

Phoenix Central School District

K – 12 Guidance Plan



Phoenix Central School District
K-12 Guidance Plan
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Introduction

This K-12 Guidance Plan is designed to be a resource for members of the Phoenix Central School District K-12 Student Support Services Team and the Phoenix Central School District educational community. The plan supports the overall mission of the School District by promoting student achievement, college and career planning, and personal social development for every student. Student Support Services team members, using their leadership, advocacy, teaming and collaboration, and data driven decision-making skills, will ensure that every student in the Phoenix Central School District will have access to a quality and equitable education. This plan is aligned with the Common Core Standards, aligned with the New York State School Counselor Association's Model Comprehensive K-12 School Counseling Program and enhanced with practical ideas for activities and assessments from the Student Support Services Team in Phoenix.

This is a living document. We encourage the K-12 Student Support Services team to refine this document as further information and resources become available. Counselors are encouraged to use this document as a springboard for further detailing the key components to meet the needs of the student body. It is recognized that the development of any program is a process of continuous improvement, not a one-time event. This plan assumes that the use of data as a powerful planning tool makes school counseling programs more effective. A properly implemented program focuses school resources on student achievement and increases collaboration between educational professionals within schools.

Resources Utilized in the Development of the Plan

- New York State Learning Standards
- The New York State Model for Comprehensive K-12 School Counseling Programs
- American School Counselor Association National Standards for Student

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Phoenix Central School District Mission Statement

The Phoenix Central School District is committed to a strong educational program that promotes academic and personal growth for all students. Each student will become a productive, responsible, confident individual with a strong academic foundation and the ability to make positive ethical choices. Our goal is to cultivate a sense of pride, character, and accountability in our students and our community. The Board of Education, staff, parents, students and community share responsibility for this mission.

Core Values

Quality Education Includes:

- **Safety and Health:** Students and staff need a healthy and safe environment.
- **Resources:** A successful education program requires appropriate facilities, equipment, and materials.
- **Respect:** We respect and honor the dignity and worth of ourselves, others, and our environment.
- **Responsibility:** Each person is responsible for what he or she says and does.
- **Courage:** Courage is required to grow, change, take risks, and make commitments.
- **Integrity:** Personal integrity develops as one attends to and becomes increasingly ethical in one's speech and actions. Adults model this process.
- **Whole Child:** In order for students to be successful, their emotional, social, physical, and academic needs must be met.
- **Collaboration:** The education of our students is a process involving the entire educational community: students, teachers, administrators, non-instructional staff, Board of Education, families, and the community at large.
- **Student Achievement:** Continuous growth and improvement occur when there is use of best practices, and articulated/aligned curriculum, and pertinent data.
- **Recognition:** Acknowledging and celebrating successes, large and small, nurtures growth and a sense of community.

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Educational Objectives

The Board of Education upholds and supports the District's Mission as stated in our Comprehensive District Education Plan by creating and encouraging opportunities for all Phoenix Central School District graduates to become:

- **Self-directed learners.** who use positive core values to create a positive vision for themselves and their future, set priorities, and achievable goals, create options for themselves, monitor and evaluate their progress, and assume responsibility for their actions.
- **Collaborative workers.** who use effective leadership and group skills to develop and manage interpersonal relationships within culturally and organizationally diverse settings.
- **Complex thinkers.** who identify, access, integrate, and use available resources and information to reason, make decisions, and solve complex problems in a variety of contexts.
- **Community contributors.** who contribute their time, energies, and talents to improving the welfare of others and the quality of life in their diverse communities.
- **Quality producers.** who create intellectual, artistic, practical, and physical products which reflect originality, high standards, and the use of appropriate advanced technologies.
- **Ethical decision-makers.** who exemplify the principles of trustworthiness, respect, responsibility, integrity, fairness, caring, and citizenship.

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Student Support Services Mission Statement

All students in the Phoenix Central School District have access to student support staff that will assist students in developing their academic, personal/social, and career college skills. Through a comprehensive student support program, students will:

1. Demonstrate an understanding of their present academic status, achievement, interests, abilities, and educational requirements.
2. Experience greater self-awareness and responsible decision making.
3. Develop interpersonal and effective competencies critical to realizing and achieving their potential.

We educate our students to become respectful and responsible towards self and others.

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Benefits of a Comprehensive School Counseling Program

Comprehensive developmental school counseling programs have a positive impact on students, parents or guardians, teachers, administrators, boards of education, school counselors and other student services personnel, post-secondary institutions and the community. The benefits to each of these groups include the following:

Benefits for Students

- Ensures every student receives the benefits of the school counseling program.
- Assists students in acquiring knowledge and skills in academic, career, and personal/social development.
- Ensures equitable access to educational opportunities.
- Provides strategies for closing the student achievement gap.
- Supports development of skills to increase student success.
- Facilitates career exploration and development.
- Monitors data to facilitate student improvement.
- Fosters advocacy for students.
- Develops decision-making and problem solving skills.
- Assists in acquiring knowledge of self and others.
- Assists in developing effective interpersonal relationship skills.
- Provides school counseling services for every student.
- Increases the opportunity for adult - youth relationships.
- Encourages positive peer relationships.
- Fosters a connectedness to school.
- Fosters resiliency factors for students.

Benefits for Parents

- Provides support in advocating for their children's academic, career and personal/social development.
- Supports partnerships in their children's learning and career planning.
- Ensures academic planning for every student.
- Develops a systematic approach for their child's long-range planning and learning.
- Increases opportunities for parent/school interaction.
- Enables parents to access school and community resources.
- Provides informational workshops.
- Connects to community and school-based services.
- Provides data on student progress.
- Ensures every child receives access to school counseling services.

Benefits for Teachers

- Provides an interdisciplinary team approach to address student needs and educational goals.
- Increases collaboration between school counselors and teachers.
- Provides opportunities for co-facilitation of classroom guidance lessons.
- Supports the learning environment.
- Provides consultation to assist teachers in their guidance and advisement role.
- Promotes a team effort to address developmental skills and core competencies.
- Supports classroom instruction.
- Promotes supportive working relationships.
- Increases teacher accessibility to the counselor as a classroom presenter and resource person.
- Positively impacts school climate and the learning environment.

Benefits for Administrators

- Aligns the school counseling program with the school's academic mission.
- Provides a school counseling program promoting student success.
- Provides a proactive school counseling curriculum addressing student needs and enhancing school climate.
- Provides a program structure with specific content.
- Assists administration to use school counselors effectively to enhance learning and development for all students.
- Uses data to develop school counseling goals and school counselor responsibilities.
- Monitors data for school improvement.
- Provides data for grant applications and funding sources.
- Enhances community image of the school counseling program.

Benefits for the Board of Education

- Provides a rationale for implementing a school counseling program.
- Ensures that a quality school counseling program is available for every student.
- Demonstrates the need for appropriate levels of funding.
- Articulates appropriate credentials and staffing ratios.
- Supports standards-based programs.
- Provides data about improved student achievement.
- Furnishes program information to the community.
- Provides ongoing information about student acquisition of competencies and standards through school counseling program efforts.

Benefits for School Counselors

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

Benefits for Student Services Personnel

- Defines the school counseling program.
- Provides school psychologists, social workers, and other professional student services personnel with a clear understanding of the role of the school counselor.
- Fosters a positive team approach, which enhances cooperative working relationships and improves on individual student success.
- Uses school counseling data to maximize benefit to individual student growth.
- Increases collaboration for utilizing school and community resources.

Benefits for Post-secondary Education

- Enhances articulation and transition of students to post-secondary institutions.
- Prepares every student for advanced educational opportunities.
- Motivates every student to seek a wide range of substantial, post-secondary options, including college.
- Encourages and supports rigorous academic preparation.
- Promotes equity and access to post-secondary education for every student.

Benefits for the Community

- Provides an increased opportunity for collaboration and participation of community members with the school program.

- Builds collaboration, which enhances a student's post-secondary success.
- Creates community awareness and visibility of the school counseling program.
- Enhances economic development through quality preparation of students for the world of work.
- Increases opportunities for business and industry to participate actively in the total school program.
- Provides increased opportunity for collaboration among counselors, business, industry, and communities.
- Provides a potential work force with decision-making skills, pre-employment skills, and increased worker maturity.
- Supports the academic preparation necessary for students' success in the workforce.

Adapted from the American School Counseling Association National Model

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Roles and Responsibilities

The Student Support Services Team in the Phoenix Central School District consists of School Counselors, School Social Workers, and School Psychologists. The individual expertise of each Student Support Service member provides students with the highest level of professionalism towards achieving success in a K-12 educational setting.

The Student Support Service members generally:

- Collaborate and consult with administrators, educators, parents, and other Student Support Service providers in achieving student success •
- Advocate for students' academic, social, personal, and emotional needs
- Participate in parent-teacher conferences
- Provide classroom lessons on academic, social/personal, and career/college skills
- Provide individual/group counseling and mediation
- Provide crisis intervention, risk assessment, and ongoing evaluation
- Attend meetings for Committee on Special Education, RTI data Team, and 504 Committee, Committee on Preschool Special Education
- Provide staff in-service training when appropriate
- Are mandated reporters for Child Protective Services
- Serve as "point of entry" liaison for students entering or leaving mental health facilities
- Prepare constituent communication including newsletters, web pages, etc.
- Participate in professional development activities through professional memberships
- Participate as members of various CDEP Vertical Teams
- Crisis Management and Response
- Parent and Family outreach, engagement, and support

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Roles and Responsibilities School Counselor

School Counselors are New York State certified professionals with a Master's Degree in School Counseling or related discipline.

School Counselors responsibilities may include, but are not limited to:

- Counseling students in developing academic, personal, social and college/career plans, goals and skills
- Coordinating and administering PSAT, SAT/ACT, and AP testing, including Services for Students with Disabilities
- Presenting classroom instruction on standardized testing, course selection, college preparation/application, summer programs, and graduation requirements
- Presenting grade level parent/guardian workshops on college and financial aid application process, developmental issues, and graduation requirements
- Counseling students at-risk and exploring alternative programs
- Advising and registering new students
- Coordinating the review and selection process of awards and scholarship programs
- Serving as a liaison for students in alternative programs
- Assisting in Master Schedule development and implementation
- Verifying student diploma requirements and monitor academic progress
- Crisis Management and Response
- Processing Summer School registration
- Supporting Guidance Office Secretary
- Serving as liaison with NCAA Eligibility Clearinghouse for student athletes
- Maintaining relationships with post-secondary institutions and staying current with post-secondary trends and policies

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Roles and Responsibilities School Social Worker

School Social Workers hold a Master's Degree in Social Work and are New York State certified and licensed through the Office of Professions.

School Social Workers responsibilities may include, but are not limited to:

- Providing intensive and ongoing counseling and case management services
- Developing treatment plans and counseling goals
- Assessing for RTI counseling eligibility
- Assessing student behavioral functioning and creating appropriate behavioral management plans in conjunction with team members
- Providing ongoing group counseling for students focusing on self-esteem, grief, social skills, coping skills, divorce/separation, and anger management
- Implementing social-emotional programming to address various needs
- Coordinating school-wide special activities and programs
- Participating in new student orientations and assisting with students transitioning into the District
- Acting as liaison for community programs
- Collaborating with outside mental health professionals to coordinate care for students and families in treatment
- Serving as liaison for mandated programs including Child Protective Services (CPS), Probation, Person in Need of Supervision (PINS), and appointed law guardians
- Maintaining professional licensing through the Office of Professions
- Implementing and coordinating services for homeless students within our district
- Providing Individualized Education Plans (IEP), 504, and RTI individual and group counseling
- Assisting in the writing and development of student Individualized Education Plans (IEP's)
- Crisis Management and Response
- Parent and Family Support
- Counseling students at-risk and exploring alternative programs

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Roles and Responsibilities School Psychologist

School Psychologists are New York State certified professionals with a Master's Degree or a Certificate of Advanced Study in School Psychology.

School Psychologists responsibilities may include, but are not limited to:

- Conducting and reporting on psychological and psycho-educational evaluations
- Conducting Functional Behavioral Assessments (FBA's)
- Generating and tracking Behavioral Intervention Plans (BIP's) utilizing information yielded from Functional Behavioral Assessments (FBA's)
- Implementation of appropriate behavioral modification approaches through staff consultation
- Consultation with parents, staff and outside agencies regarding individual student development and needs.
- Addressing social/emotional/behavioral learning needs through classroom lessons and/or programs when appropriate
- Providing Individualized Education Plans (IEP), 504, and RTI individual and group counseling
- Serving as New York State Education Department legally mandated members of the Committee on Special Education (CSE)
- Serving as members of the Committee of Preschool Special Education (CPSE).
- Serving in capacity as subcommittee CSE Chairperson for meetings as needed
- Assisting in the writing and development of student Individualized Education Plans (IEP's)
- Observing and recording information on students that are educated in facilities outside of the District
- Coordinating and participating in the screening process of new entrants to the School District
- Conducting cognitive, social/emotional, behavioral and/or academic screenings
- Evaluating appropriate alternative education programming and placement
- Crisis Management and Response

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Student Support Service Goals for Grades K – 12

Comprehensive programs for students in grades K – 4 include:

- Goal 1 Provide direct support to students in the following areas:
- Academics
 - Behavioral, social and/or emotional concerns
 - Attendance
 - Parent/family support
- Goal 2 Provide education concerning the awareness of self and others

Comprehensive programs for students in grades 5 – 8 include:

- Goal 3 Provide direct support to students in the following areas:
- Academic
 - Behavioral, social and/or emotional concerns
 - Attendance
 - Parent/family support
- Goal 4 Provide opportunities for students to begin career exploration, conceptualize high school and college plans/goals and teaching daily living skills
- Goal 5 Provide education concerning the awareness of self and others

Comprehensive programs for students in grades 9 – 12 include:

- Goal 6 Provide advisory assistance to enable student to benefit from the curriculum in the following areas:
- Curriculum, options, educational and career plans
 - Attendance
 - Post-secondary plans
Academics
 - Behavioral and/or transition concerns
- Goal 7 Review each student's educational progress, career directions and future plans.
- Goal 8 Encourage parental involvement in the educational process
- Goal 9 Educate students concerning their awareness of intrapersonal and interpersonal skills in order to be a meaningful contributor within the greater community.

DETAILED GOAL INFORMATION

The following pages include detailed information about activities for each individual goal. In the Staff Assigned section of each goal, Student Support Services includes School Counselors, School Social Workers, and School Psychologists. Additionally, the District utilizes the Google Suite which includes Google Classroom, Google Meet, Google Forms, and Google Drive as a Resource for many of the identified detailed activities.

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Student Support Service Goals for Grades K – 12

Comprehensive programs for students in grades K – 4 include:

- Goal 1 Provide direct support to students in the following areas:
- Academics
 - Behavioral, social and/or emotional concerns
 - Attendance
 - Parent/family support
- Goal 2 Provide education concerning the awareness of self and others

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Phoenix Central School District Student Support Service Goals

GOAL 1

Provide direct support to student in the following areas: Academic, Behavioral/Social and/or Emotional concerns, Attendance and Parent/Family support

TARGET POPULATION

Students in grades K-4

OBJECTIVES

Academic:

Students will:

- Demonstrate an understanding of their present academic status, achievement levels and educational requirements
- Demonstrate an understanding of their behavioral/social and/or emotional concerns
- Understand the importance of attendance and participation in school through parent/family support

ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Parent feedback
- Review report cards
- Teacher feedback

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Goal 1: Provide direct support to students in the following areas: Academic, Behavioral/Social and/or Emotional concerns, Attendance and Parent/Family support

| ACTIVITIES | TARGET GROUP | STAFF ASSIGNED* | OTHER RESOURCES | DATES | EVALUATION |
|--|--------------|--|--|-------------|--|
| Screening of new entrants | Kindergarten | Student Support Services Kindergarten Teachers Speech Therapists School Nurse | Preschool data, screening instrument, parent information, observations | May | Review of records Parent input Staff input |
| Record review of new entrants | 1-4 | School Psychologist Principal Instructional Specialist | Transfer records Phone contact with Previous District | Sept - June | Review of records Parent input Staff input |
| Placement/Transition meetings | Pre-K-4 | Student Support Services Administrator CPSE/CSE Team | Walking Field trips Grouping Information Teacher reports RTI data Preschool Observations | Sept - June | Review of records Parent input Staff input |
| Identify Students in need of Remediation | K-4 | Student Support Services Administrator Instructional Specialist | RTI data AIMS Web NYS Assessments | Sept - June | Review of records Parent input Staff input |
| Formal/Informal Behavioral Assessments/Interventions | K-4 | Student Support Services | Behavior Plans Outside Evaluations FBA Behavioral Screenings Discipline Referrals Consultation with Staff | Sept - June | Review of records Parent input Staff input |
| Improving Student Attendance | K-4 | Student Support Services Administrator Teachers | School Tool Data DSS Contacts Parent Contact | Sept - June | Review of records Parent input Staff input |
| Home Visits | K-4 | Student Support Services | Student records Faculty input Parent input | Sept - June | Attendance records Communication records SchoolTool Data – At Risk Report |

| ACTIVITIES | TARGET GROUP | STAFF ASSIGNED* | OTHER RESOURCES | DATES | EVALUATION |
|--|--------------|---|--|-------------|---|
| Individual, Group and Crisis Counseling | K-4 | Student Support Services | IEP's Student Records Outside Evaluations Counseling Materials | Sept - June | Student Performance Observations Parent, Teacher, Student Input |
| Crisis Intervention | K-4 | Student Support Services Administration | Staff Input Parent Input Student Input | Sept - June | Discipline referrals Student performance |
| Maximize Home/School Connection | K-4 | Student Support Services | Parent/Teacher Conferences Parent Meetings Act as Liaison Communication with Outside Agencies School Tool—Parent Portal Open House Parenting Class | Sept - June | Parent input Staff input Student observations |
| Career Exploration | 4 | Student Support Services | <i>*To be determined</i> | Sept – June | Parent Input Staff Input |
| Psychological/Psycho-Educational Evaluations | K-4 | School Psychologist | Student Records Parent, Student, Staff Input Class Observations Assessment Tools | Sept - June | CSE recommendations Student performance |
| Classroom Interventions | K-4 | Student Support Services | Behavior Plans Student Records Staff, Parent Input Student Input | Sept - June | Student performance Discipline referrals |
| RTI Data Meetings | K-4 | Student Support Services Instructional Specialist RTI Staff Related Service Providers | AIMS Web Student Records Staff, Teacher, Parent Input Student Input | Sept - June | Staff input Observations |
| Consultation with Outside Service Providers | K-4 | Student Support Services Administration | DSS Contact Mental Health Professional Contact FBAs Behavior Plans | Sept - June | Parent input Review of records |

| | | | | | |
|--|-----|--------------------------|--|-------------|--|
| Schedule Development/Student Placement | K-4 | Administration | SchoolTool NYS Requirements | Sept – June | Staff Input |
| CSE/504 Meetings | K-4 | Student Support Services | IEP, 504 Plans Student Records Staff Input | Sept - June | Staff input Review of records Parent input |

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Phoenix Central School District Student Support Service Goals

GOAL 2

Provide education concerning the awareness of self and others

TARGET POPULATION

Students in grades K-4

OBJECTIVES

Academic:

Students will:

- Demonstrate an understanding/awareness of self and others

ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Parent feedback
- Review report cards
- Teacher feedback

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Goal 2: Provide education concerning the awareness of self and others

| ACTIVITIES | TARGET GROUP | STAFF ASSIGNED | OTHER RESOURCES | DATES | EVALUATION |
|---|--------------|---|--|-----------|--|
| Character Education Curriculum (Path to Greatness) | K-4 | Student Support Services Positive Behavior Committee | Capturing Kids Hearts Firebird Word of the Month Assemblies | Sept-June | Student performance Discipline referrals |
| Individual/Group Counseling | K-4 | Student Support Services | Counseling Materials Outside Evaluations Student, Staff, Parent Input Peer Mediation Social Skills groups | Sept-June | Staff input Student observations |
| Addressing Ongoing Bullying and Harassment Issues | K-4 | Student Support Services Administration Positive Behavior Committee | Individual Counseling Peer Mediation Collaboration w/Administration Bullying Assembly Family Contact | Sept-June | Discipline referrals Student performance Staff input |

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Comprehensive programs for District students in grades 5 – 8 include:

- Goal 3 Provide direct support to students in the following areas: Academic, Behavioral/Social and/or Emotional Concerns, Attendance, and Parent/Familial Support

- Goal 4 Provide opportunities for students to begin career exploration, conceptualize High School and College plans/goals, and directly teaching daily living skills

- Goal 5 Provide Education Concerning the awareness of self and others

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Phoenix District Student Support Service Goals

GOAL 3

Provide direct support to students in the following areas: Academic, Behavioral/Social and/or Emotional Concerns, Attendance, and Parent/Familial Support

TARGET POPULATION

Students in grades 5-8

OBJECTIVES

Academic:

Students will:

- Demonstrate an understanding of their present academic status
- Demonstrate an understanding of their achievement levels
- Demonstrate an understanding of their education requirements

ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Update progress using student and parent feedback concerning their educational and career planning
- Parent feedback regarding their child's educational and career planning process
- Review report cards
- Feedback from student interview with all 8th grade students and those requiring specific interventions
- Feedback from teachers
- Review career planning material to ascertain they contain accurate information concerning steps needed to implement plan

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Goal 3: Provide direct support to students in the following areas: Academic, Behavioral/Social and/or Emotional Concerns, Attendance, and Parent/Familial Support

| ACTIVITIES | TARGET GROUP | STAFF ASSIGNED | OTHER RESOURCES | DATES | EVALUATION |
|--|---------------------|--|--|--------------|--------------------------|
| Placement/Transition Meetings | Grades 4-8 | Student Support Services | Student Transcripts Response to Intervention Data (RTI) AIMSweb Discipline Referrals Individualize Education Plan's (IEP's) Screening of New Students | Sept- June | Review of records |
| Identify Students in need of Remediation | Grades 4-8 | Student Support Services | Response to Intervention Data (RTI) AIMSweb NYS Assessments Academic Intervention Services (AIS) | Sept-June | Review of records |
| Formal and Informal Behavior Assessments/Interventions | Grade 4-8 | Student Support Services | Behavior Plans Outside Evaluations Functional Behavioral Assessment (FBA) Behavior Assessments Discipline Referrals | Sept-June | Review of records |
| Improving Student Attendance | Grades 5-8 | Student Support Services | Parent Contact Monitor Daily Attendance Collaboration with outside agencies Student Contracts | Sept-June | Review of records |
| Maximizing Home-School Connection | Grades 5-8 | Student Support Services | Parent Meetings Advocate for outside agency support Act as liaison by bridging the communication between home and school staff | Sept-June | Review of records |
| Crisis Intervention | Grades 5-8 | Student Support Services | Collaboration between home and school staff Crisis Intervention Plan | Sept-June | Crisis Evaluation |
| Academic Assessments | Grades 5-8 | School Psychologist | Psycho-educational evaluation Academic/Behavior screening | Sept-June | Review of Records CSE |
| Section 504 Committee | Grades 5-8 | Student Support Services School Nurse | Determine initial eligibility Reviewed annually | Sept-June | 504 meeting plan |

| | | | | | |
|------------------------------------|-----|---|--|-------------|---|
| Home Visits | 5-8 | Student Support Services | Student records Faculty input Parent input | Sept - June | Attendance records Communicatio |
| Point of Contact (POC) Meetings | 5-8 | Teachers Student Support Services | Student Records Faculty/Staff Input | Sept - June | Facilitator Notes Student Performance Staff Input |

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Phoenix District Student Support Service Goals

GOAL 4

Provide opportunities for students to begin career exploration, conceptualize high school and college plans/goals, and directly teaching daily living skills.

TARGET POPULATION

Students in grades 5-8

OBJECTIVES

Academic:

Students will:

- Begin Career Exploration
- Conceptualize High School and College plans/goals

ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Update progress using student and parent feedback concerning their educational and career planning
- Parent feedback regarding their child's educational and career planning process
- Review report cards
- Feedback from Teachers
- Review career planning material to ascertain they contain accurate information concerning steps needed to implement plan

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Goal 4: Provide opportunities for students to begin career exploration, conceptualize high school and college plans/goals, and directly teaching daily living skills.

| ACTIVITIES | TARGET GROUP | STAFF ASSIGNED | OTHER RESOURCES | DATES | EVALUATION |
|---|--------------|---|--|------------|--|
| Career Day | Grades 5-8 | Student Support Services Guidance Secretary | Exposure to a variety of potential career paths | Sept- June | Student feedback Presenter feedback Teacher feedback |
| Individual meetings with students and parents | Grade 8 | School Counselor | Review High School course selections Diploma Options Regents Exams Future Goals (i.e. College/Military, etc) High School Requirements | Spring | Individual meeting |
| Creating Post-Secondary Transition Goals | Grades 7 & 8 | Student Support Services Special Education Staff | Identifying long-term goals regarding career and adaptive skills Selecting course work to help achieve Post-Secondary goals | Sept-June | CSE IEP |
| Individual Meetings With students regarding problem solving, self-management and Interpersonal relationships | Grades 5-8 | Student Support Services | Helping the student process their current life challenges/crisis both in and out of school Brainstorming solutions and identifying the necessary skills to overcome problem | Sept-June | Individual counseling |

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Phoenix District Student Support Service Goals

GOAL 5

Provide education concerning the awareness of self and others

TARGET POPULATION

Students in grades 5-8

OBJECTIVES

Academic:

Students will:

- Demonstrate an understanding of self and others

ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Update progress using student and parent feedback concerning their education
- Review report cards
- Feedback from student interview
- Feedback from teachers

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Goal 5: Provide education concerning the awareness of self and others.

| ACTIVITIES | TARGET GROUP | STAFF ASSIGNED | OTHER RESOURCES | DATES | EVALUATION |
|--|--------------|--------------------------|--|------------|--|
| Assisting with development and implementation of a character education program | Grades 5-8 | Student Support Services | Large group and total building exercises | Sept- June | Discipline referrals Bullying incidents |
| Identifying the difference between appropriate and inappropriate behaviors as they relate to social interactions | Grades 5-8 | Student Support Services | Individual Counseling Peer Mediation Group Counseling Crisis Intervention | Sept- June | Discipline referrals Behavior Log |
| Addressing the ongoing issue of bullying | Grades 5-8 | Student Support Services | Individual Counseling Peer Mediation Collaboration w/Administration Providing education on the definition of bullying and how to report concerns Family Contact Documentation of bullying incidents | Sept- June | Number of reported incidents |

Phoenix Central School District K-12 Guidance Plan

Comprehensive programs for District students in grade 9 – 12 include:

- Goal 6 Provide advisory assistance to enable student to benefit from the curriculum in the following areas:
- Curriculum, options, educational and career plans
 - Attendance
 - Post-secondary plans
 - Academics
 - Behavioral and/or transition concerns
- Goal 7 Review each student's educational progress, career directions and future plans.
- Goal 8 Encourage family involvement in the educational process
- Goal 9 Educate students concerning their awareness of intrapersonal and interpersonal skills in order to be a meaningful contributor within the greater community.

Phoenix Central School District

K – 12 Guidance Plan

Phoenix Central School District Student Support Service Goals

GOAL 6

Provide advisory assistance to enable students to benefit from the curriculum in the following areas: curriculum options, educational and career plans; attendance; post-secondary plans; academics; behavioral and/or transition concerns

TARGET POPULATION

Students in grades 9 – 12

OBJECTIVES

Academic:

Students will:

- Become familiar with all aspects of the school curriculum offerings and full understand the requirements for graduation
- Become aware of their own strengths and weaknesses related to academic and extracurricular activities
- Understand their own potential and select appropriate courses necessary for success in their future career and academic goals
- Become aware of ways to improve their academic achievement

Personal/Social:

Students will:

- Raise their own sense of self-worth and become a more productive student
- Become aware of and use available support systems to improve their school performance
- Feel supported by their counselor and develop a positive relationship, which will foster a tone of honesty and openness
- Learn how to analyze and attempt resolution for problems encountered in any subject area
- Understand the need for a good relationship among themselves, their parents and school in resolving academic or personal difficulties

ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Improved student academic achievement (i.e. grades)
- Teacher comments/evaluation
- Parental feedback
- Counselor appraisal

Phoenix Central School District K – 12 Guidance Plan

Goal 6: Educate students concerning the awareness and respect of self and others.

| ACTIVITIES | DOMAIN | TARGET GROUP | STAFF ASSIGNED | OTHER RESOURCES | DATES | EVALUATION |
|-----------------------|-----------------------------|--------------|--|---|----------------|---|
| Individual Counseling | Academic personal/Social | 9-12 | Student Support Services | IEP's Student records Evaluations | Sept – June | Classroom observation Faculty input Student input Parent input Goal achievement Review of records |
| Group Counseling | Academic Personal/Social | 9-12 | Student Support Services | IEP's Student file Evaluations Counseling curriculum | Sept – June | Classroom observation Faculty input Student input Parent input Goal achievement Review of records |
| Conflict Resolution | Personal/Social | 9 – 12 | Student Support Services School Administrators | Faculty input Student input Parent input Principal input | Sept – June | Reduction of student referrals |
| Brief Contact | Academic Personal/Social | 9 – 12 | Student Support Services | Faculty input Parent input Student input | Sept – June | Student performance |
| Crisis Intervention | Personal/Social | 9 – 12 | Student Support Services As needed: School/District Administrators | Faculty input Parent input Student input | Sept – June | Reduction of student referrals |
| Attendance | Academic Personal/Social | 9-12 | Student Support Services Building Administrators | Student records Faculty input Parent input | Sept - June | Attendance records Communication records SchoolTool Data - At Risk Report |

| | | | | | | |
|-------------------|--|-------|---|--|----------------|--|
| Home Visits | Academic Personal/Social | 9-12 | Student Support Services Building Administrators | Student records Faculty input Parent input | Sept - June | Attendance records Communication records SchoolTool Data - At Risk Report |
| Classroom Lessons | Academic and Career planning and development | 9 -12 | Student Support Services | Lesson Plans Curriculum Faculty input Student input | Sept – June | Pre/Post Testing Student engagement Faculty input Student performance |

Phoenix Central School District K – 12 Guidance Plan

Phoenix Central School District Student Support Service Goals GOAL 7

Review each student's educational progress, career directions and future plans.

TARGET POPULATION Students in grades 9–12

OBJECTIVES

Academic:

Students will:

- Demonstrate an understanding of their present academic status, achievement, levels and educational requirements for graduation.
- Develop a program of studies for the following year.
- Develop a self-directed interest inventory for students receiving special education supports.

Career:

Students will:

Develop an understanding of their interests, abilities, knowledge and skills for other post–secondary options as it relates to their career goals

ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Review career planning material to ascertain they contain accurate information concerning steps needed to implement plan
- Update progress using student and parent feedback concerning their educational and career planning
- Parent feedback regarding their child's educational and career planning progress
- Review report cards
- Feedback from student interview
- Teacher feedback

Phoenix Central School District K-12 Guidance Plan

Goal 7: Review each student's educational progress, career directions, and future plans annually.

| ACTIVITIES | DOMAIN | TARGET GROUP | STAFF ASSIGNED | OTHER RESOURCES | DATES | EVALUATION |
|----------------------------|---|--------------|---|---|-------------|--|
| Screening of New Entrants | Academic/Personal Social | 9 - 12 | School Counselors School Psychologists | Student records | Sept – June | Review of records Assess as necessary |
| Course Selection Process | Academic | 9 – 12 | School Counselors | Course catalog Program of study | Sept – June | Final schedules Student input |
| Student Course Selection | Academic | 9 – 12 | School Counselors Faculty | Student records Parent input Faculty input Student input | Sept – June | Student performance Parent input Student input Teacher input |
| Four-Year Plan Development | Academic Personal/Social College/Career | 9 – 12 | School Counselors | Student records Parent input | Sept – June | Student Four-Year plan Yearly plan |
| Summer School Registration | Academic | 9 – 12 | School Counselors | Program info/enrichment programs Final grade reports | June – July | Summer school grades |
| Career Advisement | Academic Personal/Social College/Career | 9 – 12 | Student Support Services | Student records Interest/abilities assessment BOCES presentation Military reps College reps | Sept – June | Student input Parent input Student performance Post-secondary placement |

| | | | | | | |
|---|---|----------|--|---|-------------|--|
| Post High School Planning Meetings | Academic Personal/Social College/Career | 9 – 12 | Student Support Services | Student records Student input Parent input College reps Military reps BOCES presentation | Sept – June | Student input Parent input Student performance |
| Naviance | Academic College/Career | 9 – 12 | Teachers School Counselors | Lesson plans Guest speakers Other faculty Internet | Sept – June | Student performance Student input |
| Scholarships | Academic | 11 – 12 | School Counselors Administrators Community Organizations | Scholarship information Dollars for Scholars Internet Community Organizations | Sept – June | Completed scholarship applications Awarded monies |
| Awards Program | Academic College/Personal/Social Athletics Music & Arts Community | 11 – 12 | School Counselors Faculty Staff Principals | Community found. Individual Sponsors Local D.F.S. Civic Organizations Colleges | Jan – June | Parent input Student input Attendance |
| AP Exam Administration | Academic College/Career | 10 – 12 | Classroom Teacher Academic Dean of Students | AP Exam Materials | Dec – May | Exams ordered and completed Attendance Score profile |
| ACCES - Post-Secondary Employment Training for Individuals w/disabilities | College/Career | 11 - 12+ | Teacher Student Support Services | ACCES Case Manager | Sept – June | Completed application form |

| | | | | | | |
|--------------------------------|--|---------|-------------------------------------|---|---------------|---|
| PSAT Exam Administration | Academic College/Career | 10 – 11 | School Counselors | PSAT Exam materials Class presentation | June - Nov | Exams ordered and completed Attendance Score profile |
| SAT & Subject Test Information | Academic College/Career | 11 – 12 | School Counselors | The College Board <i>Collegeboard.com</i> | Sept – June | Score profile |
| ACT Test | Academic College/Career | 11 – 12 | School Counselors | <i>ACT.org</i> | Sept - June | Score profile |
| College Application Process | Academic College/Career | 11 – 12 | School Counselors | Internet/Common Application College Board College application materials SUNY Website | Sept – June | Student input Faculty input Parent input |
| College Admissions Process | Academic College/Career Personal/Social | 12 | School Counselors | Application forms Internet College Admissions Personnel School Profile Classroom presentations | August – July | Letters of recommendation Completed college applications |
| NCAA Eligibility | Academic College/Career | 11 – 12 | School Counselors School Coaches | NCAA forms Internet | Sept – June | Eligibility approval |

Phoenix Central School District

K – 12 Guidance Plan

Phoenix Central School District Student Support Service Goals

GOAL 8

Encourage family involvement in the educational process.

TARGET POPULATION

Parents of students in grades 9 – 12

OBJECTIVES

Academic:

Parents will:

- Gain insights into their child's academic and social progress as well as their goals, abilities, aptitudes and interests
- Understand and participate in plans to remediate any academic and/or behavioral problems their child might display
- Recognize the importance of their school involvement as it relates to their child's success

Career:

Parents will:

- Be informed of the necessary resources, procedures and opportunities available concerning their child's post-secondary options.
These include:
 - Applying to college
 - Financial implication (i.e., scholarships, financial aid)
 - Military careers
 - Obtaining employment

Personal/Social:

Students will:

- Have a more positive attitude towards school and learning as a result of parental involvement

Parents will:

- Be assisted in obtaining help from sources within or outside the school if their child exhibits adjustment, behavioral or attendance problems

ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Improved student performance
- Parental feedback through conferences, telephone contacts or mailings

Phoenix Central School District K – 12 Guidance Plan

Goal 8: Encourage parental involvement in the educational process.

| ACTIVITIES | DOMAIN | TARGET GROUP | STAFF ASSIGNED | OTHER RESOURCES | DATES | EVALUATION |
|------------------------------------|---|---------------------|---|---|--------------|--|
| Financial Aid/Scholarship Process | College/Career | 11 – 12 | School counselors | FAFSA forms CSS profile Scholarship Information College Personnel Financial Aid | Sept – June | Completed applications |
| Guidance Information Dissemination | Academic Personal/Social College/Career | 9 – 12 | School Counselors | Website | Sept – June | Parent input Student input |
| Open House | Academic | 9 – 12 | Faculty Principal Assistant Principal Student Support Services | BOCES Military Branches Financial institutions | October | Attendance Parent input Program review |
| Parent/Teacher Conferences | Academic Personal/Social | 9 – 12 | Faculty Principal Assistant Principal Student Support Services | Outside agencies Behavior Intervention Team | As needed | Attendance Parent input Program review |
| Community Mental Health Night | Personal/ Social | 9-12 | Student Support Services | Outside agencies | Sept | Student connections Parent input Student input |
| Parent Consultation | Academic Personal | 9 – 12 | Student Support Services Faculty (as needed) | Student records Parent input Faculty input | As needed | Student performance Parent feedback |

Phoenix Central School District K – 12 Guidance Plan

Phoenix District Student Support Service Goals GOAL 9

Educate students concerning their awareness of intrapersonal and interpersonal skills in order to be a meaningful contributor within the greater community.

TARGET POPULATION Students in grades 9 – 12

OBJECTIVES

Personal/Social:

Students will:

- Develop an understanding of intrapersonal and interpersonal dynamics

ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Incident and referral reports
- Teacher feedback
- Student feedback
- Parent feedback
- Report cards

Phoenix Central School District K – 12 Guidance Plan

Goal 9: Educate students concerning the awareness and respect of self and others.

| ACTIVITIES | DOMAIN | TARGET GROUP | STAFF ASSIGNED | OTHER RESOURCES | DATES | EVALUATION |
|------------------------------|-----------------------------|--------------|--|---|-------------|--|
| Individual Counseling | Academic Personal/Social | 9 – 12 | Student Support Services | IEPs Student records Evaluations | Sept – June | Classroom observation Faculty input Student input Parent input Goal achievement Review of records |
| Group Counseling | Academic Personal/Social | 9 – 12 | School Psychologist School Social Worker | IEPs Student records Evaluations | Sept – June | Classroom observation Faculty Input Student input Parent input Goal achievement Review of records |
| Conflict Resolution | Personal/Social | 9 – 12 | Student Support Services School Administrators | Faculty input Student input Parent input Principal input | Sept – June | Reduction of student referrals |
| Brief Contact & Consultation | Academic Personal/Social | 9 – 12 | Student Support Services | Faculty input Parent input Student input | Sept – June | Student performance |
| Crisis Intervention | Personal/Social | 9 – 12 | Student Support Services As needed: School/District Administrators | Faculty input Parent input Student input | Sept – June | Reduction of student referrals |

Phoenix Central School District K-12 Guidance Plan

NEW YORK STATE MODEL FOR COMPREHENSIVE K -12 SCHOOL COUNSELING PROGRAMS

Foundation System

The foundation is the basis of a comprehensive school counseling program. It establishes the overall basis for developing a program within the school and sets the philosophy and vision for school counselors.

Components

The Philosophy: Is the set of guiding principles that are used in the development, implementation and evaluation of the program. The principles are statements of agreement that address all students, focus on prevention, and how school counselors will maintain their professional competencies.

The Vision: Is the future-oriented statement that establishes the program's direction and the desired outcome for all students. The vision of the program reflects and supports the vision of the School District. The vision sets the tone for the school counseling department and its comprehensive program.

The Mission Statement: Is the guide for the school counseling program. Statements should be specific and clear. Mission statements should take into consideration the beliefs of the school, link to state and District's statements and reflect the benefits that all students will receive. It should encompass the benefits of a school counseling program.

Sample Statements:

- To assist all students to grow academically, personally, socially and vocationally
- To promote and enhance students' educational, learning experiences through the development of skills in the domains of academic, personal, social and career.

Program's Goals: As a driving principle, school counseling programs should develop a set of goals that will guide the program. Goals reflect the three domains of student development and are listed as:

- Academic
- Social/Personal
- Career

Phoenix Central School District K-12 Guidance Plan

The National Standards for School Counseling Programs

The National Standards for School Counseling Programs identify the attitudes, knowledge and skills for students that were deemed important by the profession, clarify the relationship of school counseling to the educational system, and address the contributions of school counseling to student success in school. With accountability driving school improvement there is a critical need to inform stakeholders of the relationship of school counseling programs to student learning and achievement. Most importantly, as critical players in school improvement, school counselors use school data to demonstrate accountability for student achievement and school success.

The National Standards for School Counseling Programs provide a framework for developing and writing the content of a school counseling program. The standards focus on what all students, from pre-kindergarten through grade twelve, should know, understand, and be able to do to enhance their development. The nine national standards, three in each area of academic, career and personal-social development, are considered to be the essential foundation for the content of school counseling programs (Campbell & Dahir, 1997).

The National Standards offer school counselors, administrators, teachers, and counselor educators a common language to promote student success through school counseling programs, which is readily understood by colleagues in schools who are involved in school improvement and the implementation of standards across other disciplines. Comprehensive national standards-based school counseling programs have the characteristics similar to other educational programs including a scope and sequence; expected student outcomes or competencies; activities and processes to assist student in achieving these outcomes; professionally credentialed personnel; materials and resources, and accountability methods. The National Standards for School Counseling are outlined in Appendix G.

Phoenix Central School District K-12 Guidance Plan

The New York State Comprehensive School Counseling Program Crosswalk

The New York State School Counselor Association has developed a linking process for *National Standards in School Counseling Programs*’ and the NYS Learning Standards. This document is the NYS Comprehensive School Counseling Program Crosswalk. The crosswalk assists school counseling program and how it matches the content area key ideas for the state learning standards. The learning standards for New York State are in the following content areas:

- **Health, Physical Education, and Family and Consumer Sciences**
- **Mathematics, Science, and Technology**
- **English Language Arts**
- **Languages Other Than English**
- **The Arts**
- **Career Development and Occupational Studies**
- **Social Studies**

The Crosswalk is a reference document that charts four areas: New York State Learning Standards, the New York State student competency related to the specific learning standard, the American School Counselor Association National School Counseling Standard, the student competency related to the National Standard and the Performance Indicator for the student competency. School counselors should begin by familiarizing themselves with the New York State Learning Standards (see Appendix C). Under each of the content areas, the New York State Education Department has identified learning standards for students.

What are the benefits of the Crosswalk for the following groups?

Students:

- Learn academic, personal/social and career skills
- Apply a connection to the learning standards
- Improve their academic achievement and understanding of relationships to the real world

Teachers:

- Create interdisciplinary team work
- Address students’ needs
- Support elimination of learning barriers
- Roles are supported through consultation and guidance process

Administrators:

- Integrate school counseling to the academic mission
- Integrate school counseling to the state learning standards
- Support state regulations related to NCLB, SAVE Legislation and CDOS
- Increase staff collaboration and effectiveness

Superintendents and School Boards:

- Support academic, personal/social and career achievements for all students
- Align school counseling programs to the NYS Learning Standards
- Establish standards and competencies for school counseling programs and students
- Produce a high quality school counseling program
- Support collaborative efforts to achieve student success
- Provide effective preventive programs for school districts

In reading the Crosswalk, please follow the legend:

First letter: National Standard Domain:

Academic (A); Personal/Social (PS); Career (C)

Second Letter: Standard (A, B or C)

First number: Student Competency from the National Standards

Second number: Performance Indicator from the National Standards

As an example: A:A 1.1 would mean:

A: Academic

:A Standard A

1: Competency 1

1: Performance Indicator #1 under Standard 1

The purpose of the Crosswalk is to assist school counselors in utilizing the legend as indicators of how a School Counseling Program can assist student academic, personal/social and career achievement. Activities school counselors perform should have the Crosswalk legend as the identity of student competencies to be achieved.

On the next pages are samples of the Crosswalk template that can be reproduced for use in a school counseling program.

Phoenix Central School District

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| | National School Counseling Standards <i>Students will...</i> | Competency | New York State Learning Standards | | | | | | |
|----------|---|--|-----------------------------------|---------|-------|------|-------|-------|-------|
| | | | ELA | SS | M/S/T | LOTE | PE | ARTS | CDOS |
| ACDEMIC | <p>A: acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span</p> <p>B: complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college</p> <p>C: understand the relationship of academics to the world of work, and to life at home and in the community</p> | 1. Improve Academic Self-concept | | | | | | 1 | 3 |
| | | 2. Acquire Skills for Improving Learning | 1 | | 6 | | | | 2,3 |
| | | 3. Achieve School Success | 2,3,4 | 5 | | 2 | | 1,3,4 | 1,2,3 |
| | | 1. Improve Learning | 1,3,4 | 2,3,4,5 | 7 | | 3A,3B | 2,3, | 2,3 |
| | | 2. Plan to Achieve Goal | | | 7 | | 3A | | 1,2,3 |
| | | 1. Relate School to Life Experiences | 4 | 5 | 3,6,7 | | 3B | 1 | 1,2,3 |
| CAREER | <p>A: acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions</p> <p>B: employ strategies to achieve future career goals with success and satisfaction</p> <p>C: understand the relationship between personal qualities, education, training and the world of work.</p> | 1. Develop Career Awareness | 4 | 5 | 2,7 | | 3C | 1 | 1,2,3 |
| | | 2. Develop Employment Readiness | 1,4 | 5 | | | 3C | 2 | 1,2,3 |
| | | 1. Acquire Career Information | 1 | | 5 | | 3C | | 1,3 |
| | | 2. Identify Career Goals | | | | | 3C | 1,2 | 1,2,3 |
| | | 1. Acquire Knowledge to Achieve Career Goals | | | | | 3C | | 1,3 |
| | | 2. Apply Skills to Achieve Career Goals | 4 | | 6 | | 3C | | 1,2,3 |
| PERSONAL | <p>A: acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others</p> <p>B: make decisions set goals, and take necessary action to achieve goals</p> <p>C: Understand safety and survival skills</p> | 1. Acquire Self-Knowledge | 2,3,4 | | | | | | |
| | | 2. Acquire Interpersonal Skills | 2,4 | | | | | | |
| | | 1. Self-Knowledge Application | 3 | 1,2,4 | 7 | 2 | | 3,4 | 1,3 |
| | | 1. Acquire Personal Safety Skills | | 4,5 | | | 2B | 2 | 3 |

Phoenix Central School District K-12 Guidance Plan

New York State Learning Standards

Health, Physical Education, and Family and Consumer Sciences

Standard 1: Personal Health and Fitness

- Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Standard 2: A Safe and Healthy Environment

- Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Standard 3: Resource Management

- Students will understand and be able to manage their personal and community resources.

Mathematics, Science, and Technology

Standard 1: Analysis, Inquiry, and Design

- Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

Standard 2: Information Systems

- Students will access, generate, process, and transfer information using appropriate technologies.

Standard 3: Mathematics

- Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

Standard 4: Science

- Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Standard 5: Technology

- Students will apply technological knowledge and skills to design, construct, use and evaluate products and systems to satisfy human and environmental needs.

Standard 6: Interconnectedness: Common Themes

- Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

Standard 7: Interdisciplinary Problem Solving

- Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real – life problems and make informed decisions.

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English Language Arts

Standard 1: Language for Information and Understanding

- Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

Standard 2: Language for Literary Response and Expression

- Students will read and listen to oral, written, and electronically produced texts and performance from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self – expression and artistic creation.

Standard 3: Language for Critical Analysis and Evaluation

- Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

Standard 4: Language for Social Interaction

- Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

Languages Other Than English

Standard 1: Communication Skills

- Students will be able to use a language other than English for communication.

Standard 2: Cultural Understanding

- Students will develop cross – cultural skills and understandings.

The Arts

Creating

Standard 1. Generate and conceptualize artistic ideas and work.

Standard 2. Organize and develop artistic ideas and work.

Standard 3. Refine and complete artistic ideas and work.

Phoenix Central School District K-12 Guidance Plan

Performing/Presenting/Producing

- Standard 4. Analyze, interpret and select artistic work for presentation.
- Standard 5. Develop and refine artistic techniques and work for presentation.
- Standard 6. Convey meaning through the presentation of artistic work.

Responding

- Standard 7. Perceive and analyze artistic work.
- Standard 8. Interpret intent and meaning in artistic work.
- Standard 9. Apply criteria to evaluate artistic work.

Connecting

- Standard 10. Synthesize and relate knowledge and personal experiences to make art.
- Standard 11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Career Development and Occupational Studies

Standard 1: Career Development

- Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

Standard 2: Integrated Learning

- Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

Standard 3a: Universal Foundation Skills

- Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

Standard 3b: Career Majors

- Students who choose a career major will acquire the career – specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

Social Studies

Standard 1: History of the United States and New York

- Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Standard 2: World History

- Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Standard 3: Geography

- Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live – local, national, and global – including the distribution of people, places, and environments over the Earth’s surface.

Standard 4: Economics

- Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision – making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms.

Standard 5: Civics, Citizenship, and Government

- Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights and the responsibilities of citizenship, including avenues of participation.

Additional Information

If you would like additional information or to submit suggestions or comments, please contact: Timothy Ristau
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Appendix

ASCA National Standards

Citation Guide

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ASCA National Standards for Students – One Vision, One Voice

Professional school counselors everywhere proudly share the same simple vision — to prepare today’s students to become tomorrow’s adults. The American School Counselor Association (ASCA) not only supports this idea, it has made it the Association’s mission.

Educational reform movements of the late 20th and early 21st centuries, such as standards-based education and the No Child Left Behind legislation, focused on raising teacher quality and academic achievement. Unfortunately, these efforts ignored the emotional, physical, social and economic barriers that can inhibit student success. This is where school counselors make a difference. School counselors are actively committed to eliminating these obstacles and to helping students understand that the choices they make now will affect their educational and career options in the future.

ASCA National Standards for Students was established to help school counselors help students. ASCA National Standards identify and prioritize the specific attitudes, knowledge and skills that students should be able to demonstrate as a result of participating in a school counseling program. Best of all, by adopting and implementing ASCA National Standards, school counselors change the way school counseling programs are designed and delivered across our country.

The Development of Standards

The development of ASCA National Standards for Students required an examination of theory, research and practice to ensure that all aspects of school counseling were considered. The process solicited broad-based involvement from all segments of the school counseling community to determine what purpose the Standards would serve and what their content would be. Through pilot surveys at ASCA’s national Delegate Assembly in April 1995 and a revised survey to more than 2,000 ASCA members in September of that year, ASCA was able to gather input on school counselor attitudes and to initiate the movement toward adopting National Standards.

The standards movement has provided ASCA with a timely opportunity to better define the role of school counseling in the American educational system and establish similar goals, expectations, support systems and experiences for all students across the country. Additionally, on the local level, National Standards offer an opportunity for school counselors, school administrators, faculty, parents, businesses and the community to engage in conversations about expectations for students’ academic success and the role of counseling programs in enhancing student learning.

Finally, ASCA National Standards for Students serves as the foundation for The ASCA National Model: A Framework for School Counseling Programs. Representing more than 50 years of research, theory and practice, the National Model helps school counselors design and implement programs that meet the National Standards and establish school counseling as an integral component of the academic mission of their schools.

ASCA's decision to participate in this educational reform agenda through the development of National Standards for Students offers an opportunity for the school counseling profession to implement the goals deemed important by the profession, to promote its mission in educational reform and to ensure that all students have access to comprehensive school counseling programs as part of the learning experience.

We look forward to having you join us on this mission!

Acknowledgments

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ASCA National Standards for Students

(COMPETENCIES AND INDICATORS)

Legend: A:A-1.1 = Academic Domain, Standard A,
Competency 1 and Indicator 1

Academic Development

ASCA National Standards for academic development guide school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

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

A:A1 Improve Academic Self-concept

- A:A1.1 Articulate feelings of competence and confidence as learners
- A:A1.2 Display a positive interest in learning
- A:A1.3 Take pride in work and achievement
- A:A1.4 Accept mistakes as essential to the learning process
- A:A1.5 Identify attitudes and behaviors that lead to successful learning

A:A2 Acquire Skills for Improving Learning

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

A:A3 Achieve School Success

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

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial 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 life
- A:C1.2 Seek co-curricular and community experiences to enhance the school experience
- A:C1.3 Understand the relationship between learning and work
- A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals
- A:C1.5 Understand that school success is the preparation to make the transition from student to community member
- A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

Career Development

ASCA National Standards for career development guide school counseling programs to provide the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work, and from job to job across the life span.

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

C:A1 Develop Career Awareness

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

C:A2 Develop Employment Readiness

- C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills
- C:A2.2 Apply job readiness skills to seek employment opportunities
- C:A2.3 Demonstrate knowledge about the changing workplace
- C:A2.4 Learn about the rights and responsibilities of employers and employees
- C:A2.5 Learn to respect individual uniqueness in the workplace
- C:A2.6 Learn how to write a résumé
- C:A2.7 Develop a positive attitude toward work and learning
- C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
- C:A2.9 Utilize time- and task-management skills

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

C:B1 Acquire Career Information

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

C:B2 Identify Career Goals

- C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals
- C:B2.2 Assess and modify their educational plan to support career
- C:B2.3 Use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience
- C:B2.4 Select course work that is related to career interests
- C:B2.5 Maintain a career-planning portfolio

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

C:C1 Acquire Knowledge to Achieve Career Goals

- C:C1.1 Understand the relationship between educational achievement and career success
- C:C1.2 Explain how work can help to achieve personal success and satisfaction
- C:C1.3 Identify personal preferences and interests influencing career choice and success
- C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills
- C:C1.5 Describe the effect of work on lifestyle
- C:C1.6 Understand the importance of equity and access in career choice
- C:C1.7 Understand that work is an important and satisfying means of personal expression

C:C2 Apply Skills to Achieve Career Goals

- C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals
- C:C2.2 Learn how to use conflict management skills with peers and adults
- C:C2.3 Learn to work cooperatively with others as a team member
- C:C2.4 Apply academic and employment readiness skills in work based learning situations such as internships, shadowing and/or mentoring experiences

Personal/Social Development

ASCA National Standards for personal/social development guide school counseling programs to provide the foundation for personal and social growth as student's progress through school and into adulthood.

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

PS:A1 Acquire Self-knowledge

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

PS:A2 Acquire Interpersonal Skills

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

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

PS:B1 Self-knowledge Application

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

PS:B1.2 Understand consequences of decisions and choices

PS:B1.3 Identify alternative solutions to a problem

PS:B1.4 Develop effective coping skills for dealing with problems

PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions

PS:B1.6 Know how to apply conflict resolution skills

PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences

PS:B1.8 Know when peer pressure is influencing a decision

PS:B1.9 Identify long- and short-term goals

PS:B1.10 Identify alternative ways of achieving goals

PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills

PS:B1.12 Develop an action plan to set and achieve realistic goals

Standard C: Students will understand safety and survival skills.

PS:C1 Acquire Personal Safety Skills

PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)

PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of rights of the individual

PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact

PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy

PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help

PS:C1.6 Identify resource people in the school and community, and know how to seek their help

PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices

PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse

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

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

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

About ASCA

The American School Counselor Association (ASCA) is a worldwide nonprofit organization based in Alexandria, Va. Founded in 1952, ASCA supports school counselors' efforts to help students focus on academic, personal/social and career development so they not only achieve success in school but are prepared to lead fulfilling lives as responsible members of society. With a motto of "One Vision, One Voice," the association provides professional development, publications and other resources, research and advocacy to professional school counselors around the globe.

For more information on ASCA, or to order "The ASCA National Model: A Framework for School Counseling Programs," visit www.schoolcounselor.org, or call (703) 683-ASCA (2722). 1101 King St., Suite 625, Alexandria, VA 22314 (703) 683-ASCA, (800) 306-4722, fax: (703) 683-1619.

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