal:</u> To help students to better regulate emotions, recognize different perspectives, engage in more productive communication with peers and adults, and be better equipped to tolerate distress. <u>Students will:</u> be able to identify strategies and ways of thinking that allow them to more effectively accomplish their goals.	
12	<b>Senior Exit Surveys</b> Early May	A:A1, A:B2, A:C1, PS:C1	<u>Goal:</u> To formally collect information from seniors regarding their college plans, and to gather feedback on their college application experience. Feedback will also be collected on students' experience with different programs offered by the counseling office. <u>Students will</u> be able to process their experience through the college process and to offer recommendations for counseling programs.	
11	<b>Pre-Summer Junior College Night</b> Mid-June	A:C1, PS:B1	<u>Goal:</u> To review essential steps in the college process for students to accomplish in the summer prior to senior year. <u>Students and parents will</u> be able to identify several important steps to accomplish over the summer to allow for a more seamless, less stressful application process in the fall.	Post-presentation online survey.

**Indirect Services:** These services include meetings and tasks performed on behalf of the student.

504 Initial and Annual Review meetings

CSE Initial and Annual Review meetings

Whole Child Success Team meetings

Parent/Teacher conferences

Parent email and telephone communications

Teacher and administration consultations

Team meetings (MS)

Transition conferences

Crisis Team meetings

Communications with outside therapists, agencies and college admissions representatives (HS)

### **Somers CSD School Counseling Accountability**

Accountability measures exist through surveys following parent presentations and through direct verbal student feedback in classroom lessons. Further opportunities will be explored to ensure that each program delivered can be more formally assessed for value added, and to assess the value of changes. Key in this will be identifying essential data points that can adequately and accurately measure correlative factors to students' academic and social/emotional progress. A significant goal will be to work to identify how the effectiveness of the programs delivered are measured. Per NYSED Regulations a School Counseling Advisory will also offer the opportunity to review our plan twice annually and explore additional opportunities for the assessment of programs.

## **\*ASCA National Standards**

### **Academic Development**

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

#### **A:A1      Improve Academic Self-concept**

- A:A1.1 Articulate feelings of competence and confidence as learners
- A:A1.2 Display a positive interest in learning.
- A:A1.3 Take pride in work and achievement.
- A:A1.4 Accept mistakes as essential to the learning process.

#### **A:A2      Acquire Skills for Improving Learning**

- A:A2.1 Apply time-management and task-management skills.
- A:A2.2 Demonstrate how effort and persistence positively affect learning.
- A:A2.3 Use communication skills to know when and how to ask for help when needed.
- A:A2.4 Apply knowledge and learning styles to positively influence school performance.

#### **A:A3      Achieve School Success**

- A:A3.1 Take responsibility for their actions.
- A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students.
- A:A3.3 Develop a broad range of interests and abilities
- A:A3.4 Demonstrate dependability, productivity and initiative
- A:A3.5 Share knowledge

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

#### **A:B1      Improve Learning**

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

- A:B1.2 Learn and apply critical-thinking skills
- A:B1.3 Apply the study skills necessary for academic success at each level
- A:B1.4 Seek information and support from faculty, staff, family, and peers
- A:B1.5 Organize and apply academic information from a variety of sources
- A:B1.6 Use knowledge of learning styles to positively influence school performance
- A:B1.7 Become a self-directed and independent learner

**A:B2**

**Plan to Achieve Goals**

- A:B2.1 Establish challenging academic goals in elementary, middle/jr. high and high school
- A:B2.2 Use assessment results in educational planning
- A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement
- A:B2.4 Apply knowledge of aptitudes and interests to goal setting
- A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals
- A:B2.6 Understand the relationship between classroom performance and success in school
- A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities

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

**A:C1**

**Relate School to Life Experiences**

- A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family
- A:C1.2 Seek co-curricular and community experiences to enhance the school experience
- A:C1.3 Understand the relationship between learning and work

- transition
- A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals
  - A:C1.5 Understand that school success is the preparation to make the transition from student to community member
  - A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

### **Career Development**

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

#### **C:A1      Develop Career Awareness**

- C:A1.1 Develop skills to locate, evaluate and interpret career information
- C:A1.2 Learn about the variety of traditional and nontraditional occupations
- C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations
- C:A1.4 Learn how to interact and work cooperatively in teams
- C:A1.5 Learn to make decisions
- C:A1.6 Learn how to set goals
- C:A1.7 Understand the importance of planning
- C:A1.8 Pursue and develop competency in areas of interest
- C:A1.9 Develop hobbies and vocational interests
- C:A1.10 Balance between work and leisure time

#### **C:A2      Develop Employment Readiness**

- C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills
- C:A2.2 Apply job readiness skills to seek employment opportunities
- C:A2.3 Demonstrate knowledge about changing workplace
- C:A2.4 Learn about the rights and responsibilities of employers and employees

- C:A2.5 Learn to respect individual uniqueness in the workplace
- C:A2.6 Learn how to write a resume
- C:A2.7 Develop a positive attitude toward work and learning
- C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
- C:A2.9 Utilize time- and task-management skills

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

**C:B1 Acquire Career Information**

- C:B1.1 Apply decision-making skills to career planning, course selection and career transition
- C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice
- C:B1.3 Demonstrate knowledge of the career-planning process
- C:B1.4 Know the various ways in which occupations can be classified
- C:B1.5 Use research and information resources to obtain career information
- C:B1.6 Learn to use the Internet to access career-planning information
- C:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice
- C:B1.8 Understand how changing economic and societal needs influence employment trends and future training

**C:B2 Identify Career Goals**

- achieve
- C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals
  - C:B2.2 Assess and modify their educational plan to support career
  - C:B2.3 Use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience

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

C:B2.5 Maintain a career-planning portfolio

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

**C:C1 Acquire Knowledge to Achieve Career Goals**

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

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

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

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

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

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

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

**C:C2 Apply Skills to Achieve Career Goals**

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

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

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

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

**Personal/Social Development**

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

**PS:A1 Acquire Self-knowledge**

- PS:A1.1 Develop positive attitudes toward self as a unique and worthy person
- PS:A1.2 Identify values, attitudes and beliefs
- PS:A1.3 Learn the goal-setting process
- PS:A1.4 Understand change is a part of growth
- PS:A1.5 Identify and express feelings
- PS:A1.6 Distinguish between appropriate and inappropriate behavior
- PS:A1.7 Recognize personal boundaries, rights and privacy needs
- PS:A1.8 Understand the need for self-control and how to practice it
- PS:A1.9 Demonstrate cooperative behavior in groups
- PS:A1.10 Identify personal strengths and assets
- PS:A1.11 Identify and discuss changing personal and social roles
- PS:A1.12 Identify and recognize changing family roles

**PS:A2 Acquire Interpersonal Skills**

- PS:A2.1 Recognize that everyone has rights and responsibilities
- PS:A2.2 Respect alternative points of view
- PS:A2.3 Recognize, accept, respect and appreciate individual differences
- PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity
- PS:A2.5 Recognize and respect differences in various family configurations
- PS:A2.6 Use effective communication skills
- PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior
- PS:A2.8 Learn how to make and keep friends

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

**PS:B1 Self-knowledge Application**

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

- PS:B1.2 Understand consequences of decisions and choices
- PS:B1.3 Identify alternative solutions to a problem
- PS:B1.4 Develop effective coping skills for dealing with problems
- PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
- PS:B1.6 Know how to apply conflict resolution skills
- PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
- PS:B1.8 Know when peer pressure is influencing a decision
- PS:B1.9 Identify long- and short-term goals
- PS:B1.10 Identify alternative ways of achieving goals
- PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills
- PS:B1.12 Develop an action plan to set and achieve realistic goals

**Standard C: Students will understand safety and survival skills.**

**PS:C1 Acquire Personal Safety Skills**

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

PS:C1.9 Learn how to cope with peer pressure

PS:C1.10 Learn techniques for managing stress and conflict

PS:C1.11 Learn coping skills for managing life events

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

**Category 1: Mindset Standards**

Includes standards related to the psycho-social attitudes or beliefs students have about themselves in relation to academic work. These make up the students' belief system as exhibited in behaviors.

**M1.** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

**M2.** Self-confidence in ability to succeed

**M3.** Sense of belonging in the school environment

**M4.** Understanding that postsecondary education and life-long learning are necessary for long-term career success

**M5.** Belief in using abilities to their fullest to achieve high-quality results and outcomes

**M6.** Positive attitude toward work and learning

**Category 2: Behavior Standards**

These standards include behaviors commonly associated with being a successful student. These behaviors are visible, outward signs that a student is engaged and putting forth effort to learn. The behaviors are grouped into three subcategories.

**1. Learning Strategies**

- a. Processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning.

**2. Self-management Skills**

- a. Continued focus on a goal despite obstacles (grit or persistence) and avoidance of distractions or temptations to prioritize higher pursuits over lower pleasures (delayed gratification, self-discipline, self-control).

**3. Social Skills**

- a. Acceptable behaviors that improve social interactions, such as those between peers or between students and adults.

**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

**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

## **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.