

GUIDANCE

K-12 Course of Study



Globally Competitive

Exceptional Opportunities

Caring Environment

Successful Students

Rocky River City School District

BELIEFS

We believe...

- Students are the heart of our purpose.
- Student success requires a partnership among family, school and community.
- A Rocky River education empowers values, inspires curiosity and encourages talents that lead to success.
- High expectations lead to high achievement.
- Lifelong learners thrive as they embrace the changing global society.

An exceptional school district demonstrates all of the above.

GUIDANCE

K-12 Course of Study

Rocky River Board of Education

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Resolution #114-98 Adopted 5/21/98
Resolution #87-04 Adopted 4/22/2004
Resolution #????? Adopted ?????

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WRITING TEAM

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DISTRICT PHILOSOPHY OF EDUCATION

We believe each Learner...

1. is entitled to a comprehensive education of high standards that considers all aspects of the total person.
2. is different in physical, intellectual, emotional, and social growth, and the rate of development of these aspects of the total self.
3. is a unique person, and this individuality and personhood should be recognized and respected.
4. has different abilities which should be encouraged and developed according to learning rate and style.
5. has an obligation to utilize the opportunities provided to develop positive work habits and to acquire the skills of communication and computation commensurate with ability.
6. needs to be positively reinforced as a person in order to feel a sense of success and worth.
7. should realize and accept the responsibility for judgments and actions.
8. should have the freedom to use imagination and creativity, question critically, think independently, and make decisions.
9. should become aware of the relationship between formal education and life, and seek alternative methods in solving problems now and in the future.
10. should seek enjoyment in the activities of learning and develop a growing satisfaction in a continual quest for learning.
11. should develop a respect for a healthy mind and body.
12. should appreciate the heritage of our society and become a responsible contributing member.

We believe each Staff Member...

1. should be aware of and practice the educational philosophy as stated for the Rocky River City Schools.
2. should continue professional growth through such means as advanced study, workshops, and professional reading.
3. should practice the principles of learning, recognize individual differences, have for each student realistic expectations and goals which provide a means of evaluation.
4. should have well-defined objectives which facilitate continuous learning for students.
5. should respect the individual dignity of each student, and be aware of how culture and environment influence development.
6. should be personally interested in each student and treat all with fairness and consistency.
7. should be creative, flexible, and open-minded toward change.
8. should be articulate and tactful in communications with student, colleagues, and parents.
9. should effectively communicate subject enthusiasm to the students.
10. should be a positive example in citizenship and classroom behavior and reflect diversified interests.
11. should be a team member within the staff, department, school, and District, promoting positive staff relations and program articulation.
12. should evidence pride in the education profession.

We believe each Member of the Community...

1. should cooperate with the schools in identifying and developing a set of objectives which meets the criteria for an outstanding school system.
2. should acknowledge the role of the staff member to determine the process to meet these objectives.
3. should work seriously to elect qualified members of the Board of Education who are interested in preserving high standards of education in Rocky River.
4. should give financial and moral support to the total educational program.
5. should help parents instill in each student a positive attitude toward education.
6. should express a pride in young people and their schools.
7. should promote the constructive involvement of young people in the life of the community
8. should recognize the parental responsibility for student dress and behavior which would not detract from the educational process.
9. should demonstrate exemplary citizenship.
10. should insist on means for open communication with the Board of Education.

DISTRICT GUIDANCE PROGRAM

PHILOSOPHY

Our philosophy is to be pro-active, preventative and developmental based on stated goals and defined student outcomes. Varied delivery systems are implemented to facilitate development of student competencies. Our comprehensive program is designed to provide a caring environment with exceptional learning opportunities that promote student self-awareness and success in a globally competitive world.

MISSION

Our mission is to promote and enhance student learning through three broad and interrelated domains of student development. Each area encompasses a variety of desired student learning competencies and is comprised of specific knowledge, attitudes and skills that form the foundation of the developmental school counseling program. The three domains are:

- * Academic
- * Career
- * Personal/Social

Our school counseling program reflects the continuum of student development K-12, recognizing that all children do not progress in a linear fashion. Mastery of basic skills facilitates mastery of higher-order skills. The school counselor utilizes a variety of strategies, activities, delivery methods and resources to promote desired student outcomes.

BENEFITS

Our counseling program is designed to positively impact students, parents, teachers and administrators.

Benefits for Students

1. Prepares students for the challenges of the 21st century through academic, career, and personal/social development.
2. Relates educational programming to future success.
3. Facilitates career exploration and development.
4. Develops decision-making and problem-solving skills.
5. Assists in acquiring knowledge of self and others.
6. Enhances personal development.
7. Assists in developing effective interpersonal relationship skills.
8. Broadens knowledge of our changing world.
9. Provides advocacy for students.
10. Encourages facilitative, cooperative peer interactions.
11. Fosters resiliency factors for students.
12. Assures equitable access to educational opportunities.

Benefits for Parents

1. Prepares children for the challenges of the 21st century through academic, career, and personal/social development.
2. Provides support for parents in advocating of their child's academic, career, and personal/social development.
3. Develops a system for their child's long-range planning and learning.
4. Increases opportunities for parent/school interaction.
5. Assists parents in accessing school and community resources.

Benefits for Teachers

1. Provides an interdisciplinary team effort to address student needs and educational goals.
2. Provides skill development for teachers in classroom management and affective education.
3. Provides consultation to assist teachers in their guidance role.

Benefits for Administrators

1. Integrates school counseling with the District's mission.
2. Provides program structure with specific content related to the domains of student development.
3. Enhances learning and development for all students.

COUNSELOR UNIQUENESS

Rocky River School Counselors:

- * Provide a safe, confidential place for students.
- * Establish and maintain relationships with students and their families.
- * Provide the role of the child advocate.
- * Foster a special relationship with students, free from academic and discipline restrictions.
- * Help students clarify personal issues related to academic, career and personal/social development.
- * Meet with students in crisis and counsel one-on-one regarding feelings and reasons for behavior.
- * Provide support/referrals for students and families experiencing mental health or substance abuse issues.
- * Provide an environment to learn coping skills.
- * Consult with teachers, administrators, parents and community agencies.
- * Provide a liaison between home and school.
- * Discuss parenting skills and creative problem solving.
- * Coordinate information across grade levels and disciplines.

INTRODUCTION TO THE K-12 COUNSELING PROGRAM COURSE OF STUDY

The Counseling Program addresses activities at age-appropriate levels of development centered on the domains of academic, career and personal/social development. It recognizes the developmental nature of each individual student and the many aspects of the Counseling Program.

In writing the K-12 Counseling Program, the American School Counselor Association (ASCA) Model was studied and incorporated, the Ohio Department of Education was consulted, and nearby counseling programs were considered.

The standards are addressed by many individuals within the school community including school counselors, school psychologists, licensed/certificated teachers, administrators, coaches, non-certificated staff, parents, and peers. The Counseling Program is delivered in various ways including:

- Individual/Group Counseling
- Group Guidance
- Parent/Student Counseling
- Individual/Group Testing
- Intervention Meetings
- Classroom Integration
- Special Programs
- Community Resources
- Shadowing/Mentoring

The K-12 Counseling Program is organized into the following grade level bands: K-2, 3-5, 6-8, and 9-12. Each grade band is prefaced with an introductory counselor calendar. Program structure culminates with organization into counseling domains, standards, competencies, and indicator/delivery systems.

OVERVIEW OF THE K-12 COUNSELING COURSE OF STUDY

The Counseling Course of Study is divided into four grade level bands and three domains. Each domain is organized into **Content Standards, Competencies, Indicators and Service Delivery**.

The **Content Standards** are statements of broad goals that students are to master within the domains of academic, career, and personal/social development. The **Competencies** are specific expectations that students are to achieve in the content standard areas. The **Indicators** describe the specific knowledge, skills or abilities that individuals are expected to demonstrate to meet a specific competency.

The contents of the **Service Delivery** column provide service options for implementing the curriculum. The service delivery options include: Individual/Group Counseling, Group Guidance, Parent/Student Counseling, Individual/Group Testing, Intervention Meetings, Classroom Integration, Special Programs, Community Resources, and Shadowing/Mentoring. The counselor/teacher implementing the curriculum with students must decide what service delivery options to incorporate for his/her students.

Within the reference coding, the first letters refer to the domain, the single letter refers to the standard. The number following the colon (:) refers to the competency, and the number following the decimal refers to the indicator.

NOMENCLATURE

American School Counselor Association (ASCA) National Standards for Students

example: PS:A2.4

PS= domain

A= standard

2= competency

4= indicator

RR= denotes Rocky River indicator

AMERICAN SCHOOL COUNSELOR ASSOCIATION

National Standards for Students

DOMAINS, STANDARDS, COMPETENCIES AND INDICATORS

The school counseling program facilitates student development in three broad domains to promote and enhance the learning process. Standards for each domain provide guidance and direction for states, school systems and individual schools developing effective school counseling programs. Student competencies define the specific knowledge, attitudes and skills students should obtain, and indicators demonstrate skill acquisition.

Domains

Domains are broad developmental areas including standards and competencies and promote behaviors that enhance learning for all students. The three broad interrelated domains of student development are:

- ✓ **Academic**
- ✓ **Career**
- ✓ **Personal/Social**

Standards

Standards and goals are often used synonymously. Standards are those statements providing a description of what students should know and be able to do at the highest level of expectation. Standards specify the level or rate of performance the student will achieve against a particular competency or set of indicators.

Competencies

Competencies are specific expectations that students achieve in the content standard areas within the academic, career and personal/social development domains.

Indicators

Indicators describe the specific knowledge, skills or abilities that individuals demonstrate to meet a specific competency.

AMERICAN SCHOOL COUNSELOR ASSOCIATION

National Standards/Competencies for Students

1. **ACADEMIC DEVELOPMENT DOMAIN**

- A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.
 - 1 - Improve Academic Self Concept
 - 2 - Acquire Skills for Improving Learning
 - 3 - Achieve School Success
- B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
 - 1 - Improve Learning
 - 2 - Plan to Achieve Goals
- C: Students will understand the relationship of academics to the world of work and to life at home and in the community.
 - 1 - Relate School to Life Experience

2. **CAREER DEVELOPMENT DOMAIN**

- A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
 - 1 - Develop Career Awareness
 - 2 - Develop Employment Readiness
- B: Students will employ strategies to achieve future career goals with success and satisfaction.
 - 1 - Acquire Career Information
 - 2 - Identify Career Goals
- C: Students will understand the relationship between personal qualities, education, training and the world of work.
 - 1 - Acquire Knowledge to Achieve Career Goals
 - 2 - Apply Skills to Achieve Career Goals

3. **PERSONAL/SOCIAL DOMAIN**

- A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.
 - 1 - Acquire Self-Knowledge
 - 2 - Acquire Interpersonal Skills
- B: Students will make decisions, set goals and take necessary action to achieve goals.
 - 1 - Self-Knowledge Application
- C: Students will understand safety and survival skills.
 - 1 - Acquire Personal Safety Skills

SERVICE DELIVERY OPTIONS

Service Delivery options provide means for implementing the guidance curriculum. The options include: Individual/Group Counseling, Group Guidance, Parent/Student Conferences, Group/Individual Testing, Intervention Meetings, Classroom Integration, Special Programs, Community Resources, and Shadowing/Mentoring. The counselor/teacher implementing the curriculum with students must decide what service delivery options to incorporate.

Individual/Group Counseling:

Counseling is provided for students experiencing difficulties with academic, career or personal/social issues. Counseling helps students identify problems, causes, alternatives and possible consequences so they can take appropriate action; this counseling is normally short-term in nature. School counselors do not provide therapy, and when necessary, referrals are made to appropriate community resources.

Group Guidance:

Group Guidance lessons are designed to assist students in achieving desired competencies.

Parent/Student Conferences:

Conferences with parents and students are conducted for various reasons; scheduling, planning, and responding to crisis. Crisis counseling provides prevention, intervention and follow-up to students and families facing emergency situations. This counseling is normally short-term and temporary in nature. When necessary, referrals are made to appropriate community resources.

Group/Individual Testing:

Group/Individual testing is administered throughout the district to monitor student progress. School counselors collect, analyze and interpret student data to facilitate appropriate programming.

Intervention Meetings:

Intervention Assistance Meetings (IATs) are building level teams designed to support students, parents and teachers. The team consists of school personnel including administrators and counselors who work with parents to identify possible ways to help children experience greater success.

Classroom Integration:

School counselors provide support to teachers through consultation, partnering, collaborating and teaming, school counselors provide support to teachers

Special Programs:

Counselors, administrators and teachers are involved in the design and implementation of special programs. Some programs are in response to national needs (i.e. suicide prevention, anti-bullying programs) while others are specific to a given population (i.e., intervention for students at-risk, crisis response, transition orientation).

Community Resources:

Counselors use referral sources to assist students and families when necessary. These referral sources may include mental health agencies, employment and training programs, juvenile services and other social and community services. In addition, community resources can be accessed to assist in providing special programs.

Shadowing/Mentoring:

Collaboration between schools and the greater community provides counselors, administrators and teachers the opportunity to work with community and business leaders in helping to establish shadowing and mentoring opportunities.

Scope and Sequence: Academic Development

	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>
A:A1.1	I	D	D	D	D	D	D	D	M/M	D	M	R	R
A:A1.2	I	D	D	D	D	D	D	D	M/M	D	M	R	R
A:A1.3	I	D	D	D	D	D	D	D	M/M	D	M	R	R
A:A1.4	I	D	D	D	D	D	D	D	M/M	D	M	R	R
A:A1.5	I	D	D	D	D	D	D	D	M/M	D	M	R	R
A:A2.1	I	D	D	D	D	D	D	D	M/M	M/M	M	R	R
A:A2.2	I	D	D	D	D	D	D	D	M/M	M/M	M	R	R
A:A2.3	I	D	D	D	D	D	D	D	M/M	M/M	M	R	R
A:A2.4	I	D	D	D	D	D	D	D	M/M	M/M	M	R	R
A:A3.1	I	D	D	D	D	D	D	D	M/M	D	D	D	M
A:A3.2	I	D	D	D	D	D	D	D	M/M	D	D	D	M
A:A3.3	I	D	D	D	D	D	D	D	M/M	D	D	D	M
A:A3.4	I	D	D	D	D	D	D	D	M/M	D	D	D	M
A:A3.5	I	D	D	D	D	D	D	D	M/M	D	D	D	M
A:B1.1	I	D	D	D	D	D	M/M	D	D	D	M/M	M	R
A:B1.2	I	D	D	D	D	D	M/M	D	D	D	M/M	M	R
A:B1.3	I	D	D	D	D	D	M/M	D	D	D	M/M	M	R
A:B1.4	I	D	D	D	D	D	M/M	D	D	D	M/M	M	R
A:B1.5	I	D	D	D	D	D	M/M	D	D	D	M/M	M	R
A:B1.6	I	D	D	D	D	D	M/M	D	D	D	M/M	M	R
A:B1.7	I	D	D	D	D	D	M/M	D	D	D	M/M	M	R
A:B2.1	I	D	D	D	D	D	M/M	D	D	M/M	D	M/M	M
A:B2.2	I	D	D	D	D	D	M/M	D	D	M/M	D	M/M	M
A:B2.3	I	D	D	D	D	D	M/M	D	D	M/M	D	M/M	M
A:B2.4	I	D	D	D	D	D	M/M	D	D	M/M	D	M/M	M
A:B2.5	I	D	D	D	D	D	M/M	D	D	M/M	D	M/M	M
A:B2.6	I	D	D	D	D	D	M/M	D	D	M/M	D	M/M	M
A:B2.7	I	D	D	D	D	D	M/M	D	D	M/M	D	M/M	M
A:C1.1	I	D	D	D	D	D	D	M/M	M/M	D	D	D	M
A:C1.2	I	D	D	D	D	D	D	M/M	M/M	D	D	D	M
A:C1.3	I	D	D	D	D	D	D	M/M	M/M	D	D	D	M
A:C1.4	I	D	D	D	D	D	D	M/M	M/M	D	D	D	M
A:C1.5	I	D	D	D	D	D	D	M/M	M/M	D	D	D	M
A:C1.6	I	D	D	D	D	D	D	M/M	M/M	D	D	D	M

I=Introduce

D=Develop

MM=Measure of Mastery

M=Mastery

R=Reinforcement

Scope and Sequence: Career Development

	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>
C:A1.1	I	D	D	D	D	D	D	M/M	D	D	D	M/M	M
C:A1.2	I	D	D	D	D	D	D	M/M	D	D	D	M/M	M
C:A1.3	I	D	D	D	D	D	D	M/M	D	D	D	M/M	M
C:A1.4	I	D	D	D	D	D	D	M/M	D	D	D	M/M	M
C:A1.5	I	D	D	D	D	D	D	M/M	D	D	D	M/M	M
C:A1.6	I	D	D	D	D	D	D	M/M	D	D	D	M/M	M
C:A1.7	I	D	D	D	D	D	D	M/M	D	D	D	M/M	M
C:A1.8	I	D	D	D	D	D	D	M/M	D	D	D	M/M	M
C:A1.9	I	D	D	D	D	D	D	M/M	D	D	D	M/M	M
C:A1.10	I	D	D	D	D	D	D	M/M	D	D	D	M/M	M
C:A2.1	I	D	D	D	D	D	D	M/M	D	D	D	M/M	M
C:A2.2	I	D	D	D	D	D	D	M/M	D	D	D	M/M	M
C:A2.3	I	D	D	D	D	D	D	M/M	D	D	D	M/M	M
C:A2.4	I	D	D	D	D	D	D	M/M	D	D	D	M/M	M
C:A2.5	I	D	D	D	D	D	D	M/M	D	D	D	M/M	M
C:A2.6	I	D	D	D	D	D	D	M/M	D	D	D	M/M	M
C:A2.7	I	D	D	D	D	D	D	M/M	D	D	D	M/M	M
C:A2.8	I	D	D	D	D	D	D	M/M	D	D	D	M/M	M
C:A2.9	I	D	D	D	D	D	D	M/M	D	D	D	M/M	M
C:B1.1	I	D	D	D	D	D	D	D	D	D	D	D	M
C:B1.2	I	D	D	D	D	D	D	D	D	D	D	D	M
C:B1.3	I	D	D	D	D	D	D	D	D	D	D	D	M
C:B1.4	I	D	D	D	D	D	D	D	D	D	D	D	M
C:B1.5	I	D	D	D	D	D	D	D	D	D	D	D	M
C:B1.6	I	D	D	D	D	D	D	D	D	D	D	D	M
C:B1.7	I	D	D	D	D	D	D	D	D	D	D	D	M
C:B1.8	I	D	D	D	D	D	D	D	D	D	D	D	M
C:B2.1	I	D	D	D	D	D	D	D	D	D	D	M/M	M
C:B2.2	I	D	D	D	D	D	D	D	D	D	D	M/M	M
C:B2.3	I	D	D	D	D	D	D	D	D	D	D	M/M	M
C:B2.4	I	D	D	D	D	D	D	D	D	D	D	M/M	M
C:B2.5	I	D	D	D	D	D	D	D	D	D	D	M/M	M
C:C1.1	I	D	D	D	D	D	D	M/M	D	D	D	D	M
C:C1.2	I	D	D	D	D	D	D	M/M	D	D	D	D	M
C:C1.3	I	D	D	D	D	D	D	M/M	D	D	D	D	M
C:C1.4	I	D	D	D	D	D	D	M/M	D	D	D	D	M
C:C1.5	I	D	D	D	D	D	D	M/M	D	D	D	D	M
C:C1.6	I	D	D	D	D	D	D	M/M	D	D	D	D	M
C:C1.7	I	D	D	D	D	D	D	M/M	D	D	D	D	M
C:C2.1	I	D	D	D	D	D	D	M/M	D	D	D	D	M
C:C2.2	I	D	D	D	D	D	D	M/M	D	D	D	D	M
C:C2.3	I	D	D	D	D	D	D	M/M	D	D	D	D	M
C:C2.4	I	D	D	D	D	D	D	M/M	D	D	D	D	M

I=Introduce

D=Develop

MM=Measure of Mastery

M=Mastery

R=Reinforcement

Scope and Sequence: Personal/Social Domain

	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>
PS:A1.1	I	D	D	D	D	D	D	D	D	M/M	M	R	R
PS:A1.2	I	D	D	D	D	D	D	D	D	M/M	M	R	R
PS:A1.3	I	D	D	D	D	D	D	D	D	M/M	M	R	R
PS:A1.4	I	D	D	D	D	D	D	D	D	M/M	M	R	R
PS:A1.5	I	D	D	D	D	D	D	D	D	M/M	M	R	R
PS:A1.6	I	D	D	D	D	D	D	D	D	M/M	M	R	R
PS:A1.7	I	D	D	D	D	D	D	D	D	M/M	M	R	R
PS:A1.8	I	D	D	D	D	D	D	D	D	M/M	M	R	R
PS:A1.9	I	D	D	D	D	D	D	D	D	M/M	M	R	R
PS:A1.10	I	D	D	D	D	D	D	D	D	M/M	M	R	R
PS:A1.11	I	D	D	D	D	D	D	D	D	M/M	M	R	R
PS:A1.12	I	D	D	D	D	D	D	D	D	M/M	M	R	R
PS:A2.1	I	D	D	D	D	D	D	D	M/M	M	R	R	R
PS:A2.2	I	D	D	D	D	D	D	D	M/M	M	R	R	R
PS:A2.3	I	D	D	D	D	D	D	D	M/M	M	R	R	R
PS:A2.4	I	D	D	D	D	D	D	D	M/M	M	R	R	R
PS:A2.5	I	D	D	D	D	D	D	D	M/M	M	R	R	R
PS:A2.6	I	D	D	D	D	D	D	D	M/M	M	R	R	R
PS:A2.7	I	D	D	D	D	D	D	D	M/M	M	R	R	R
PS:A2.8	I	D	D	D	D	D	D	D	M/M	M	R	R	R
PS:B1.1	I	D	D	D	D	D	M/M	D	D	M/M	M	R	R
PS:B1.2	I	D	D	D	D	D	M/M	D	D	M/M	M	R	R
PS:B1.3	I	D	D	D	D	D	M/M	D	D	M/M	M	R	R
PS:B1.4	I	D	D	D	D	D	M/M	D	D	M/M	M	R	R
PS:B1.5	I	D	D	D	D	D	M/M	D	D	M/M	M	R	R
PS:B1.6	I	D	D	D	D	D	M/M	D	D	M/M	M	R	R
PS:B1.7	I	D	D	D	D	D	M/M	D	D	M/M	M	R	R
PS:B1.8	I	D	D	D	D	D	M/M	D	D	M/M	M	R	R
PS:B1.9	I	D	D	D	D	D	M/M	D	D	M/M	M	R	R
PS:B1.10	I	D	D	D	D	D	M/M	D	D	M/M	M	R	R
PS:B1.11	I	D	D	D	D	D	M/M	D	D	M/M	M	R	R
PS:B1.12	I	D	D	D	D	D	M/M	D	D	M/M	M	R	R
PS:C1.1	I	D	D	D	D	D	D	D	D	M	R	R	R
PS:C1.2	I	D	D	D	D	D	D	D	D	M	R	R	R
PS:C1.3	I	D	D	D	D	D	D	D	D	M	R	R	R
PS:C1.4	I	D	D	D	D	D	D	D	D	M	R	R	R
PS:C1.5	I	D	D	D	D	D	D	D	D	M	R	R	R
PS:C1.6	I	D	D	D	D	D	D	D	D	M	R	R	R
PS:C1.7	I	D	D	D	D	D	D	D	D	M	R	R	R
PS:C1.8	I	D	D	D	D	D	D	D	D	M	R	R	R
PS:C1.9	I	D	D	D	D	D	D	D	D	M	R	R	R
PS:C1.10	I	D	D	D	D	D	D	D	D	M	R	R	R
PS:C1.11	I	D	D	D	D	D	D	D	D	M	R	R	R

I=Introduce

D=Develop

MM=Measure of Mastery

M=Mastery

R=Reinforcement

GRADES K-2

GUIDANCE

Goldwood Primary School

Elementary School Students' Developmental Needs

The early elementary years are a time when students begin to develop academic self-concept, feelings of competence and confidence as learners. They are beginning to develop decision-making, communication, life skills and character values. It is also a time when students develop and acquire attitudes toward school, self, peers, social groups and family. Comprehensive developmental school counseling programs provide education, prevention and intervention services that are integrated into all aspects of children's lives. Early identification and intervention of academic and personal/social needs is essential in removing barriers to learning and in promoting academic achievement. During early elementary years, the knowledge, attitudes and skills acquired serve as the foundation for future success in academic, career and personal/social development.

Elementary School Counselors

Early elementary school years set the tone for developing knowledge, attitude and skills necessary for children to become healthy, competent and confident learners. Through a comprehensive developmental school counseling program, counselors work as a team with school staff, parents and the community to create a caring and supportive climate. By providing education, prevention, early identification and intervention, school counselors can help all children achieve academic success. The professional elementary school counselor holds a master's degree and required state certification in school counseling. Maintaining certification includes on-going professional development to remain current with educational reform and challenges facing today's students. Professional association membership enhances the school counselor's knowledge and effectiveness.

Meeting the Challenge

Elementary school counselors are professional educators with a mental health perspective who understand and respond to the challenges presented by today's diverse student population. Elementary school counselors do not work in isolation; rather, they are integral to the total educational program. They provide proactive leadership engaging all stakeholders in the delivery of programs and services to help students achieve school success. Professional school counselors align with the District's mission to support academic achievement of all students as they prepare for the ever-changing world of the 21st century. This mission is accomplished through design, implementation and evaluation of a comprehensive, developmental and systematic school counseling program. ASCA's National Standards in academic, career, and personal/social domains are the foundation for this work. The ASCA National Model: A Framework For School Counseling Programs (ASCA, 2002) serves as a guide for today's school counselor who is uniquely qualified to implement this program.

*adapted from American School Counselor Association. November 3, 2009. <http://www.schoolcounselor.org/content.asp?contentid=230>

Special Programs K-2

Ongoing	Individual Counseling Group Counseling Classroom Guidance Mediation/Conflict Resolution Parent/Student Consultations Crisis Intervention Grade Level RTI Meetings	Community Agency Referrals Teacher Collaboration Special Program Development/Implementation Review Individual Schedules/Grades/Transcripts Maintain Student Records Coordinate Section 504 Plans & Meetings Quarterly Guidance Article	Administrative Meetings K-12 Counselor Meetings Intervention Assistance Team (IAT) Meetings Collaborate w/Learning Resource Service Coordinator Collaborate w/School Psychologist Provide Information for Gifted/Talented Opportunities Assist with Opening & Closing of School Year	Provide Information for Summer Enrichment Orient New Students Update Guidance Web Pages Participate in Professional Development
August	Organize Character Education School Wide Program New Student Orientation/Luncheon Kindergarten Orientation/Parent Meeting Open House		February	Classroom Guidance Lessons 2nd Grade District Testing Family Game Week Staff Inservice: ORC 3319.073 & HB1 Compliance and A.C.T.
September	Kindergarten Open House Classroom Guidance Lessons		March	Classroom Guidance Lessons Kindergarten Parent Information Night
October	Staff Inservice - Guidance Related Topic Red Ribbon Week Coordination Classroom Guidance Lessons Staff Inservice: ORC 3319.073 & HB1 Compliance and A.C.T. New Staff Inservice		April	Classroom Guidance Lessons Kindergarten Screening Assessment Placement Meetings K-2
November	Organize Pro-Ohio Makeups Classroom Guidance Lessons		May	3rd Grade Orientation-Visitation 3rd Grade Transition Meetings Classroom Guidance Lessons
December	Classroom Guidance		June	2nd Grade Graduation
January	Love and Logic Parenting Class Classroom Guidance Lessons			

Service Delivery								
Indiv/Group Counseling	Group Guidance	Parent/Student Conferences	Individual/Group Testing	Intervention Meetings	Classroom Integration	Special Programs	Community Resources	Shadowing/Mentoring

Domain **Standard.Competency** **Indicator**

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	<i>A1. Improve Academic Self Concept</i>	A:A1.1	Articulate feelings of competence and confidence as learners	X	X				X			
		A:A1.2	Display a positive interest in learning	X	X				X		X	
		A:A1.3	Take pride in work and achievement	X	X				X		X	
		A:A1.4	Accept mistakes as essential to the learning process	X	X	X			X		X	
		A:A1.5	Identify attitudes and behaviors that lead to successful learning	X	X	X			X		X	
A	<i>A2. Acquire Skills for Improving Learning</i>	A:A2.1	Apply time-management and task-management skills	X	X	X		X	X	X		
		A:A2.2	Demonstrate how effort and persistence positively affect learning	X	X	X		X	X	X		
		A:A2.3	Use communication skills to know when and how to ask for help when needed	X	X	X		X	X	X		
		A:A2.4	Apply knowledge and learning styles to positively influence school performance	X	X	X		X	X	X		
A	<i>A3. Achieve School Success</i>	A:A3.1	Take responsibility for their actions	X	X	X		X	X	X		
		A:A3.2	Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students	X	X	X		X	X			
		A:A3.3	Develop a broad range of interests and abilities	X	X	X		X	X			
		A:A3.4	Demonstrate dependability, productivity and initiative	X	X	X			X			

Domain	Standard.Competency	Indicator	Service Delivery									
			Indiv/Group Counseling	Group Guidance	Parent/Student Conferences	Individual/Group Testing	Intervention Meetings	Classroom Integration	Special Programs	Community Resources	Shadowing/Mentoring	
		A:A3.5	Share knowledge	X	X	X			X			
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	<i>B1. Improve Learning</i>	A:B1.1	Demonstrate the motivation to achieve individual potential	X	X	X	X	X	X			
		A:B1.2	Introduce and develop critical thinking skills	X		X		X	X			
		A:B1.3	Apply the study skills necessary for academic success at each level	X	X	X		X	X			
		A:B1.4	Seek information and support from faculty, staff, family and peers	X		X		X	X			
		A:B1.5	Organize and apply academic information from a variety of sources			X			X			
		A:B1.6	Use knowledge of learning styles to positively influence school performance	X		X	X	X	X			
		A:B1.7	Become a self-directed and independent learner	X		X		X	X			
A	<i>B2. Plan to Achieve Goals</i>	A:B2.1	Establish basic academic goals	X		X		X	X			
		A:B2.2	Use assessment results in educational planning	X		X	X	X	X			
		A:B2.3	Develop and implement annual plan of study to maximize academic ability and achievement	X	X	X	X	X				
		A:B2.4	Apply knowledge of aptitudes and interests to goal setting	X				X	X			
		A:B2.5	Use problem-solving and decision-making skills to assess progress toward educational goals	X		X			X			

Domain	Standard.Competency	Indicator	Service Delivery									
			Indiv/Group Counseling	Group Guidance	Parent/Student Conferences	Individual/Group Testing	Intervention Meetings	Classroom Integration	Special Programs	Community Resources	Shadowing/Mentoring	
		A:B2.6	Understand the relationship between classroom performance and success in school	X	X	X		X	X			
		A:B2.7	Identify post-secondary options consistent with interests, achievement, aptitude and abilities							X		
Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.												
A	<i>C1. Relate School to Life Experiences</i>	A:C1.1	Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life	X	X	X		X	X	X		
		A:C1.2	Seek co-curricular and community experiences to enhance the school experience			X		X			X	
		A:C1.3	Understand the relationship between learning and work		X	X			X		X	
		A:C1.4	Demonstrate an understanding on the value of lifelong learning as essential to seeking, obtaining and maintaining life goals			X			X		X	
		A:C1.5	Understand that school success is the preparation to make the transition from student to community member						X		X	
		A:C1.6	Understand how school success and academic achievement enhance future career and vocational opportunities			X			X		X	
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	<i>A1. Develop Career Awareness</i>	C:A1.1	Develop skills to locate, evaluate and interpret career information						X	X		
		C:A1.2	Learn about the variety of traditional and nontraditional occupations						X	X	X	
		C:A1.3	Develop an awareness of personal abilities, skills, interests and motivations	X	X	X			X	X		

Domain	Standard.Competency	Indicator	Service Delivery										
			Indiv/Group Counseling	Group Guidance	Parent/Student Conferences	Individual/Group Testing	Intervention Meetings	Classroom Integration	Special Programs	Community Resources	Shadowing/Mentoring		
		C:A1.4	Learn how to interact and work cooperatively in teams	X	X					X	X		
		C:A1.5	Learn how to make decisions	X	X	X				X			
		C:A1.6	Learn how to set goals	X	X	X				X			
		C:A1.7	Understand the importance of planning	X	X	X				X			
		C:A1.8	Pursue and develop competency in areas of interest	X						X	X	X	
		C:A1.9	Develop hobbies and vocational interests	X		X				X	X		
		C:A1.10	Balance between work and leisure time	X	X	X				X	X		
C	<i>A2. Develop Employment Readiness</i>	C:A2.1	Acquire employability skills such as working on a team, problem-solving and organizational skills	X	X					X	X		
		C:A2.2	Apply job readiness skills to seek employment opportunities							X			
		C:A2.3	Demonstrate knowledge about the changing workplace	X						X			
		C:A2.4	Learn about the rights and responsibilities of employers and employees	X							X	X	
		C:A2.5	Learn to respect individual uniqueness in the workplace	X						X	X	X	
		C:A2.6	Learn how to write a resume										
		C:A2.7	Develop a positive attitude toward work and learning		X					X	X	X	

Domain	Standard.Competency	Indicator	Service Delivery									
			Indiv/Group Counseling	Group Guidance	Parent/Student Conferences	Individual/Group Testing	Intervention Meetings	Classroom Integration	Special Programs	Community Resources	Shadowing/Mentoring	
		C:A2.8	Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace	X	X	X		X	X			
		C:A2.9	Utilize time- and task-management skills	X	X	X		X	X			
Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.												
C	<i>B1. Acquire Career Information</i>	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						X	X	X	
		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 obtain 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	X					X		X	
		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									

Domain	Standard.Competency	Indicator	Service Delivery										
			Indiv/Group Counseling	Group Guidance	Parent/Student Conferences	Individual/Group Testing	Intervention Meetings	Classroom Integration	Special Programs	Community Resources	Shadowing/Mentoring		
		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	<i>C1. Acquire Knowledge to Achieve Career Goals</i>	C:C1.1	Understand the relationship between educational achievement and career success		X				X				
		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						X		X		
		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						X		X		
C	<i>C2. Apply Skills to Achieve Career Goals</i>	C:C2.1	Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals	X					X		X		
		C:C2.2	Learn how to use conflict-management skills with peers and adults	X	X				X				
		C:C2.3	Learn to work cooperatively with others as a team member		X	X			X				
		C:C2.4	Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences										

Domain	Standard/Competency	Indicator	Service Delivery									
			Indiv/Group Counseling	Group Guidance	Parent/Student Conferences	Individual/Group Testing	Intervention Meetings	Classroom Integration	Special Programs	Community Resources	Shadowing/Mentoring	
Personal/Social Development: ASCA National Standards for personal/social development guide school counseling programs to provide the foundation for personal and social growth as students 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	<i>A1. Acquire Self Knowledge</i>	PS:A1.1	Develop positive attitudes toward self as a unique and worthy person	X	X	X				X	X	X
		PS:A1.2	Identify values, attitudes and beliefs	X	X	X				X		
		PS:A1.3	Learn the goal-setting process	X	X	X				X		
		PS:A1.4	Understand change is a part of growth	X	X	X				X		
		PS:A1.5	Identify and express feelings	X	X	X				X		
		PS:A1.6	Distinguish between appropriate and inappropriate behavior	X	X	X		X	X			
		PS:A1.7	Recognize personal boundaries, rights and privacy needs	X	X	X		X	X			
		PS:A1.8	Understand the need for self-control and how to practice it	X	X	X		X	X			
		PS:A1.9	Demonstrate cooperative behavior in groups	X	X	X				X		
		PS:A1.10	Identify personal strengths and assets	X	X	X				X		
		PS:A1.11	Identify and discuss changing personal and social roles	X		X				X		
		PS:A1.12	Identify and recognize changing family roles	X	X	X				X		
PS	<i>A2. Acquire Interpersonal Skills</i>	PS:A2.1	Recognize that everyone has rights and responsibilities	X	X	X		X	X			

Domain	Standard.Competency	Indicator	Service Delivery									
			Indiv/Group Counseling	Group Guidance	Parent/Student Conferences	Individual/Group Testing	Intervention Meetings	Classroom Integration	Special Programs	Community Resources	Shadowing/Mentoring	
		PS:A2.2	Respect alternative points of view	X	X	X		X	X			
		PS:A2.3	Recognize, accept, respect and appreciate individual differences	X	X	X		X	X			
		PS:A2.4	Recognize, accept and appreciate ethnic and cultural diversity	X	X				X			
		PS:A2.5	Recognize and respect differences in various family configurations	X	X	X		X	X			
		PS:A2.6	Use effective communication skills	X	X	X		X	X			
		PS:A2.7	Know that communication involves speaking, listening and nonverbal behavior	X	X	X		X	X			
		PS:A2.8	Learn how to make and keep friends	X	X	X			X			
Standard B: Students will make decisions, set goals and take necessary action to achieve goals.												
PS	<i>B1. Self-Knowledge Application</i>	PS:B1.1	Use a decision-making and problem-solving model	X	X	X		X	X			
		PS:B1.2	Understand consequences of decision and choices	X	X	X		X	X			
		PS:B1.3	Identify alternative solutions to a problem	X	X	X		X	X			
		PS:B1.4	Develop effective coping skills for dealing with problems	X	X	X		X	X			
		PS:B1.5	Demonstrate when, where and how to seek help for solving problems and making decisions	X	X	X		X	X			
		PS:B1.6	Know how to apply conflict resolution skills	X	X	X		X	X			
		PS:B1.7	Demonstrate a respect and appreciation for individual and cultural differences	X	X	X			X	X		

Domain	Standard.Competency	Indicator	Service Delivery									
			Indiv/Group Counseling	Group Guidance	Parent/Student Conferences	Individual/Group Testing	Intervention Meetings	Classroom Integration	Special Programs	Community Resources	Shadowing/Mentoring	
		PS:B1.8	Know when peer pressure is influencing a decision	X	X	X			X			
		PS:B1.9	Identify long- and short-term goals	X		X			X	X		
		PS:B1.10	Identify alternative ways of reaching goals	X	X	X			X			
		PS:B1.11	Use persistence and perseverance in acquiring knowledge and skills	X	X	X		X	X			
		PS:B1.12	Develop an action plan to set and achieve realistic goals	X	X	X		X	X			
Standard C: Students will understand safety and survival skills.												
PS	<i>C1. Acquire Personal Safety Skills</i>	PS:C1.1	Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)	X					X	X	X	
		PS:C1.2	Learn about the relationship between rules, laws, safety and the protection of rights of the individual	X		X		X	X	X	X	
		PS:C1.3	Learn about the differences between appropriate and inappropriate physical contact	X	X				X	X		
		PS:C1.4	Demonstrate the ability to set boundaries, rights and personal privacy	X	X	X		X	X	X		
		PS:C1.5	Differentiate between situations requiring peer support and situations requiring adult professional help	X	X	X		X	X	X		
		PS:C1.6	Identify resource people in the school and community, and know how to seek their help	X	X				X	X	X	
		PS:C1.7	Apply effective problem-solving and decision-making skills to make safe and healthy choices	X	X	X			X	X		
		PS:C1.8	Learn about the emotional and physical dangers of substance use and abuse	X					X		X	
		PS:C1.9	Learn how to cope with peer pressure	X	X	X		X	X			

Domain	Standard.Competency	Indicator	Service Delivery									
			Indiv/Group Counseling	Group Guidance	Parent/Student Conferences	Individual/Group Testing	Intervention Meetings	Classroom Integration	Special Programs	Community Resources	Shadowing/Mentoring	
		PS:C1.10	Learn techniques for managing stress and conflict	X	X	X		X	X			
		PS:C1.11	Learn coping skills for managing life events	X	X	X		X	X			

GRADES 3-5

GUIDANCE

Kensington Intermediate School

Elementary School Students' Developmental Needs

The elementary years are a time when students begin to develop academic self-concept, feelings of competence and confidence as learners. They are beginning to develop decision-making, communication, life skills and character values. It is also a time when students develop and acquire attitudes toward school, self, peers, social groups and family. Comprehensive developmental school counseling programs provide education, prevention and intervention services that are integrated into all aspects of children's lives. Early identification and intervention of academic and personal/social needs is essential in removing barriers to learning and in promoting academic achievement. During elementary years, the knowledge, attitudes and skills acquired serve as the foundation for future success in academic, career and personal/social development.

Elementary School Counselors

Elementary school years set the tone for developing the knowledge, attitude and skills necessary for children to become healthy, competent and confident learners. Through a comprehensive developmental school counseling program, counselors work as a team with school staff, parents and the community to create a caring and supportive climate. By providing education, prevention, early identification and intervention, school counselors can help all children achieve academic success. The professional elementary school counselor holds a master's degree and required state certification in school counseling. Maintaining certification includes on-going professional development to remain current with educational reform and challenges facing today's students. Professional association membership enhances the school counselor's knowledge and effectiveness.

Meeting the Challenge

Elementary school counselors are professional educators with a mental health perspective who understand and respond to the challenges presented by today's diverse student population. Elementary school counselors do not work in isolation; rather, they are integral to the total educational program. They provide proactive leadership engaging all stakeholders in the delivery of programs and services to help students achieve school success. Professional school counselors align with the District's mission to support academic achievement of all students as they prepare for the ever-changing world of the 21st century. This mission is accomplished through design, implementation and evaluation of a comprehensive, developmental and systematic school counseling program. ASCA's National Standards in academic, career, and personal/social domains are the foundation for this work. The ASCA National Model: A Framework For School Counseling Programs (ASCA, 2002), serves as a guide for today's school counselor who is uniquely qualified to implement this program.

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Special Programs 3-5

Ongoing	Individual Counseling Group Counseling Classroom Guidance Mediation/Conflict Resolution Parent/Student Consultations Crisis Intervention	Community Agency Referrals Teacher Collaboration Special Program Development/Implementation Review Individual Schedules/Grades/Transcripts Maintain Student Records Coordinate Section 504 Plans & Meetings	Administrative Meetings K-12 Counselor Meetings Intervention Assistance Team (IAT) Meetings Collaborate w/Learning Resource Service Coordinator Collaborate w/School Psychologist Provide Information for Gifted/Talented Opportunities	Provide Information for Summer Enrichment Orient New Students Update Guidance Web Pages Participate in Professional Development Quarterly Guidance Article Assist with Opening & Closing of School Year
August	New Student Orientation Coordinate "Student of the Month" School Wide Program Third Grade Orientation		February	Coordinate Terra Nova/InView Testing Staff Inservice: ORC 3319.073 and HB1 Compliance & A.C.T. Classroom Guidance Lessons - 4
September	Staff Inservice: IAT's Classroom Guidance Lessons		March	Grade 5 Scheduling for RRMS (Assist with Students and Staff) Classroom Guidance Lessons - 3 Classroom Guidance Lessons - 5
October	Staff Inservice: ORC 3319.073 and HB1 Compliance & A.C.T. New Staff Inservice Coordinate Red Ribbon Week Classroom Guidance Lessons - 4		April	Assist with State Assessments Classroom Guidance Lessons - 4
November	End of Quarter Parent Conferences Classroom Guidance Lessons - 3 Classroom Guidance Lessons - 5		May	3rd Grade Orientation/Visitation 6th Grade Orientation/Visitation Transition Meetings - 3rd & 6th Grade Classroom Guidance Lessons - 3 Classroom Guidance Lessons - 5
December	Classroom Guidance Lessons - 4		June	
January	Group Guidance: Testing Strategies - Grade 3-5 Staff Inservice: Testing Classroom Guidance Lessons - 3 Classroom Guidance Lessons - 5			

Service Delivery									
Indiv/Group Counseling	Group Guidance	Parent/Student Conferences	Individual/Group Testing	Intervention Meetings	Classroom Integration	Special Programs	Community Resources	Shadowing/Mentoring	

Domain **Standard.Competency** **Indicator**

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	<i>A1. Improve Academic Self Concept</i>	A:A1.1	Articulate feelings of competence and confidence as learners	X	X		X		X			
		A:A1.2	Display a positive interest in learning	X	X		X	X	X			
		A:A1.3	Take pride in work and achievement	X	X		X	X	X	X		
		A:A1.4	Accept mistakes as essential to the learning process	X	X			X	X			
		A:A1.5	Identify attitudes and behaviors that lead to successful learning	X	X			X	X			
A	<i>A2. Acquire Skills for Improving Learning</i>	A:A2.1	Apply time-management and task-management skills						X			
		A:A2.2	Demonstrate how effort and persistence positively affect learning	X	X			X	X			
		A:A2.3	Use communication skills to know when and how to ask for help when needed	X	X			X	X			
		A:A2.4	Apply knowledge and learning styles to positively influence school performance	X	X			X	X			
A	<i>A3. Achieve School Success</i>	A:A3.1	Take responsibility for their actions	X	X			X	X			
		A:A3.2	Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students	X	X			X	X			
		A:A3.3	Develop a broad range of interests and abilities	X	X				X	X	X	
		A:A3.4	Demonstrate dependability, productivity and initiative	X	X			X	X	X		

Domain	Standard.Competency	Indicator	Service Delivery										
			Indiv/Group Counseling	Group Guidance	Parent/Student Conferences	Individual/Group Testing	Intervention Meetings	Classroom Integration	Special Programs	Community Resources	Shadowing/Mentoring		
		A:A3.5	Share knowledge	X	X			X	X				
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	<i>B1. Improve Learning</i>	A:B1.1	Demonstrate the motivation to achieve individual potential	X	X		X	X	X				
		A:B1.2	Learn to apply critical thinking skills	X	X			X	X				
		A:B1.3	Apply the study skills necessary for academic success at each level	X	X			X	X				
		A:B1.4	Seek information and support from faculty, staff, family and peers	X	X	X		X	X				
		A:B1.5	Organize and apply academic information from a variety of sources	X	X				X				
		A:B1.6	Use knowledge of learning styles to positively influence school performance	X	X	X	X	X	X	X			
		A:B1.7	Become a self-directed and independent learner	X	X	X		X	X				
A	<i>B2. Plan to Achieve Goals</i>	A:B2.1	Establish challenging academic goals in elementary, middle/junior high and high school	X	X	X			X				
		A:B2.2	Use assessment results in educational planning	X	X	X	X	X	X				
		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	X	X	X		X	X				
		A:B2.5	Use problem-solving and decision-making skills to assess progress toward educational goals	X	X	X		X	X				

Domain	Standard.Competency	Indicator	Service Delivery									
			Indiv/Group Counseling	Group Guidance	Parent/Student Conferences	Individual/Group Testing	Intervention Meetings	Classroom Integration	Special Programs	Community Resources	Shadowing/Mentoring	
		A:B2.6	Understand the relationship between classroom performance and success in school	X	X	X		X	X			
		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	<i>C1. Relate School to Life Experiences</i>	A:C1.1	Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life	X	X	X			X			
		A:C1.2	Seek co-curricular and community experiences to enhance the school experience	X	X	X			X		X	
		A:C1.3	Understand the relationship between learning and work	X	X				X	X	X	
		A:C1.4	Demonstrate an understanding on the value of lifelong learning as essential to seeking, obtaining and maintaining life goals	X	X	X			X		X	
		A:C1.5	Understand that school success is the preparation to make the transition from student to community member	X	X	X			X		X	
		A:C1.6	Understand how school success and academic achievement enhance future career and vocational opportunities	X	X	X			X			
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	<i>A1. Develop Career Awareness</i>	C:A1.1	Develop skills to locate, evaluate and interpret career information						X	X	X	
		C:A1.2	Learn about the variety of traditional and nontraditional occupations							X	X	
		C:A1.3	Develop an awareness of personal abilities, skills, interests and motivations	X	X	X			X			

Domain	Standard	Competency	Indicator	Service Delivery									
				Indiv/Group Counseling	Group Guidance	Parent/Student Conferences	Individual/Group Testing	Intervention Meetings	Classroom Integration	Special Programs	Community Resources	Shadowing/Mentoring	
			C:A1.4	Learn how to interact and work cooperatively in teams	X	X				X			
			C:A1.5	Learn how to make decisions	X	X	X			X			
			C:A1.6	Learn how to set goals	X	X				X			
			C:A1.7	Understand the importance of planning	X	X	X			X			
			C:A1.8	Pursue and develop competency in areas of interest	X	X				X	X	X	
			C:A1.9	Develop hobbies and vocational interests	X	X	X				X		
			C:A1.10	Balance between work and leisure time	X	X	X			X			
C	A2. Develop Employment Readiness		C:A2.1	Acquire employability skills such as working on a team, problem-solving and organizational skills	X	X				X	X		
			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 resume									
			C:A2.7	Develop a positive attitude toward work and learning						X	X	X	

Domain	Standard.Competency	Indicator	Service Delivery									
			Indiv/Group Counseling	Group Guidance	Parent/Student Conferences	Individual/Group Testing	Intervention Meetings	Classroom Integration	Special Programs	Community Resources	Shadowing/Mentoring	
		C:A2.8	Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace	X	X	X			X			
		C:A2.9	Utilize time- and task-management skills						X			
Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.												
C	<i>B1. Acquire Career Information</i>	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				X		X	X	X	
		C:B1.3	Demonstrate knowledge of the career-planning process						X	X	X	
		C:B1.4	Know the various ways in which occupations can be classified						X	X	X	
		C:B1.5	Use research and information resources to obtain career information						X	X	X	
		C:B1.6	Learn to use the Internet to obtain career-planning information		X				X			
		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						X	X	X	
C	B2. Identify Career Goals	C:B2.1	Demonstrate awareness of the education and training needed to achieve career goals	X					X		X	
		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									

Domain	Standard.Competency	Indicator	Service Delivery										
			Indiv/Group Counseling	Group Guidance	Parent/Student Conferences	Individual/Group Testing	Intervention Meetings	Classroom Integration	Special Programs	Community Resources	Shadowing/Mentoring		
		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	<i>C1. Acquire Knowledge to Achieve Career Goals</i>	C:C1.1	Understand the relationship between educational achievement and career success						X	X	X		
		C:C1.2	Explain how work can help to achieve personal success and satisfaction						X	X	X		
		C:C1.3	Identify personal preferences and interests influencing career choice and success						X	X	X		
		C:C1.4	Understand that the changing workplace requires lifelong learning and acquiring new skills						X	X	X		
		C:C1.5	Describe the effect of work on lifestyle						X	X	X		
		C:C1.6	Understand the importance of equity and access in career choice						X	X	X		
		C:C1.7	Understand that work is an important and satisfying means of personal expression						X	X	X		
C	<i>C2. Apply Skills to Achieve Career Goals</i>	C:C2.1	Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals	X	X				X	X	X		
		C:C2.2	Learn how to use conflict-management skills with peers and adults	X	X	X			X				
		C:C2.3	Learn to work cooperatively with others as a team member	X	X	X			X				
		C:C2.4	Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences										

Domain	Standard/Competency	Indicator	Service Delivery									
			Indiv/Group Counseling	Group Guidance	Parent/Student Conferences	Individual/Group Testing	Intervention Meetings	Classroom Integration	Special Programs	Community Resources	Shadowing/Mentoring	
Personal/Social Development: ASCA National Standards for personal/social development guide school counseling programs to provide the foundation for personal and social growth as students 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	<i>A1. Acquire Self Knowledge</i>	PS:A1.1	Develop positive attitudes toward self as a unique and worthy person	X	X	X				X		
		PS:A1.2	Identify values, attitudes and beliefs	X	X				X	X		
		PS:A1.3	Learn the goal-setting process	X	X				X			
		PS:A1.4	Understand change is a part of growth	X	X	X			X			
		PS:A1.5	Identify and express feelings	X	X	X			X			
		PS:A1.6	Distinguish between appropriate and inappropriate behavior	X	X	X			X			
		PS:A1.7	Recognize personal boundaries, rights and privacy needs	X	X	X			X		X	
		PS:A1.8	Understand the need for self-control and how to practice it	X	X	X			X			
		PS:A1.9	Demonstrate cooperative behavior in groups	X	X	X			X			
		PS:A1.10	Identify personal strengths and assets	X	X	X			X			
		PS:A1.11	Identify and discuss changing personal and social roles	X	X	X			X		X	
		PS:A1.12	Identify and recognize changing family roles	X	X	X			X		X	
PS	<i>A2. Acquire Interpersonal Skills</i>	PS:A2.1	Recognize that everyone has rights and responsibilities	X	X	X			X	X	X	

Domain	Standard.Competency	Indicator	Service Delivery									
			Indiv/Group Counseling	Group Guidance	Parent/Student Conferences	Individual/Group Testing	Intervention Meetings	Classroom Integration	Special Programs	Community Resources	Shadowing/Mentoring	
		PS:A2.2	Respect alternative points of view	X	X	X			X	X		
		PS:A2.3	Recognize, accept, respect and appreciate individual differences	X	X	X			X	X		
		PS:A2.4	Recognize, accept and appreciate ethnic and cultural diversity	X	X	X			X	X		
		PS:A2.5	Recognize and respect differences in various family configurations	X	X	X			X	X		
		PS:A2.6	Use effective communication skills	X	X	X		X	X	X		
		PS:A2.7	Know that communication involves speaking, listening and nonverbal behavior	X		X			X	X		
		PS:A2.8	Learn how to make and keep friends	X	X				X	X		
Standard B: Students will make decisions, set goals and take necessary action to achieve goals.												
PS	<i>B1. Self-Knowledge Application</i>	PS:B1.1	Use a decision-making and problem-solving model	X	X	X			X		X	
		PS:B1.2	Understand consequences of decision and choices	X	X	X			X			
		PS:B1.3	Identify alternative solutions to a problem	X	X	X			X			
		PS:B1.4	Develop effective coping skills for dealing with problems	X	X	X		X	X			
		PS:B1.5	Demonstrate when, where and how to seek help for solving problems and making decisions	X	X	X		X	X			
		PS:B1.6	Know how to apply conflict resolution skills	X	X	X				X		
		PS:B1.7	Demonstrate a respect and appreciation for individual and cultural differences	X	X	X			X	X		

Domain	Standard.Competency	Indicator	Service Delivery									
			Indiv/Group Counseling	Group Guidance	Parent/Student Conferences	Individual/Group Testing	Intervention Meetings	Classroom Integration	Special Programs	Community Resources	Shadowing/Mentoring	
		PS:B1.8	Know when peer pressure is influencing a decision	X	X	X			X	X	X	
		PS:B1.9	Identify long- and short-term goals	X	X	X		X	X		X	
		PS:B1.10	Identify alternative ways of reaching goals	X		X		X				
		PS:B1.11	Use persistence and perseverance in acquiring knowledge and skills	X	X				X			
		PS:B1.12	Develop an action plan to set and achieve realistic goals	X		X		X	X			
Standard C: Students will understand safety and survival skills.												
PS	<i>C1. Acquire Personal Safety Skills</i>	PS:C1.1	Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)	X	X	X		X				
		PS:C1.2	Learn about the relationship between rules, laws, safety and the protection of rights of the individual	X	X				X	X		
		PS:C1.3	Learn about the differences between appropriate and inappropriate physical contact	X	X				X	X		
		PS:C1.4	Demonstrate the ability to set boundaries, rights and personal privacy	X	X				X	X		
		PS:C1.5	Differentiate between situations requiring peer support and situations requiring adult professional help	X	X				X	X		
		PS:C1.6	Identify resource people in the school and community, and know how to seek their help	X	X				X	X	X	
		PS:C1.7	Apply effective problem-solving and decision-making skills to make safe and healthy choices	X	X				X	X	X	
		PS:C1.8	Learn about the emotional and physical dangers of substance use and abuse	X	X				X	X	X	
		PS:C1.9	Learn how to cope with peer pressure	X	X				X	X		

Domain	Standard.Competency	Indicator	Service Delivery									
			Indiv/Group Counseling	Group Guidance	Parent/Student Conferences	Individual/Group Testing	Intervention Meetings	Classroom Integration	Special Programs	Community Resources	Shadowing/Mentoring	
		PS:C1.10	Learn techniques for managing stress and conflict	X	X			X	X	X		
		PS:C1.11	Learn coping skills for managing life events	X	X			X	X	X		

GRADES 6-8

GUIDANCE

Rocky River Middle School

Middle School Students' Developmental Needs

Middle school is an exciting, yet challenging time for students, parents and teachers. Students transitioning from childhood to adolescence will benefit from exploring a variety of interests connected to classroom learning, resulting in practical application in life and work. Middle school students are characterized by rapid physical growth and curiosity about their world. Adolescents will continue developing a unique identity, turning more frequently to peers rather than parents for ideas and affirmation. During middle school years, the knowledge, attitudes and skills acquired serve as the foundation for future success in academic, career and personal/social development.

Middle School Counselors

Through a comprehensive developmental school guidance program, counselors work collaboratively with school staff, parents and community to create a caring and supportive climate. Middle school counselors enhance the learning process and promote academic achievement. School counseling programs are essential for students to achieve optimal personal growth, acquire positive social skills and values, set appropriate career goals and realize full academic potential; thus encouraging students to become productive, contributing members of the globally competitive community. The professional middle school counselor holds a master's degree and required state certification in school counseling. Maintaining certification includes on-going professional development to remain current with educational reform and challenges facing today's students. Professional association membership enhances the school counselor's knowledge and effectiveness.

Meeting the Challenge

Middle school counselors are professional educators with a mental health perspective who understand and respond to the challenges presented by today's diverse student population. Middle school counselors do not work in isolation; rather, they are integral to the total educational program. They provide proactive leadership engaging all stakeholders in the delivery of programs and services to help students achieve success in school. Professional school counselors align with the District's mission to support academic achievement of all students as they prepare for the ever-changing world of the 21st century. This mission is accomplished through design, implementation and evaluation of a comprehensive, developmental and systematic school counseling program. The ASCA National Standards in academic, career and personal/social domains are the foundation for this work. The ASCA National Model: A Framework For School Counseling Programs (ASCA 2002) serves as a guide for today's school counselor who is uniquely qualified to implement this program.

*adapted from American School Counselor Association. November 3, 2009. <http://www.schoolcounselor.org/content.asp?contentid=230>

Special Programs 6-8

Ongoing	Individual Counseling Group Counseling Classroom Guidance Mediation/Conflict Resolution Parent/Student Consultations Crisis Intervention	Community Agency Referrals Teacher Collaboration Special Program Development/Implementation Review Individual Schedules/Grades/Transcripts Maintain Student Records Coordinate Section 504 Plans & Meetings	Administrative Meetings K-12 Counselor Meetings Intervention Assistance Team (IAT) Meetings Collaborate w/Learning Resource Service Coordinator Collaborate w/School Psychologist Provide Information for Gifted/Talented Opportunities	Provide Information for Summer Enrichment Orient New Students Update Guidance Web Pages Participate in Professional Development Quarterly Newsletter Article Assist with Opening & Closing of School Year
August	6th Grade Orientation New Student Orientation		February	Coordinate Terra Nova/InView Testing Staff Inservice: ORC 3319.073 and HB1 Compliance & A.C.T.
September	Coordination/Implementation of Tutorial Services		March	5th Grade Parent Schedule Meeting 3rd Quarter Awards Assembly 6th & 7th Classroom Visitation (Scheduling)
October	1st Quarter Awards Assembly Staff Inservice: ORC 3319.073 and HB1 Compliance & A.C.T. New Staff Inservice		April	Assist with Coordination and Administration of State Tests
November	Career Day 7th Grade Challenge Days/Follow Up Midwest Academic Talent Search		May	5th Grade Orientation/Visitation 5th Grade Parent Meeting ("What to Expect")/Transition
December			June	4th Quarter Awards Assembly
January	2nd Quarter Awards Assembly 8th Grade Student/Parents Scheduling			

Service Delivery									
Indiv/Group Counseling	Group Guidance	Parent/Student Counseling	Individual/Group Testing	Intervention Meetings	Classroom Integration	Special Programs	Community Resources	Shadowing/Mentoring	

Domain **Standard.Competency** **Indicator**

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	<i>A1. Improve Academic Self Concept</i>	A:A1.1	Articulate feelings of competence and confidence as learners	X	X		X		X			
		A:A1.2	Display a positive interest in learning	X	X				X	X	X	X
		A:A1.3	Take pride in work and achievement	X	X				X		X	
		A:A1.4	Accept mistakes as essential to the learning process	X	X	X			X			
		A:A1.5	Identify attitudes and behaviors that lead to successful learning	X	X	X			X			
A	<i>A2. Acquire Skills for Improving Learning</i>	A:A2.1	Apply time-management and task-management skills	X	X				X		X	
		A:A2.2	Demonstrate how effort and persistence positively affect learning	X	X				X			X
		A:A2.3	Use communication skills to know when and how to ask for help when needed	X	X	X			X			
		A:A2.4	Apply knowledge and learning styles to positively influence school performance	X	X				X			
A	<i>A3. Achieve School Success</i>	A:A3.1	Take responsibility for their actions	X	X				X			
		A:A3.2	Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students	X	X				X			
		A:A3.3	Develop a broad range of interests and abilities	X	X		X		X	X		X
		A:A3.4	Demonstrate dependability, productivity and initiative	X	X	X			X			

Domain	Standard.Competency	Indicator	Service Delivery										
			Indiv/Group Counseling	Group Guidance	Parent/Student Counseling	Individual/Group Testing	Intervention Meetings	Classroom Integration	Special Programs	Community Resources	Shadowing/Mentoring		
		A:A3.5	Share knowledge	X	X					X			
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	<i>B1. Improve Learning</i>	A:B1.1	Demonstrate the motivation to achieve individual potential	X	X	X				X			
		A:B1.2	Learn to apply critical thinking skills	X	X					X			
		A:B1.3	Apply the study skills necessary for academic success at each level	X	X					X			
		A:B1.4	Seek information and support from faculty, staff, family and peers	X	X	X		X	X				
		A:B1.5	Organize and apply academic information from a variety of sources	X	X	X			X		X		
		A:B1.6	Use knowledge of learning styles to positively influence school performance	X	X	X	X		X				
		A:B1.7	Become a self-directed and independent learner	X	X				X				
A	<i>B2. Plan to Achieve Goals</i>	A:B2.1	Establish challenging academic goals in elementary, middle/junior high and high school	X	X	X		X	X				
		A:B2.2	Use assessment results in educational planning	X	X	X		X					
		A:B2.3	Develop and implement annual plan of study to maximize academic ability and achievement	X	X	X		X					
		A:B2.4	Apply knowledge of aptitudes and interests to goal setting	X	X	X	X		X				
		A:B2.5	Use problem-solving and decision-making skills to assess progress toward educational goals	X	X	X			X				

Domain	Standard.Competency	Indicator	Service Delivery									
			Indiv/Group Counseling	Group Guidance	Parent/Student Counseling	Individual/Group Testing	Intervention Meetings	Classroom Integration	Special Programs	Community Resources	Shadowing/Mentoring	
		A:B2.6	Understand the relationship between classroom performance and success in school	X	X	X		X	X			
		A:B2.7	Identify post-secondary options consistent with interests, achievement, aptitude and abilities	X	X	X			X	X		
Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.												
A	<i>C1. Relate School to Life Experiences</i>	A:C1.1	Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life	X	X	X				X		
		A:C1.2	Seek co-curricular and community experiences to enhance the school experience	X	X				X			X
		A:C1.3	Understand the relationship between learning and work	X	X				X			X
		A:C1.4	Demonstrate an understanding on the value of lifelong learning as essential to seeking, obtaining and maintaining life goals	X	X				X		X	
		A:C1.5	Understand that school success is the preparation to make the transition from student to community member	X	X				X			
		A:C1.6	Understand how school success and academic achievement enhance future career and vocational opportunities	X	X				X	X		
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	<i>A1. Develop Career Awareness</i>	C:A1.1	Develop skills to locate, evaluate and interpret career information	X	X				X	X	X	
		C:A1.2	Learn about the variety of traditional and nontraditional occupations	X	X				X	X	X	
		C:A1.3	Develop an awareness of personal abilities, skills, interests and motivations	X	X	X			X			

Domain	Standard	Competency	Indicator	Service Delivery									
				Indiv/Group Counseling	Group Guidance	Parent/Student Counseling	Individual/Group Testing	Intervention Meetings	Classroom Integration	Special Programs	Community Resources	Shadowing/Mentoring	
			C:A1.4	Learn how to interact and work cooperatively in teams	X	X				X			
			C:A1.5	Learn how to make decisions	X	X	X			X			
			C:A1.6	Learn how to set goals	X	X	X			X			X
			C:A1.7	Understand the importance of planning	X	X	X			X	X		
			C:A1.8	Pursue and develop competency in areas of interest	X	X				X	X	X	
			C:A1.9	Develop hobbies and vocational interests	X	X				X	X	X	
			C:A1.10	Balance between work and leisure time	X		X				X	X	
C	A2. Develop Employment Readiness		C:A2.1	Acquire employability skills such as working on a team, problem-solving and organizational skills	X	X				X			
			C:A2.2	Apply job readiness skills to seek employment opportunities	X	X				X		X	
			C:A2.3	Demonstrate knowledge about the changing workplace	X	X				X	X	X	
			C:A2.4	Learn about the rights and responsibilities of employers and employees	X	X				X	X		
			C:A2.5	Learn to respect individual uniqueness in the workplace	X	X							X
			C:A2.6	Learn how to write a resume									
			C:A2.7	Develop a positive attitude toward work and learning	X	X							

Domain	Standard.Competency	Indicator	Service Delivery											
			Indiv/Group Counseling	Group Guidance	Parent/Student Counseling	Individual/Group Testing	Intervention Meetings	Classroom Integration	Special Programs	Community Resources	Shadowing/Mentoring			
		C:A2.8	Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace	X	X									X
		C:A2.9	Utilize time- and task-management skills	X	X					X				
Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.														
C	<i>B1. Acquire Career Information</i>	C:B1.1	Apply decision-making skills to career planning, course selection and career transition	X	X					X	X	X		
		C:B1.2	Identify personal skills, interests and abilities and relate them to current career choice	X	X					X	X	X		
		C:B1.3	Demonstrate knowledge of the career-planning process	X	X	X				X				
		C:B1.4	Know the various ways in which occupations can be classified	X	X					X	X	X		
		C:B1.5	Use research and information resources to obtain career information	X	X					X	X	X		
		C:B1.6	Learn to use the Internet to obtain career-planning information	X	X					X	X	X		
		C:B1.7	Describe traditional and nontraditional career choices and how they relate to career choice	X	X					X	X	X		
		C:B1.8	Understand how changing economic and societal needs influence employment trends and future training	X	X						X	X		
C	<i>B2. Identify Career Goals</i>	C:B2.1	Demonstrate awareness of the education and training needed to achieve career goals	X	X	X		X	X					
		C:B2.2	Assess and modify their educational plan to support career	X	X	X				X				
		C:B2.3	Use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience	X	X	X		X	X	X				
		C:B2.4	Select course work that is related to career interests	X	X	X				X				

Domain	Standard.Competency	Indicator	Service Delivery										
			Indiv/Group Counseling	Group Guidance	Parent/Student Counseling	Individual/Group Testing	Intervention Meetings	Classroom Integration	Special Programs	Community Resources	Shadowing/Mentoring		
		C:B2.5	Maintain a career-planning portfolio						X				
Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.													
C	<i>C1. Acquire Knowledge to Achieve Career Goals</i>	C:C1.1	Understand the relationship between educational achievement and career success	X	X	X		X					
		C:C1.2	Explain how work can help to achieve personal success and satisfaction	X	X	X		X	X				
		C:C1.3	Identify personal preferences and interests influencing career choice and success	X	X	X		X	X				
		C:C1.4	Understand that the changing workplace requires lifelong learning and acquiring new skills	X	X	X		X	X				
		C:C1.5	Describe the effect of work on lifestyle		X			X	X				
		C:C1.6	Understand the importance of equity and access in career choice	X		X		X	X				
		C:C1.7	Understand that work is an important and satisfying means of personal expression		X			X	X				
C	<i>C2. Apply Skills to Achieve Career Goals</i>	C:C2.1	Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals	X	X					X	X		
		C:C2.2	Learn how to use conflict-management skills with peers and adults	X	X				X				
		C:C2.3	Learn to work cooperatively with others as a team member	X	X				X				
		C:C2.4	Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences	X	X				X				X

Service Delivery										
Indiv/Group Counseling	Group Guidance	Parent/Student Counseling	Individual/Group Testing	Intervention Meetings	Classroom Integration	Special Programs	Community Resources	Shadowing/Mentoring		

Domain **Standard.Competency** **Indicator**

Personal/Social Development: ASCA National Standards for personal/social development guide school counseling programs to provide the foundation for personal and social growth as students 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	<i>A1. Acquire Self Knowledge</i>	PS:A1.1	Develop positive attitudes toward self as a unique and worthy person	X	X	X		X	X	X		
		PS:A1.2	Identify values, attitudes and beliefs	X	X	X		X	X			
		PS:A1.3	Learn the goal-setting process	X	X	X		X	X			
		PS:A1.4	Understand change is a part of growth	X	X			X	X	X		
		PS:A1.5	Identify and express feelings	X	X	X		X	X			
		PS:A1.6	Distinguish between appropriate and inappropriate behavior	X	X	X		X	X			
		PS:A1.7	Recognize personal boundaries, rights and privacy needs	X	X	X		X	X			
		PS:A1.8	Understand the need for self-control and how to practice it	X	X	X		X	X			
		PS:A1.9	Demonstrate cooperative behavior in groups	X	X	X		X	X			
		PS:A1.10	Identify personal strengths and assets	X	X	X		X	X			
		PS:A1.11	Identify and discuss changing personal and social roles	X	X	X		X	X			
		PS:A1.12	Identify and recognize changing family roles	X	X	X		X	X			
PS	<i>A2. Acquire Interpersonal Skills</i>	PS:A2.1	Recognize that everyone has rights and responsibilities	X	X	X				X	X	

Domain	Standard.Competency	Indicator	Service Delivery									
			Indiv/Group Counseling	Group Guidance	Parent/Student Counseling	Individual/Group Testing	Intervention Meetings	Classroom Integration	Special Programs	Community Resources	Shadowing/Mentoring	
		PS:A2.2	Respect alternative points of view	X	X	X			X	X	X	
		PS:A2.3	Recognize, accept, respect and appreciate individual differences	X	X	X				X	X	
		PS:A2.4	Recognize, accept and appreciate ethnic and cultural diversity	X	X	X			X	X	X	
		PS:A2.5	Recognize and respect differences in various family configurations	X	X	X			X	X	X	
		PS:A2.6	Use effective communication skills	X	X	X		X	X	X		
		PS:A2.7	Know that communication involves speaking, listening and nonverbal behavior	X	X	X		X	X	X		
		PS:A2.8	Learn how to make and keep friends	X	X				X	X		
Standard B: Students will make decisions, set goals and take necessary action to achieve goals.												
PS	<i>B1. Self-Knowledge Application</i>	PS:B1.1	Use a decision-making and problem-solving model	X	X	X			X	X	X	
		PS:B1.2	Understand consequences of decision and choices	X	X				X			
		PS:B1.3	Identify alternative solutions to a problem	X	X				X			
		PS:B1.4	Develop effective coping skills for dealing with problems	X	X			X	X			
		PS:B1.5	Demonstrate when, where and how to seek help for solving problems and making decisions	X	X			X	X			
		PS:B1.6	Know how to apply conflict resolution skills	X	X	X		X	X			
		PS:B1.7	Demonstrate a respect and appreciation for individual and cultural differences	X	X				X	X		

Domain	Standard.Competency	Indicator	Service Delivery									
			Indiv/Group Counseling	Group Guidance	Parent/Student Counseling	Individual/Group Testing	Intervention Meetings	Classroom Integration	Special Programs	Community Resources	Shadowing/Mentoring	
		PS:B1.8	Know when peer pressure is influencing a decision	X	X			X		X		
		PS:B1.9	Identify long- and short-term goals	X	X	X		X	X			
		PS:B1.10	Identify alternative ways of reaching goals	X	X	X			X			
		PS:B1.11	Use persistence and perseverance in acquiring knowledge and skills	X	X				X			
		PS:B1.12	Develop an action plan to set and achieve realistic goals	X	X	X		X	X			
Standard C: Students will understand safety and survival skills.												
PS	<i>C1. Acquire Personal Safety Skills</i>	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	X	X				X	X		
		PS:C1.3	Learn about the differences between appropriate and inappropriate physical contact	X	X				X	X		
		PS:C1.4	Demonstrate the ability to set boundaries, rights and personal privacy	X	X							
		PS:C1.5	Differentiate between situations requiring peer support and situations requiring adult professional help	X	X				X	X		
		PS:C1.6	Identify resource people in the school and community, and know how to seek their help	X	X				X			
		PS:C1.7	Apply effective problem-solving and decision-making skills to make safe and healthy choices	X	X				X			
		PS:C1.8	Learn about the emotional and physical dangers of substance use and abuse	X	X	X		X	X	X		
		PS:C1.9	Learn how to cope with peer pressure	X	X				X	X		

Domain	Standard.Competency	Indicator	Service Delivery									
			Indiv/Group Counseling	Group Guidance	Parent/Student Counseling	Individual/Group Testing	Intervention Meetings	Classroom Integration	Special Programs	Community Resources	Shadowing/Mentoring	
		PS:C1.10	Learn techniques for managing stress and conflict	X	X				X	X		
		PS:C1.11	Learn coping skills for managing life events	X	X				X	X		

GRADES 9-12

GUIDANCE

Rocky River High School

Secondary School Students' Developmental Needs

High school is a continuation of transition into adulthood and the world of work. Throughout this time students are defining values, evaluating strengths and formulating future goals. They are searching for a sense of belonging, while facing increased pressures regarding at-risk behaviors. Students need guidance in making positive, healthy choices as they nurture and develop meaningful relationships. During high school years, the knowledge, attitudes and skills acquired are the foundation for future success in academic, career and personal/social development.

Secondary School Counselors

Secondary school counselors enhance the learning process and promote academic achievement. School counseling programs are essential for students to achieve optimal personal growth, acquire positive social skills and values, set appropriate career goals and realize full academic potential; thus encouraging students to become productive, contributing members of the globally competitive community. The professional high school counselor holds a master's degree and required state certification in school counseling. Maintaining certification includes on-going professional development to remain current with educational reform and challenges facing today's students. Professional association membership enhances the school counselor's knowledge and effectiveness.

Meeting the Challenge

Secondary school counselors are professional educators with a mental health perspective who understand and respond to the challenges presented by today's diverse student population. Secondary school counselors do not work in isolation; rather, they are integral to the total educational program. They provide proactive leadership engaging all stakeholders in the delivery of programs and services to help the student achieve success in school. Professional school counselors align and work with the District's mission to support academic achievement of all students as they prepare for the ever-changing world of the 21st century. This mission is accomplished through design, implementation and evaluation of a comprehensive, developmental and systematic school-counseling program. The ASCA National Standards in academic, career, and personal/social domains are the foundation for this work. The ASCA National Model: A Framework For School Counseling Programs (ASCA 2002) serves as a guide for today's school counselor who is uniquely qualified to implement this program.

*adapted from American School Counselor Association. November 3, 2009. <http://www.schoolcounselor.org/content.asp?contentid=230>

Special Programs 9-12

Ongoing	Individual Counseling Group Counseling Classroom Guidance Mediation/Conflict Resolution Parent/Student Consultations Crisis Intervention	Community Agency Referrals Teacher Collaboration Special Program Development/Implementation Review Individual Schedules/Grades/Transcripts Maintain Student Records Coordinate Section 504 Plans & Meetings	Administrative Meetings K-12 Counselor Meetings Intervention Assistance Team (IAT) Meetings Collaborate w/Learning Resource Service Coordinator Collaborate w/School Psychologist Provide Information for Gifted/Talented Opportunities	Provide Information for Summer Enrichment Orient New Students Update Guidance Web Pages Participate in Professional Development Quarterly Guidance Article Assist with Opening & Closing of School Year
August	Organize and Facilitate Freshman Orientation Implement & Modify Freshman Mentoring Program		February	Organize and Facilitate Scheduling Meetings for Grades 9-11 Review Interims Staff Inservice: ORC 3319.073 and HB1 Compliance & A.C.T.
September	Organize and Facilitate Senior College Seminar for Students & Parents Introduce PSAT and PLAN Tests Meet with College Representatives		March	Introduction to OCIS for 9th & 10th Grades Organize and Facilitate Freshman & Sophomore College Seminar Tri-C College Partnership Meeting Introduce & Facilitate Completion and Assembly of Junior Portfolios Review Report Cards & Monitor Graduation Requirements
October	Review Interims Administer PSAT and PLAN Tests Meet with College Representatives Staff Inservice: ORC 3319.073 and HB1 Compliance & A.C.T. New Staff Inservice		April	
November	Review Report Cards Monitor Graduation Requirements Present SOS Curriculum to Freshman Meet with College Representatives		May	Review Interims Monitor Graduation Requirements Solicit information for Seniors regarding final plans and final transcripts
December	Review Interims Present SOS Curriculum (makeup) Coordinate Financial Aid Night Distribute PSAT and PLAN Results and Provide Interpretive Information		June	Attend Commencement Rehearsal and Ceremony Complete Grade Verifications for Final Report Cards
January	Organize and Facilitate 8th Grade Scheduling Program Review Report Cards Monitor Graduation Requirements Organize and Facilitate Junior College Seminar Distribute mid-year grade forms to Seniors			

Service Delivery									
Indiv/Group Counseling	Group Guidance	Parent/Student Counseling	Individual/Group Testing	Intervention Meetings	Classroom Integration	Special Programs	Community Resources	Shadowing/Mentoring	

Domain **Standard.Competency** **Indicator**

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	<i>A1. Improve Academic Self Concept</i>	A:A1.1	Articulate feelings of competence and confidence as learners	X	X	X		X	X			
		A:A1.2	Display a positive interest in learning	X	X	X		X	X			
		A:A1.3	Take pride in work and achievement	X	X	X		X	X			
		A:A1.4	Accept mistakes as essential to the learning process	X	X	X		X				
		A:A1.5	Identify attitudes and behaviors that lead to successful learning	X	X	X		X				X
A	<i>A2. Acquire Skills for Improving Learning</i>	A:A2.1	Apply time-management and task-management skills	X	X	X		X	X			
		A:A2.2	Demonstrate how effort and persistence positively affect learning	X	X	X		X	X			
		A:A2.3	Use communication skills to know when and how to ask for help when needed	X	X	X		X	X	X	X	
		A:A2.4	Apply knowledge and learning styles to positively influence school performance	X	X	X		X	X	X		
A	<i>A3. Achieve School Success</i>	A:A3.1	Take responsibility for their actions	X	X	X		X	X	X		
		A:A3.2	Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students	X	X	X		X	X	X		
		A:A3.3	Develop a broad range of interests and abilities	X	X	X	X	X	X	X	X	X
		A:A3.4	Demonstrate dependability, productivity and initiative	X	X	X		X	X			

Domain	Standard.Competency	Indicator	Service Delivery										
			Indiv/Group Counseling	Group Guidance	Parent/Student Counseling	Individual/Group Testing	Intervention Meetings	Classroom Integration	Special Programs	Community Resources	Shadowing/Mentoring		
		A:A3.5	Share knowledge	X	X	X	X	X	X	X	X	X	X
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	<i>B1. Improve Learning</i>	A:B1.1	Demonstrate the motivation to achieve individual potential	X	X	X	X	X	X	X	X	X	X
		A:B1.2	Learn to apply critical thinking skills				X		X				
		A:B1.3	Apply the study skills necessary for academic success at each level	X	X			X	X	X			
		A:B1.4	Seek information and support from faculty, staff, family and peers	X	X	X		X	X				X
		A:B1.5	Organize and apply academic information from a variety of sources		X				X	X	X	X	X
		A:B1.6	Use knowledge of learning styles to positively influence school performance	X	X		X					X	X
		A:B1.7	Become a self-directed and independent learner	X	X				X	X			X
A	<i>B2. Plan to Achieve Goals</i>	A:B2.1	Establish challenging academic goals in elementary, middle/junior high and high school	X	X	X		X	X	X	X		
		A:B2.2	Use assessment results in educational planning	X	X	X	X		X	X	X		
		A:B2.3	Develop and implement annual plan of study to maximize academic ability and achievement	X	X	X		X	X	X			X
		A:B2.4	Apply knowledge of aptitudes and interests to goal setting	X	X	X	X	X	X				X
		A:B2.5	Use problem-solving and decision-making skills to assess progress toward educational goals	X	X	X		X	X				

Domain	Standard.Competency	Indicator	Service Delivery									
			Indiv/Group Counseling	Group Guidance	Parent/Student Counseling	Individual/Group Testing	Intervention Meetings	Classroom Integration	Special Programs	Community Resources	Shadowing/Mentoring	
		A:B2.6	Understand the relationship between classroom performance and success in school	X	X	X	X	X	X	X		
		A:B2.7	Identify post-secondary options consistent with interests, achievement, aptitude and abilities	X	X	X	X	X	X	X		X
Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.												
A	<i>C1. Relate School to Life Experiences</i>	A:C1.1	Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life	X	X	X		X		X	X	
		A:C1.2	Seek co-curricular and community experiences to enhance the school experience	X	X	X		X		X	X	X
		A:C1.3	Understand the relationship between learning and work	X	X	X		X	X	X	X	X
		A:C1.4	Demonstrate an understanding on the value of lifelong learning as essential to seeking, obtaining and maintaining life goals	X	X	X		X	X	X	X	
		A:C1.5	Understand that school success is the preparation to make the transition from student to community member	X	X	X		X	X	X	X	X
		A:C1.6	Understand how school success and academic achievement enhance future career and vocational opportunities	X	X	X		X	X	X	X	X
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	<i>A1. Develop Career Awareness</i>	C:A1.1	Develop skills to locate, evaluate and interpret career information	X	X				X	X	X	X
		C:A1.2	Learn about the variety of traditional and nontraditional occupations	X	X				X		X	X
		C:A1.3	Develop an awareness of personal abilities, skills, interests and motivations	X	X		X		X	X		

Domain	Standard	Competency	Indicator	Service Delivery									
				Indiv/Group Counseling	Group Guidance	Parent/Student Counseling	Individual/Group Testing	Intervention Meetings	Classroom Integration	Special Programs	Community Resources	Shadowing/Mentoring	
			C:A1.4	Learn how to interact and work cooperatively in teams	X	X				X			
			C:A1.5	Learn how to make decisions	X	X	X		X	X			
			C:A1.6	Learn how to set goals	X	X				X			
			C:A1.7	Understand the importance of planning	X	X	X		X	X	X	X	X
			C:A1.8	Pursue and develop competency in areas of interest	X	X		X		X			
			C:A1.9	Develop hobbies and vocational interests	X	X				X	X		
			C:A1.10	Balance between work and leisure time	X	X		X		X			
C	A2. Develop Employment Readiness		C:A2.1	Acquire employability skills such as working on a team, problem-solving and organizational skills	X	X				X			
			C:A2.2	Apply job readiness skills to seek employment opportunities	X	X				X	X		
			C:A2.3	Demonstrate knowledge about the changing workplace	X	X				X	X		
			C:A2.4	Learn about the rights and responsibilities of employers and employees	X	X				X			
			C:A2.5	Learn to respect individual uniqueness in the workplace	X	X				X			
			C:A2.6	Learn how to write a resume	X	X				X	X		
			C:A2.7	Develop a positive attitude toward work and learning	X	X				X			

Domain	Standard.Competency	Indicator	Service Delivery									
			Indiv/Group Counseling	Group Guidance	Parent/Student Counseling	Individual/Group Testing	Intervention Meetings	Classroom Integration	Special Programs	Community Resources	Shadowing/Mentoring	
		C:A2.8	Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace	X	X				X		X	X
		C:A2.9	Utilize time- and task-management skills	X	X	X		X	X	X		X
Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.												
C	<i>B1. Acquire Career Information</i>	C:B1.1	Apply decision-making skills to career planning, course selection and career transition	X	X	X		X	X	X		X
		C:B1.2	Identify personal skills, interests and abilities and relate them to current career choice	X	X				X			
		C:B1.3	Demonstrate knowledge of the career-planning process	X	X				X			
		C:B1.4	Know the various ways in which occupations can be classified	X	X				X			
		C:B1.5	Use research and information resources to obtain career information	X	X				X			
		C:B1.6	Learn to use the Internet to obtain career-planning information	X	X				X	X		
		C:B1.7	Describe traditional and nontraditional career choices and how they relate to career choice	X	X				X		X	
		C:B1.8	Understand how changing economic and societal needs influence employment trends and future training	X	X				X			X
C	<i>B2. Identify Career Goals</i>	C:B2.1	Demonstrate awareness of the education and training needed to achieve career goals	X	X							
		C:B2.2	Assess and modify their educational plan to support career	X	X	X			X			
		C:B2.3	Use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience	X	X				X			X
		C:B2.4	Select course work that is related to career interests	X	X				X			

Domain	Standard/Competency	Indicator	Service Delivery									
			Indiv/Group Counseling	Group Guidance	Parent/Student Counseling	Individual/Group Testing	Intervention Meetings	Classroom Integration	Special Programs	Community Resources	Shadowing/Mentoring	
		C:B2.5	Maintain a career-planning portfolio	X	X				X			
Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.												
C	<i>C1. Acquire Knowledge to Achieve Career Goals</i>	C:C1.1	Understand the relationship between educational achievement and career success	X	X	X			X	X	X	
		C:C1.2	Explain how work can help to achieve personal success and satisfaction	X	X				X			
		C:C1.3	Identify personal preferences and interests influencing career choice and success	X	X				X	X		
		C:C1.4	Understand that the changing workplace requires lifelong learning and acquiring new skills	X	X				X		X	X
		C:C1.5	Describe the effect of work on lifestyle	X	X				X			
		C:C1.6	Understand the importance of equity and access in career choice	X	X				X			
		C:C1.7	Understand that work is an important and satisfying means of personal expression	X	X				X			
C	<i>C2. Apply Skills to Achieve Career Goals</i>	C:C2.1	Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals	X	X				X	X		
		C:C2.2	Learn how to use conflict-management skills with peers and adults	X	X	X			X			
		C:C2.3	Learn to work cooperatively with others as a team member	X	X				X			
		C:C2.4	Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences	X	X				X		X	X

Personal/Social Development: ASCA National Standards for personal/social development guide school counseling programs to provide the foundation for personal and social growth as students progress through school and into adulthood.

Domain	Standard/Competency	Indicator	Service Delivery									
			Indiv/Group Counseling	Group Guidance	Parent/Student Counseling	Individual/Group Testing	Intervention Meetings	Classroom Integration	Special Programs	Community Resources	Shadowing/Mentoring	
Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.												
PS	<i>A1. Acquire Self Knowledge</i>	PS:A1.1	Develop positive attitudes toward self as a unique and worthy person	X	X	X		X	X		X	
		PS:A1.2	Identify values, attitudes and beliefs	X	X	X			X	X		
		PS:A1.3	Learn the goal-setting process	X	X	X		X	X	X		
		PS:A1.4	Understand change is a part of growth	X	X	X			X			
		PS:A1.5	Identify and express feelings	X	X	X						
		PS:A1.6	Distinguish between appropriate and inappropriate behavior	X	X	X		X	X		X	
		PS:A1.7	Recognize personal boundaries, rights and privacy needs	X	X	X		X	X		X	
		PS:A1.8	Understand the need for self-control and how to practice it	X	X	X		X	X		X	
		PS:A1.9	Demonstrate cooperative behavior in groups	X	X	X		X	X		X	
		PS:A1.10	Identify personal strengths and assets	X	X	X	X	X	X	X	X	
		PS:A1.11	Identify and discuss changing personal and social roles	X	X	X			X	X	X	
		PS:A1.12	Identify and recognize changing family roles	X	X	X			X		X	
PS	<i>A2. Acquire Interpersonal Skills</i>	PS:A2.1	Recognize that everyone has rights and responsibilities	X	X	X		X	X	X	X	
		PS:A2.2	Respect alternative points of view	X	X	X		X	X	X	X	

Domain	Standard.Competency	Indicator	Service Delivery									
			Indiv/Group Counseling	Group Guidance	Parent/Student Counseling	Individual/Group Testing	Intervention Meetings	Classroom Integration	Special Programs	Community Resources	Shadowing/Mentoring	
		PS:A2.3	Recognize, accept, respect and appreciate individual differences	X	X	X		X	X	X		
		PS:A2.4	Recognize, accept and appreciate ethnic and cultural diversity	X	X	X		X	X	X		
		PS:A2.5	Recognize and respect differences in various family configurations	X	X	X		X	X	X		
		PS:A2.6	Use effective communication skills	X	X	X		X	X			
		PS:A2.7	Know that communication involves speaking, listening and nonverbal behavior	X	X	X		X	X			
		PS:A2.8	Learn how to make and keep friends	X	X	X		X	X		X	
Standard B: Students will make decisions, set goals and take necessary action to achieve goals.												
PS	<i>B1. Self-Knowledge Application</i>	PS:B1.1	Use a decision-making and problem-solving model	X	X	X		X	X		X	
		PS:B1.2	Understand consequences of decision and choices	X	X	X		X	X	X	X	
		PS:B1.3	Identify alternative solutions to a problem	X	X	X		X	X	X	X	
		PS:B1.4	Develop effective coping skills for dealing with problems	X	X			X	X	X	X	
		PS:B1.5	Demonstrate when, where and how to seek help for solving problems and making decisions	X	X	X		X	X	X	X	
		PS:B1.6	Know how to apply conflict resolution skills	X	X	X		X	X	X	X	
		PS:B1.7	Demonstrate a respect and appreciation for individual and cultural differences	X	X	X		X	X	X	X	
		PS:B1.8	Know when peer pressure is influencing a decision	X	X	X		X	X	X	X	

Domain	Standard.Competency	Indicator	Service Delivery									
			Indiv/Group Counseling	Group Guidance	Parent/Student Counseling	Individual/Group Testing	Intervention Meetings	Classroom Integration	Special Programs	Community Resources	Shadowing/Mentoring	
		PS:B1.9	Identify long- and short-term goals	X	X	X		X	X	X		
		PS:B1.10	Identify alternative ways of reaching goals	X	X	X		X	X	X		
		PS:B1.11	Use persistence and perseverance in acquiring knowledge and skills	X	X	X		X	X			
		PS:B1.12	Develop an action plan to set and achieve realistic goals	X	X	X		X	X			
Standard C: Students will understand safety and survival skills.												
PS	<i>C1. Acquire Personal Safety Skills</i>	PS:C1.1	Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)	X	X	X		X	X			
		PS:C1.2	Learn about the relationship between rules, laws, safety and the protection of rights of the individual	X	X	X		X	X	X	X	
		PS:C1.3	Learn about the differences between appropriate and inappropriate physical contact	X	X	X		X	X	X	X	
		PS:C1.4	Demonstrate the ability to set boundaries, rights and personal privacy	X	X	X		X	X	X	X	
		PS:C1.5	Differentiate between situations requiring peer support and situations requiring adult professional help	X	X	X		X	X	X	X	
		PS:C1.6	Identify resource people in the school and community, and know how to seek their help	X	X	X		X	X	X	X	
		PS:C1.7	Apply effective problem-solving and decision-making skills to make safe and healthy choices	X	X	X		X	X	X	X	
		PS:C1.8	Learn about the emotional and physical dangers of substance use and abuse	X	X	X		X	X	X	X	
		PS:C1.9	Learn how to cope with peer pressure	X	X	X		X	X	X	X	
		PS:C1.10	Learn techniques for managing stress and conflict	X	X	X		X	X	X	X	

Domain	Standard.Competency	Indicator	Service Delivery									
			Indiv/Group Counseling	Group Guidance	Parent/Student Counseling	Individual/Group Testing	Intervention Meetings	Classroom Integration	Special Programs	Community Resources	Shadowing/Mentoring	
		PS:C1.11	Learn coping skills for managing life events	X	X	X		X	X	X	X	

APPENDIX A

Rocky River City School District School Social Work Grades K-12

Info adapted from:

<http://www.ode.state.oh.us/>

and

Tracy, E.M. & Castro-Guillen. Roles of school and community providers in the delivery of school-based mental health services, concept paper.

and

NASW Standards for School Social Work Services. Retrieved Sept. 26, 2007 from www.socialworkers.org

Appendix A

Rocky River City School District

School Social Work

Grades K-12

Students' Developmental Needs

Development of academic self-concept and feelings of competence and confidence is critical as learners move through elementary, middle and high school years toward adulthood and the world of work. Transitioning through developmental stages, students interact with peers, school personnel, family and their community while gaining independence and maximizing learning potential. These interactions, both positive and negative, impact student learning at all grade levels. Students shift from reliance on parents and family for behavioral and social norms, to peers and community, seeking acceptance and independence as they mature.

School Social Workers

Students may experience a variety of personal, social and emotional problems involving school, family and community. School Social Workers are integral in assisting students with the management of these problems and relationships. School Social Workers are able to address personal, social and emotional issues using an ecological perspective, viewing problems and working to help students solve problems in the context of not only the school, but also the student's environment-at-large. School Social Workers are uniquely able to provide linkages and work with students outside of the constraints of the school building, facilitating the development of resources and supports that may assist the student in addressing issues and problems at the source, thereby enhancing the positive impact and reducing the negative impact of these outside forces on student academic achievement.

Meeting the Challenge

School Social Workers are certificated education professionals with the benefit of a social work perspective. Social Workers are able to work efficiently and confidentially within many systems, including mental health, social services, juvenile justice and educational. School Social Workers are able to focus directly on the needs of students and families within their individual environments, tailoring interventions with the goal of positively effecting and enhancing student learning. Social Workers engage school personnel, cultivate supportive working relationships, adapt to school infrastructure and encourage positive school climate. School Social Workers align and work with the school's mission to support the academic achievement of all students as they prepare them for the ever-changing world of the 21st century. This mission is accomplished through the design, development, implementation, participation and evaluation of a comprehensive, developmental and systematic Guidance program. The ODE assignment states that the personal, social and emotional realms involving relationships of family, school and community serve as the basis for school social work.

*adapted from <http://www.ode.state.org/>; Tracy, E.M. & Castro-Guillen. Roles of school and community providers in the delivery of school-based mental health services, concept paper; and NASW Standards for School Social Work Services. Retrieved Sept 26, 2007 from www.socialworkers.org

School Social Work - Special Programs K-12

Ongoing	<p>Classroom Prevention Education Crisis Intervention/Management Provide Home Visits Home/School/Community Liaison Behavioral/Mental Health Consultation Participate in Community Groups</p>	<p>Coordinate Special Programs/Speakers Referral/Linkage/Advocacy for Appropriate Services Mandated Reporting Consultation Substance Prevention Education/Consultation Individual/Group Counseling Curriculum Development</p>	<p>Cultivate Positive School Climate/Communication Collaborate with School Personnel Collaborate with School Clubs/Groups Strength-Based Parent Support & Education Quarterly Guidance Article</p>
August	Parent Learning Community Newsletter	February	<p>Parent/Community Forum Parent Learning Community Newsletter Staff Inservice: ORC 3319.073 and HB1 Compliance & A.C.T.</p>
September	<p>New Student Meeting/Pirate Welcome Program Dissemination of Prevention Materials to Parents</p>	March	11th Grade Prevention Education/SOS
October	<p>Coordinate Red Ribbon Week Parent/Community Forum Staff Inservice: ORC 3319.073 and HB1 Compliance & A.C.T. New Staff Inservice</p>	April	<p>10th Grade SOS 10th Grade Prevention Education</p>
November	<p>Challenge Day Support/Follow-up 9th Grade DARE 9th Grade SOS 10th Grade SOS Parent Learning Community Newsletter</p>	May	<p>11th/12th Pre-Prom Activities Parent Learning Community Newsletter</p>
December	10th Grade Prevention Education	June	Dissemination of Summer Prevention Education Activities/Opportunities
January	Pirate Welcome Program Activity		

APPENDIX B

ASCA Ethical Standards for School Counselors

ASCA's Ethical Standards for School Counselors were adopted by the ACSA Delegate Assembly, March 19, 1984, revised March 27, 1992, June 25, 1998, and June 26, 2004.

PREAMBLE

The American School Counselor Association (ASCA) is a professional organization whose members are certified/licensed in school counseling with unique qualifications and skills to address the academic, personal/social and career development needs of all students. Professional school counselors are advocates, leaders, collaborators and consultants who create opportunities for equity in access and success in educational opportunities by connecting their programs to the mission of schools and subscribing to the following tenets of professional responsibility:

- Each person has the right to be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations regardless of ethnic/racial status, age, economic status, special needs, English as a second language or other language group, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.
- Each person has the right to receive the information and support needed to move toward self-direction and self-development and affirmation within one's group identities, with special care being given to students who have historically not received adequate educational services: students of color, low socio-economic students, students with disabilities and students with nondominant language backgrounds.
- Each person has the right to understand the full magnitude and meaning of his/her educational choices and how those choices will affect future opportunities.
- Each person has the right to privacy and thereby the right to expect the counselor-student relationship to comply with all laws, policies and ethical standards pertaining to confidentiality in the school setting.

In this document, ASCA specifies the principles of ethical behavior necessary to maintain the high standards of integrity, leadership and professionalism among its members. The Ethical Standards for School Counselors were developed to clarify the nature of ethical responsibilities held in common by school counseling professionals. The purposes of this document are to:

- Serve as a guide for the ethical practices of all professional school counselors regardless of level, area, population served or membership in this professional association;
- Provide self-appraisal and peer evaluations regarding counselor responsibilities to students, parents/guardians, colleagues and professional associates, schools, communities and the counseling profession; and
- Inform those served by the school counselor of acceptable counselor practices and expected professional behavior.

A.1. RESPONSIBILITIES TO STUDENTS

The professional school counselor:

- a. Has a primary obligation to the student, who is to be treated with respect as a unique individual.
- b. Is concerned with the educational, academic, career, personal and social needs and encourages the maximum development of every student.
- c. Respects the student's values and beliefs and does not impose the counselor's personal values.
- d. Is knowledgeable of laws, regulations and policies relating to students and strives to protect and inform students regarding their rights.

A.2. Confidentiality

The professional school counselor:

- a. Informs students of the purposes, goals, techniques and rules of procedure under which they may receive counseling at or before the time when the counseling relationship is entered. Disclosure notice includes the limits of confidentiality such as the possible necessity for consulting with other professionals, privileged communication, and legal or authoritative restraints. The meaning and limits of confidentiality are defined in developmentally appropriate terms to students.
- b. Keeps information confidential unless disclosure is required to prevent clear and imminent danger to the student or others or when legal requirements demand that confidential information be revealed. Counselors will consult with appropriate professionals when in doubt as to the validity of an exception.
- c. In absence of state legislation expressly forbidding disclosure, considers the ethical responsibility to provide information to an identified third party who, by his/her relationship with the student, is at a high risk of contracting a disease that is commonly known to be communicable and fatal. Disclosure requires satisfaction of all of the following conditions:
 - Student identifies partner or the partner is highly identifiable
 - Counselor recommends the student notify partner and refrain from further high-risk behavior
 - Student refuses
 - Counselor informs the student of the intent to notify the partner
 - Counselor seeks legal consultation as to the legalities of informing the partner
- d. Requests of the court that disclosure not be required when the release of confidential information may potentially harm a student or the counseling relationship.
- e. Protects the confidentiality of students' records and releases personal data in accordance with prescribed laws and school policies. Student information stored and transmitted electronically is treated with the same care as traditional student records.
- f. Protects the confidentiality of information received in the counseling relationship as specified by federal and state laws, written policies and applicable ethical standards. Such information is only to be revealed to others with the informed consent of the student, consistent with the counselor's ethical obligation.
- g. Recognizes his/her primary obligation for confidentiality is to the student but balances that obligation with an understanding of the legal and inherent rights of parents/guardians to be the guiding voice in their children's lives.

A.3. Counseling Plans

The professional school counselor:

- a. Provides students with a comprehensive school counseling program that includes a strong emphasis on working jointly with all students to develop academic and career goals.
- b. Advocates for counseling plans supporting students right to choose from the wide array of options when they leave secondary education. Such plans will be regularly reviewed to update students regarding critical information they need to make informed decisions.

A.4. Dual Relationships

The professional school counselor:

- a. Avoids dual relationships that might impair his/her objectivity and increase the risk of harm to the student (e.g., counseling one's family members, close friends or associates). If a dual relationship is unavoidable, the counselor is responsible for taking action to eliminate or reduce the potential for harm. Such safeguards might include informed consent, consultation, supervision and documentation.

- b. Avoids dual relationships with school personnel that might infringe on the integrity of the counselor/student relationship

A.5. Appropriate Referrals

The professional school counselor:

- a. Makes referrals when necessary or appropriate to outside resources. Appropriate referrals may necessitate informing both parents/guardians and students of applicable resources and making proper plans for transitions with minimal interruption of services. Students retain the right to discontinue the counseling relationship at any time.

A.6. Group Work

The professional school counselor:

- a. Screens prospective group members and maintains an awareness of participants' needs and goals in relation to the goals of the group. The counselor takes reasonable precautions to protect members from physical and psychological harm resulting from interaction within the group.
- b. Notifies parents/guardians and staff of group participation if the counselor deems it appropriate and if consistent with school board policy or practice.
- c. Establishes clear expectations in the group setting and clearly states that confidentiality in group counseling cannot be guaranteed. Given the developmental and chronological ages of minors in schools, the counselor recognizes the tenuous nature of confidentiality for minors renders some topics inappropriate for group work in a school setting.
- d. Follows up with group members and documents proceedings as appropriate.

A.7. Danger to Self or Others

The professional school counselor:

- a. Informs parents/guardians or appropriate authorities when the student's condition indicates a clear and imminent danger to the student or others. This is to be done after careful deliberation and, where possible, after consultation with other counseling professionals.
- b. Will attempt to minimize threat to a student and may choose to 1) inform the student of actions to be taken, 2) involve the student in a three-way communication with parents/guardians when breaching confidentiality or 3) allow the student to have input as to how and to whom the breach will be made.

A.8. Student Records

The professional school counselor:

- a. Maintains and secures records necessary for rendering professional services to the student as required by laws, regulations, institutional procedures and confidentiality guidelines.
- b. Keeps sole-possession records separate from students' educational records in keeping with state laws.
- c. Recognizes the limits of sole-possession records and understands these records are a memory aid for the creator and in absence of privilege communication may be subpoenaed and may become educational records when they 1) are shared with others in verbal or written form, 2) include information other than professional opinion or personal observations and/or 3) are made accessible to others.

- d. Establishes a reasonable timeline for purging sole-possession records or case notes. Suggested guidelines include shredding sole possession records when the student transitions to the next level, transfers to another school or graduates. Careful discretion and deliberation should be applied before destroying sole-possession records that may be needed by a court of law such as notes on child abuse, suicide, sexual harassment or violence.

A.9. Evaluation, Assessment and Interpretation

The professional school counselor:

- a. Adheres to all professional standards regarding selecting, administering and interpreting assessment measures and only utilizes assessment measures that are within the scope of practice for school counselors.
- b. Seeks specialized training regarding the use of electronically based testing programs in administering, scoring and interpreting that may differ from that required in more traditional assessments.
- c. Considers confidentiality issues when utilizing evaluative or assessment instruments and electronically based programs.
- d. Provides interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the student(s) can understand.
- e. Monitors the use of assessment results and interpretations, and takes reasonable steps to prevent others from misusing the information.
- f. Uses caution when utilizing assessment techniques, making evaluations and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.
- g. Assesses the effectiveness of his/her program in having an impact on students' academic, career and personal/social development through accountability measures especially examining efforts to close achievement, opportunity and attainment gaps.

A.10. Technology

The professional school counselor:

- a. Promotes the benefits of and clarifies the limitations of various appropriate technological applications. The counselor promotes technological applications (1) that are appropriate for the student's individual needs, (2) that the student understands how to use and (3) for which follow-up counseling assistance is provided.
- b. Advocates for equal access to technology for all students, especially those historically underserved.
- c. Takes appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted over electronic media including although not limited to fax, electronic mail and instant messaging.
- d. While working with students on a computer or similar technology, takes reasonable and appropriate measures to protect students from objectionable and/or harmful online material.
- e. Who is engaged in the delivery of services involving technologies such as the telephone, videoconferencing and the Internet takes responsible steps to protect students and others from harm.

A.11. Student Peer Support Program

The professional School counselor:

- a. Has unique responsibilities when working with student-assistance programs. The school counselor is responsible for the welfare of students participating in peer-to-peer programs under his/her direction.

B. RESPONSIBILITIES TO PARENTS/GUARDIANS

B.1. Parents Rights and Responsibilities

The professional school counselor:

- a. Respects the rights and responsibilities of parents/guardians for their children and endeavors to establish, as appropriate, a collaborative relationship with parents/guardians to facilitate the student's maximum development.
- b. Adheres to laws, local guidelines and ethical standards of practice when assisting parents/guardians experiencing family difficulties that interfere with the student's effectiveness and welfare.
- c. Respects the confidentiality of parents/guardians.
- d. Is sensitive to diversity among families and recognizes that all parents/guardians, custodial and noncustodial, are vested with certain rights and responsibilities for the welfare of their children by virtue of their role and according to law.

B.2. Parents/Guardians and Confidentiality

The professional school counselor:

- a. Informs parents/guardians of the counselor's role with emphasis on the confidential nature of the counseling relationship between the counselor and student.
- b. Recognizes that working with minors in a school setting may require counselors to collaborate with students' parents/guardians.
- c. Provides parents/guardians with accurate, comprehensive and relevant information in an objective and caring manner, as is appropriate and consistent with ethical responsibilities to the student.
- d. Makes reasonable efforts to honor the wishes of parents/guardians concerning information regarding the student, and in cases of divorce or separation exercises a good-faith effort to keep both parents informed with regard to critical information with the exception of a court order.

C. RESPONSIBILITIES TO COLLEAGUES AND PROFESSIONAL ASSOCIATES

C.1. Professional Relationships

The professional school counselor:

- a. Establishes and maintains professional relationships with faculty, staff and administration to facilitate an optimum counseling program.
- b. Treats colleagues with professional respect, courtesy and fairness. The qualifications, views and findings of colleagues are represented to accurately reflect the image of competent professionals.
- c. Is aware of and utilizes related professionals, organizations and other resources to whom the student may be referred.

C.2. Sharing Information with Other Professionals

The professional school counselor:

- a. Promotes awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information and staff consultation.
- b. Provides professional personnel with accurate, objective, concise and meaningful data necessary to adequately evaluate, counsel and assist the student.
- c. If a student is receiving services from another counselor or other mental health professional, the counselor, with student and/or parent/guardian consent, will inform the other professional and develop clear agreements to avoid confusion and conflict for the student.

- d. Is knowledgeable about release of information and parental rights in sharing information.

D. RESPONSIBILITIES TO THE SCHOOL

D.1. Responsibilities to the School

The professional school counselor:

- a. Supports and protects the educational program against any infringement not in students' best interest.
- b. Informs appropriate officials in accordance with school policy of conditions that may be potentially disruptive or damaging to the school's mission, personnel and property while honoring the confidentiality between the student and counselor.
- c. Is knowledgeable and supportive of the school's mission and connects his/her program to the school's mission.
- d. Delineates and promotes the counselor's role and function in meeting the needs of those served. Counselors will notify appropriate officials of conditions that may limit or curtail their effectiveness in providing programs and services.
- e. Accepts employment only for positions for which he/she is qualified by education, training, supervised experience, state and national professional credentials and appropriate professional experience.
- f. Advocates that administrators hire only qualified and competent individuals for professional counseling positions.
- g. Assists in developing: (1) curricular and environmental conditions appropriate for the school and community, (2) educational procedures and programs to meet students' developmental needs and (3) a systematic evaluation process for comprehensive, developmental, standards-based school counseling programs, services and personnel. The counselor is guided by the findings of the evaluation data in planning programs and services.

D.2. Responsibility to the Community

The professional school counselor:

- a. Collaborates with agencies, organizations and individuals in the community in the best interest of students and without regard to personal reward or remuneration.
- b. Extends his/her influence and opportunity to deliver a comprehensive school counseling program to all students by collaborating with community resources for student success.

E. RESPONSIBILITIES TO SELF

E. 1. Professional Competence

The professional school counselor:

- a. Functions within the boundaries of individual professional competence and accepts responsibility for the consequences of his/her actions.
- b. Monitors personal well-being and effectiveness and does not participate in any activity that may lead to inadequate professional services or harm to a student.
- c. Strives through personal initiative to maintain professional competence including technological literacy and to keep abreast of professional information. Professional and personal growth are ongoing throughout the counselor's career.

E.2. Diversity

The professional school counselor:

- a. Affirms the diversity of students, staff and families.

- b. Expands and develops awareness of his/her own attitudes and beliefs affecting cultural values and biases and strives to attain cultural competence.
- c. Possesses knowledge and understanding about how oppression, racism, discrimination and stereotyping affects her/him personally and professionally.
- d. Acquires educational, consultation and training experiences to improve awareness, knowledge, skills and effectiveness in working with diverse populations: ethnic/racial status, age, economic status, special needs, ESL or ELL, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.

F. RESPONSIBILITIES TO THE PROFESSION

F.1. Professionalism

The professional school counselor:

- a. Accepts the policies and procedures for handling ethical violations as a result of maintaining membership in the American School Counselor Association.
- b. Conducts herself/himself in such a manner as to advance individual ethical practice and the profession.
- c. Conducts appropriate research and report findings in a manner consistent with acceptable educational and psychological research practices. The counselor advocates for the protection of the individual student's identity when using data for research or program planning.
- d. Adheres to ethical standards of the profession, other official policy statements, such as ASCA's position statements, role statement and the ASCA National Model, and relevant statutes established by federal, state and local governments, and when these are in conflict works responsibly for change.
- e. Clearly distinguishes between statements and actions made as a private individual and those made as a representative of the school counseling profession.
- f. Does not use his/her professional position to recruit or gain clients, consultees for his/her private practice or to seek and receive unjustified personal gains, unfair advantage, inappropriate relationships or unearned goods or services.

F.2. Contribution to the Profession

The professional school counselor:

- a. Actively participates in local, state and national associations fostering the development and improvement of school counseling.
- b. Contributes to the development of the profession through the sharing of skills, ideas and expertise with colleagues.
- c. Provides support and mentoring to novice professionals.

G. MAINTENANCE OF STANDARDS

Ethical behavior among professional school counselors, association members and nonmembers, is expected at all times. When there exists serious doubt as to the ethical behavior of colleagues or if counselors are forced to work in situations or abide by policies that do not reflect the standards as outlined in these Ethical Standards for School Counselors, the counselor is obligated to take appropriate action to rectify the condition. The following procedure may serve as a guide:

- 1 The counselor should consult confidentially with a professional colleague to discuss the nature of a complaint to see if the professional colleague views the situation as an ethical violation.

- 2 When feasible, the counselor should directly approach the colleague whose behavior is in question to discuss the complaint and seek resolution.
- 3 If resolution is not forthcoming at the personal level, the counselor shall utilize the channels established within the school, school district, the state school counseling association and ASCA's Ethics Committee.
- 4 If the matter still remains unresolved, referral for review and appropriate action should be made to the Ethics Committees in the following sequence:
 - state school counselor association
 - American School Counselor Association
- 5 The ASCA Ethics Committee is responsible for:
 - educating and consulting with the membership regarding ethical standards.
 - periodically reviewing and recommending changes in code.
 - receiving and processing questions to clarify the application of such standards; Questions must be submitted in writing to the ASCA Ethics chair.
 - handling complaints of alleged violations of the ethical standards. At the national level, complaints should be submitted in writing to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 1101 King St., Suite 625, Alexandria, VA 22314.