

Sherman Central School District

Small School **BIG IMPACT**

*Comprehensive PreK-12
School Counseling Program*

September 2021



Sherman Central School Counselors:

-Mrs. Lori Svenson
-Mr. Shawn McKane

Sherman School Psychologist:

-Ms. Kris Soderberg

Sherman School Social Worker:

-Ms. Ella Wiggers

Counseling Secretary:

-Mrs. Jenni Eddy

Contact Information:

(716) 761-6121 ext. 4808

Foreword

The mission of the Sherman Central School District is to serve a wider community in the future. Through the collaboration and cooperation among students, teachers, staff and community, our students can make a positive difference in the world.

The Sherman Central School Counseling Department is charged with the responsibility of preparing students to live and work in their communities. As we envision their place in an ever-changing world, it becomes important to consider how the educational system must adjust and change to prepare them for it. We must equip our students with the tools necessary to become: Life-long learners with a broad knowledge base which enables them to be flexible and gives them the ability to be productive in a dynamic and technological society. They must be tolerant and understanding of social and cultural differences while maintaining individual identity. They should be aware of international interdependence and able to meet the challenges of a global economy. They will be confident, self-assured, responsible citizens with a sound sense of well being and effective communicators able to participate in a free and democratic society.

COUNSELING DEPARTMENT PHILOSOPHY:

The Counseling Department's primary objective is to assist each student in their educational process to reach his or her fullest potential through planned programs that support the education of our entire student body. Programs are tailored for each student to maximize their personal, academic, social, and career potential.

The purpose of the counseling program is to assist all students to:

Understand the school and its environment. Understand themselves in relation to others. Understand their academic progress in relation to their strengths and weaknesses. Understand themselves with regard to educational, vocational opportunities and requirements.

The Counseling Department serves all students and shall include advisory assistance and counseling in regards to curriculum, career plans, attendance, and behavioral or social/emotional concerns. Through the counseling program and the counseling relationship, students learn to take responsibility for decision-making, educational progress, career planning and personal and social development. The Sherman Central School Guidance Plan has been developed pursuant to Commissioner's Regulations 8 New York Code of Rules and Regulations (NYCRR) SECTION 100.2(j).

Sherman 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

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

New York State Part 100.2j 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.

(1) Guidance programs for public schools for school years prior to the 2019-2020 school year and for non- public schools.

(i) Public Schools

- (a) In grades K-6, the program shall be designed in coordination with the teaching staff to prepare students to participate effectively in their current and future educational programs, to help students who exhibit any attendance, academic, behavioral or adjustment problems, to educate students concerning avoidance of child sexual abuse, and to encourage parental involvement.
- (b) In grades 7-12, the guidance program shall include the following activities or services:
 - (1) an annual review of each student's educational progress and career plans, with such reviews to be conducted with each student individually or with small groups by personnel certified or licensed as school counselors;
 - (2) instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselors, or by classroom teachers in cooperation with school counselors;
 - (3) other advisory and individual or group counseling assistance to

enable students to benefit from the curriculum, to help students develop and implement postsecondary education and career plans, to help students who exhibit any attendance, academic, behavioral or adjustment problems and to encourage parental involvement, provided that advisory assistance shall be provided by teachers or counselors, or by certified teaching assistants under the supervision of counselors or teachers, and that such individual or group counseling assistance shall be provided by certified or licensed school counselors or by certified or licensed school psychologists or certified or licensed school social workers in cooperation with school counselors; and

(4) the services of personnel certified or licensed as school counselors.

(c) Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements of this subdivision. The City School District of the City of New York shall submit a separate plan for each community school district, for the High School Division and for the Special Education Division. Such plan shall be filed in the district offices and shall be available for review by any individual. The plan shall present program objectives, which describe expectations of what students will learn from the program; activities to accomplish the objectives; specification of staff members and other resources assigned to accomplish the objectives; and provisions for the annual assessment of program results. The plan shall be reviewed annually by the school districts, and revisions shall be made as necessary.

(2) 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 a disability, the plan shall be consistent with the student's individualized education program;
 - i. 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);
 - ii. 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;

- iii. 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.
- b. 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.
- i. 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.
 - ii. 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.

- c. 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 .

- (3) 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 school counselors, and revisions shall be made as necessary.

Vision Statement

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 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 needs 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.”

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 in regard to 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 in regards to 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 an 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 through 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 works hard at maintaining that balance at all levels and at all times. It is an indispensable and forward thinking position, which is important in the education of a child.

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

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

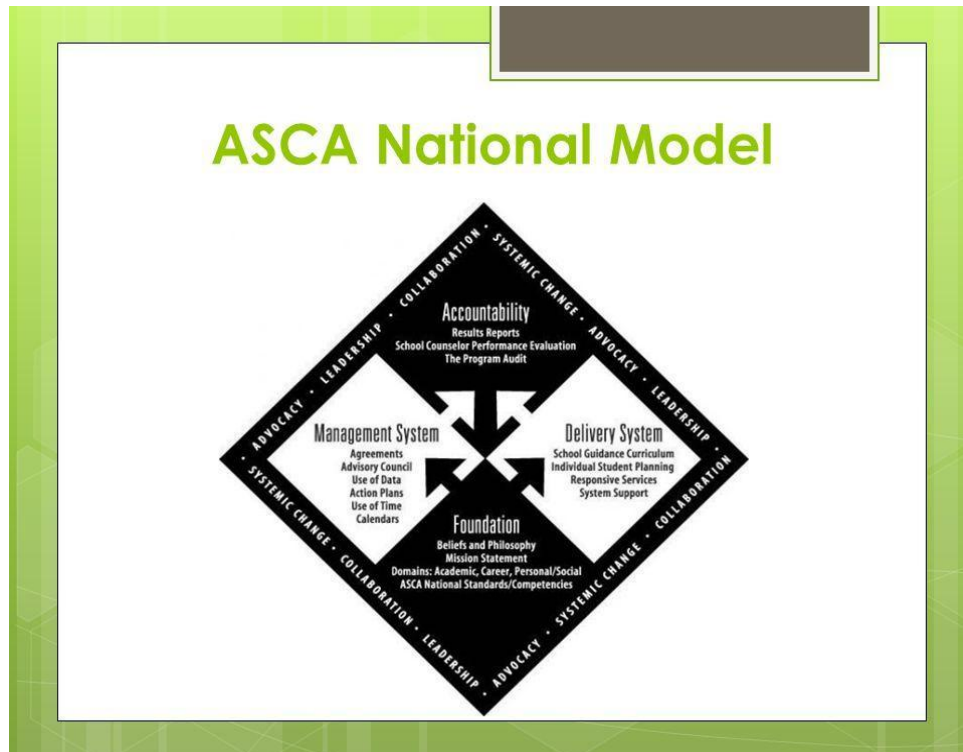
"Result-based" counseling is also a competency-based approach. This approach emphasizes the importance of students acquiring competencies to meet numerous standards to become successful in school and in the transition to postsecondary education and/or employment and be "college and career ready". At 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 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 in 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 the development of the 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

Foundation

The mission of the Sherman 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.

Sherman Counseling Philosophy and Belief Statement

The Sherman 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 Sherman 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 stakeholders.
- 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.

The Sherman School Counselors will:

- Be 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 code of ethics as advocated by the American School Counselor Association.
- Will participate in professional development essential to maintaining a high-quality school counseling program.

Delivery

Delivery System

The Sherman 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. Sherman Central'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 system 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:** School Counselors present lessons in the classroom setting.
- **Group activities:** School Counselors also conduct group activities to address students' particular needs utilizing the Response to Intervention Model (RTI).
- **Interdisciplinary curriculum development:** School Counselors participate in teams to develop guidance curriculum.
- **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.
- **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 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.

Approved Time Distribution:

| Component | Elementary School (PreK-6) | Middle School (7-8) | High School (9-12) |
|-----------------------|----------------------------|---------------------|--------------------|
| Counseling Curriculum | 35-50% | 20-30% | 10-20% |
| Individual Planning | 5-20% | 10-25% | 35-45% |
| Responsive Services | 30-40% | 30-40% | 20-30% |
| System Support | 10-15% | 10-15% | 10-15% |
| Total | 100% | 100% | 100% |

Rationale for School Counselor time distribution:

To carry out a comprehensive K-12 School Counseling plan, *the Sherman Central School District must support the allocated time distribution for each component based on the American School Counselors Association recommendations and guidelines.*

Delivery System Chart

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|--|--|---|--|
| <p>Counseling Curriculum: Provides developmental, comprehensive guidance program content in a systematic way to all Sherman students k-12</p> | <p>Responsive Services: Addresses students' immediate concerns</p> | <p>Individual Student Planning: Assists students and parents in the development of academic and career plans</p> | <p>System Support: Includes program, staff and school support activities and services</p> |
| <p>Purpose: Student awareness, skills development and application of skills needed in everyday life</p> | <p>Purpose: Prevention and intervention</p> | <p>Purpose: Individual student academic and individual planning, decision making, goal setting and preparing for academic transition</p> | <p>Purpose: Program delivery and support</p> |
| <p>Academic: - Effective learning in school and across the life span - Academic preparation for post-secondary options</p> | <p>Academic: - Any immediate academic concerns - School-related concerns including tardiness, absences and truancy,</p> | <p>Academic: - Facilitation and/or interpretation of criterion and norm-referenced tests - Academic preparation essential for post-secondary options</p> | <p>Academic: - School counselor professional development - Advocacy and public relations for comprehensive school counseling programs</p> |

| | | | |
|---|---|---|--|
| <ul style="list-style-type: none"> - Relationship of academics, work, family and community | <p>misbehavior, school avoidance, dropout, suspensions</p> | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> - 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 - 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 | <p>Personal/Social:</p> | <p>Personal/Social:</p> <ul style="list-style-type: none"> - Skills and competencies | <p>Personal/Social:</p> <ul style="list-style-type: none"> - N/A |

| | | | |
|---|--|---|--|
| <ul style="list-style-type: none"> - Decision-making, setting goals and taking action to achieve goals - Understanding everyday safety and survival skills | <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>related to student and employee success</p> | |
| <p>Counselor Role:</p> <ul style="list-style-type: none"> - Counseling curriculum implementation (small and large group settings) - Classroom and structured groups - Consultation with administration, faculty and other school counselors | <p>Counselor Role:</p> <ul style="list-style-type: none"> - Individual counseling - Small-group counseling - Referrals and collaboration - Consultation with administration, students and community agencies | <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 |
| <p>Time:</p> <ul style="list-style-type: none"> - Elementary School - Middle School - High School | <p>Time:</p> <ul style="list-style-type: none"> - Elementary School - Middle School - High School | <p>Time:</p> <ul style="list-style-type: none"> - Elementary School - Middle School - High School | <p>Time:</p> <ul style="list-style-type: none"> - Elementary School - Middle School - High School |

Elementary School Counseling Curriculum

Wildcat Nation PBIS Program

Our school-wide positive behavior program emphasizes positive behavior, random acts of kindness and good deeds. Other rewarded character traits include, but are not limited to: respect, diligence, responsibility, perseverance, assertiveness, compassion, honesty, integrity, and self-control. At the start of the school year, all staff members are given 5 golden tickets. These tickets are earned when students engage in positive behavior and follow district wide expectations. Grade levels are divided into 4 teams and compete against each other to be the team to receive the most tickets.

In April, there is a Wildcat Nation Assembly held for all students in grades K-12. There are several acts that perform throughout this event. Students and teachers will sing, dance, tell jokes and play instruments in an effort to build comradery. In between acts, tickets are pulled and students receive prizes. Many prizes are donated to the school, but there is also a small budget to purchase prizes. The team with the most tickets receives a special field trip at the end of the school year.

Character Education Lessons PreK - 8

School counselors conduct classroom lessons using the Second Step Curriculum at each grade level in every homeroom monthly on several themes (including but not limited to respect, diligence, responsibility, perseverance, assertiveness, compassion, honesty, integrity, and self-control). Lessons are also presented in these classes by the homeroom teacher once a month to support these themes and reinforce or supplement the counselors presentation.

Developmental Guidance - Health 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 comprehensive in design. The Guidance curriculum that is presented to students has been aligned with the Michigan Health Standards, the Common Core 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.

Choose To Be Nice Program

Choose to be Nice is a schoolwide program that strives to bring together the entire school to work together to change the social culture in our school. It's 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 our students. The Choose to be Nice pledge is "I promise to help spread kindness wherever and whenever possible, and to the very best of my ability, I'll be nice to those with whom I come into contact with on a daily basis". A banner with this pledge, signed by students, is proudly displayed in the main lobby to remind all of this initiative. Counselors also present lessons based on understanding the different forms of bullying, how to respond when bullied, what exactly choosing to be nice looks like in practice and how to better engage in respectful behavior with others.

Attendance Initiative

In an effort to improve attendance at our school, an attendance initiative has been created. Students are informed that a prize will be given out monthly to whichever grade level has the highest percentage of attendance. The competitive nature of this initiative has been effective. Results are posted in a display case in the front lobby.

Too Good For Drugs

This program is a collaboration between our school and the Chautauqua Alcohol Substance Abuse Council (CASAC) in Jamestown, NY. A presenter from CASAC comes to Sherman School and presents a program based on healthy choices to all students in grades K-2.

Project Know - 5th Grade

Project Know is held each year at Sherman Central School with 5th graders learning age appropriate information about the human body and reproduction system. Trained presenters from Boces come to the classroom and present on this topic using handouts, video and classroom discussions to disseminate accurate information. At the end of the program, boys and girls are separated into two groups to feel more comfortable in asking any further questions they may have for the instructors.

Elementary School Career Week

Career Week is held in early May each year here at Sherman Central School. All elementary students are exposed to the world of work and the vast career opportunities

that exist in the world today. Guidance counselors use such tools as the Self Directed Search and the Occupational Outlook Handbook to assist students in their career exploration endeavors. Students and their teachers decorate halls and doorways with photos and signs of careers they have researched, including “selfies” of what they want to be when they grow up. Field trips are also taken to our local Boces Career and Technical Center with grades 4-6. Grades 2 & 3 visit our Ag and Tech Rooms and talk with those teachers about careers in agriculture and the latest in tech. careers including CAD and 3D printing. Grades K-1st get to visit the Dental Van to see what a career in the medical healthcare field might look like. Guidance counselors may also use personality sorters or inventories to help students understand the idea of matching ones career with their interests and personality type.

College and Career Appreciation 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.

6th Grade 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. 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 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. 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.

Middle School Transition 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 to shadow a seventh grade student for an entire school day at the middle school. Students 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.

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 referred students with individual counseling.
- 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 provide assistance to new students who are transitioning into the district.
- School counselors are available to participate in parent/teacher conferences upon request of parents and/or teachers.
- School counselors participate in Open House night and are available to meet parents of students on their caseload.
- Each School Counselor will participate in annual 504 meetings and be well versed in the specific needs of each student.

System Support- Elementary School

- School Counselor is involved regularly in updating and sharing professional knowledge and skills through professional development, in-service training, and professional association memberships.
- School counselors provide families with resources regarding the school counseling programs.
- School counselors will share information with families, colleagues, and the community regarding the school counseling program through the district newsletter and via social media.

ASCA National Standards: Mindsets And Behaviors Developmental Crosswalking 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 the development of the 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 |
| | PreK-6/CC, SG, CTG | PreK-6/CC, SG, CTG | PreK-6/CC, SG, CTG |

| | | | |
|---|--------------------|--------------------|--------------------|
| B-LS 2: Demonstrate creativity | | | |
| 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 |

Junior/Senior High School (7-12) Counseling Curriculum

Middle School/High School Counseling Curriculum

Wildcat Nation PBIS Program

Our school-wide positive behavior program emphasizes positive behavior, random acts of kindness and good deeds. Other rewarded character traits include, but are not limited to: respect, diligence, responsibility, perseverance, assertiveness, compassion, honesty, integrity, and self-control. At the start of the school year, all staff members are given 5 golden tickets. These tickets are earned when students engage in positive behavior and follow district wide expectations. Grade levels are divided into 4 teams and compete against each other to be the team to receive the most tickets.

In April, there is a Wildcat Nation Assembly held for all students in grades K-12. There are several acts that perform throughout this event. Students and teachers will sing, dance, tell jokes and play instruments in an effort to build comradery. In between acts, tickets are pulled and students receive prizes. Many prizes are donated to the school, but there is also a small budget to purchase prizes. The team with the most tickets receives a special field trip at the end of the school year.

Middle School Groups

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

Career Conversations

Through Sherman'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 of the data collected is used in individual career plans and in course curriculum planning.

Career and Financial Management Course

As a graduation requirement, all students must take a half credit career and financial management class with our business teacher. Course topics to be covered include basic personal finance; career planning and selection; job skills, expectations and terminology; as well as budgeting and preparing for retirement. Students will prepare a cover letter, resume, reference list and participate in a mock interview. Students will also create a personal budget and retirement savings plan.

Attendance Initiative

In an effort to improve attendance at our school, an attendance initiative has been created. Students are informed that a prize will be given out monthly to whichever grade level has the highest percentage of attendance. The competitive nature of this initiative has been effective. Results are posted in a display case in the front lobby.

P-TECH Career and College Academy

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 8 through 11 have individual meetings in the spring. 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 are able to 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 first hand 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.

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 sophomores 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 cafeteria 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 are able to 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.

College Visits

Starting in 9th grade, students have the opportunity to go on school sponsored field trips. Students will go on a campus tour, listen to an admissions presentation and have lunch on campus. Some past visits have been: Slippery Rock University, University of Pittsburgh, Chatham University, Jamestown Community College, SUNY Fredonia and Jamestown Business College.

Health and Wellness Fair

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

Career Day

Every other year, half a day will be dedicated to hold a career day. Varied career representatives present to students about the following topics; career choice, education needed, typical day, job outlook and salary. Students rotate and listen to 4 different career presenters based on a previously filled out career assessment and interest inventory. Typically, a guest speaker kicks off the event to garner excitement.

College Application & Financial Aid Night

All parents and students district wide are invited to attend an evening event held in the fall that is designed to assist families in college planning. The college application and financial aid process is heavily discussed. This program is in the form of a presentation with a period of time 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.

Regents Diploma

Advanced Regents Diploma

| Subject | Required Credits | Regents Exams | Subject | Required Credits | Regents Exams |
|---|------------------|----------------|---|------------------|-----------------------------|
| English | 4 | 1 | English | 4 | 1 |
| Social Studies | 4 | 1 | Social Studies | 4 | 2 |
| Mathematics | 3 | 1 | Mathematics | 3 | 3 |
| Science | 3 | 1 | Science | 3 | 2 |
| Health | .50 | | Health | .50 | |
| Fine Arts | 1 | | Fine Arts | 1 | |
| Career and Finan.Mgmt. | .50 | | Career and Finan. Mgmt. | .50 | |
| Physical Ed. | 2 | | Physical Ed. | 2 | |
| Second Language | 1 | (Checkpoint A) | Second Language | 3 | (Checkpoint B) |
| Electives | 3.5 | | Electives | 1.5 | |
| Math, Science, Social Studies, CTE, LOTE or Arts exam Or CDOS Credential | | 1 | Math, Science, Social Studies, CTE, LOTE or Arts exam Or CDOS Credential | | |
| Total required for diploma type | 22.5 | 5 | Total required for diploma type | 22.5 | 8 plus Checkpoint B* |

*This is the traditional combination, there is also a Pathway, Math and Science Combination. Pathway Combination (other than STEM): ELA, 1 social studies, 3 mathematics, 2 science (1 must be life science and 1 must be physical science), and either 1 Pathway (other than science or mathematics) or meet the requirements for the CDOS Commencement Credential = 7 or 8 Assessments STEM (Mathematics) Pathway Combination: ELA, 1 social studies 4 mathematics, 2 science (1 must be life science and 1 must be physical science) = 8 Assessments. STEM (Science) Pathway Combination: ELA, 1 social studies, 3 mathematics, 3 science (1 must be life science and 1 must be physical science) = 8 Assessments. In addition a student must pass either a locally developed Checkpoint B LOTE examination or complete a 5 unit sequence in the Arts or CTE.

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 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 counselor will be available and provide assistance 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 participate in annual 504 meetings and be well versed in the specific needs of each student.

System Support–Junior/Senior High School

- Each School Counselor is responsible for implementing communication among all stakeholders.
- Each School Counselor will use electronic communications (including email, social media and school website) to inform the whole school community about programming, activities, and upcoming events.
- Each School Counselor will provide families with necessary resources regarding the School Counseling Program.
- Each School Counselor must update knowledge and skills by participating in trainings, professional meetings and conferences.
- School Counselors are encouraged to join professional associations such as ASCA and NYSSCA and attend local/regional school counselor forums.

ASCA National Standards: Mindsets and Behaviors Developmental Crosswalking 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 the development of the 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 |
| | 7-8/CC, SG, CTG: | 7-8/CC, SG, CTG: | 7-8/CC, SG, CTG: |

| | | | |
|---|------------------|------------------|------------------|
| B-LS 3: Use time-management, organizational and study skills | 9-12/CC, CTG | 9-12/CC, 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 |
| | 7-12/CC, SG, CTG | 7-12/CC, SG, CTG | 7-12/CC, SG, CTG |

| | | | |
|--|---------------------------------|---------------------|---------------------------------|
| B-SMS 2: Demonstrate self-discipline and self-control | | | |
| 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 |

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. School Counselors self-assess their own competencies and formulate an appropriate professional development plan.

- **Annual agreements:** The purpose of annual agreements is to ensure effective implementation of the delivery system to meet students' needs. These agreements, which address how the school counseling program is organized and what will be accomplished, should be discussed with and approved by designated administrators at the beginning of each school year.
- **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. This council will meet twice a year.
- **Use of Data:** A comprehensive school counseling program is student driven, 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. School counselors' time and

resources are limited and therefore should be protected. Program delivery and direct counseling services can be increased by assigning 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.)

Accountability

Sherman 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.
- **Use of Time Assessment Analysis:** Informs many components of a comprehensive school counseling program, such as the annual agreement, calendars, curriculum, activities, small group and closing the gap action plans (**it is recommended that school counselors spend 80% or more of their time in direct and indirect services to students**).
- **Analysis of the 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.

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.