

Chenango Valley Middle-High School Counseling Curriculum

Intent

The intent of the Chenango Valley Middle-High School Counseling Curriculum is to establish competency goals and objectives for all students in the area of academic development, career development, and personal/social development. The purpose of a comprehensive school counseling program in a school setting is to promote and enhance the learning process. The primary goal of the program is to enable all students to achieve success in school and to develop into contributing members of our society.

School Counseling Goals

The four goals for all students are:

- Demonstrate a positive attitude toward self as a unique and worthy person.
- Gain life-planning skills that are consistent with needs, interests, and abilities.
- Develop responsible social skills and an understanding and appreciation of being a contributing member of society.
- Demonstrate an understanding and appreciation of the life-long process of learning, growing, and changing

School Counselor Roles and Functions

School counselors coordinate a school-wide program for all students. Counselors have expertise in all areas, but it is the counseling function (Responsive Services component) for which school counselors have received special training and certification. All other parts of a school guidance program require ownership and collaboration among the entire school staff. The student-centered program provides appropriate instruction and assistance at each grade as well as individual and group counseling opportunities for students. Counselors provide leadership to help teachers integrate the standards across the curriculum. The school counseling goals and counselor role functions together address the developmental needs of students. The program is measurable in terms of its benefits to students.

School Social Worker Roles and Functions

School Social Workers bring unique knowledge and skills to the school system and the school counseling program. In particular, school social workers are trained in mental health concerns, behavioral concerns, positive behavioral support, academic and classroom support, consultation with teachers, parents and administrators as well as individual and group counseling techniques. School Social Workers are instrumental in furthering the mission of the school to provide a setting for teaching, learning and for the attainment of competence and confidence. School Social Workers enhance the district's ability to meet its academic mission, especially where home, school and community collaboration is the key to achieving student success.

Program

Program components include:

Curriculum Components- This includes the group or classroom activities through which the National Standards for School Counseling Program competencies related to academic, career, and personal/social development are delivered or taught. Teachers and counselors collaborate to integrate activities from the counseling curriculum into classroom lessons and into school-wide programs.

Individual Planning- School counselors and social workers meet individually with students to analyze how their interests, abilities, and achievements interface with educational planning, academic achievement and career information. Students may individually access information through a variety of computer information systems, or gain information about themselves through career and mental health inventories like interests and/or learning styles inventories (Career Cruising). Appropriate educational decisions are encouraged to assure that the student gains the skills and preparation to pursue individual goals.

Responsive Services- This is the counseling component for which school counselors and social workers receive graduate level preparation and training. It includes confidential individual and small group counseling. Consultation with teachers, parents, and agencies who can assist students and families is included in this component.

System Support- This includes program coordination and outreach activities to promote partnerships within the community that support the development of students. Examples are school/business partnerships, advisory groups, agency partnerships, and parent organizations. Program development, research and evaluation of program outcomes are shared with various groups since it can demonstrate the impact of the counseling program on student outcomes.

Counselor Functions

There are six specific roles and functions that school counselors perform:

Program Planning When planning a school counseling program, counselors conduct needs assessments of their particular school's strengths and weaknesses. An important part of continual program planning is the collection of data that illustrate which services are effective and which program areas need to be changed.

Counseling (groups and individual) School counselors provide a confidential helping relationship to help students with educational, personal, social, and career concerns. Groups of students who have similar concerns come together to share, listen, and resolve concerns.

Consulting Counselors consult with parents, teachers, and others to determine the most appropriate ways to help students. School counselors often refer students to public and private agencies and practitioners outside the school who can meet their needs on a long-term basis.

Coordinating Counselors assist with school wide programs that help schools in their educational mission. These programs include school-wide efforts that reach a specific group of students.

Student Appraisal and Assessment Counselors use strategies to assist in this area such as: helping students plan their educational program, interpreting test data with teachers to make appropriate decisions about academic placement, and sharing occupational information with students.

Professional Development Counselors must stay current in their profession through counselor development workshops, conferences and through web-based site support. Increasingly, counselors must know about and use technology based programs and software that help students access and use information pertinent to their exploration and development.

- ⌚ Counseling
- ⌚ Coordination
- ⌚ Consultation
- ⌚ Advocacy
- ⌚ Teaming and Collaboration
- ⌚ Data-driven/Results-based
- ⌚ Use of Technology

Social Worker Functions

There are six specific roles and functions that a School Social Worker:

Services to Students:

- Provide crisis intervention.
- Develop intervention strategies to increase academic success.
- Assist with conflict resolution and anger management.
- Help the student develop appropriate social interaction skills.
- Assist the student in understanding and accepting self and others.

Related Services:

- Participate in special education assessment meetings as well as Individual Education Planning meetings.
- Work with those problems in a student's living situation that affect the student's adjustment to school (home, school, community link).
- Counseling (individual and/or group) – both short and long-term
- Assist in developing positive behavioral intervention strategies.

Services to Parents/Families:

- Interview the family to assess problems affecting the child's educational adjustment.
- Work with parents to facilitate their support in their children's school adjustment.
- Alleviate family stress to enable the student to function more effectively in school and community.
- Assist parents with accessing programs available to students with special needs.
- Assist parents with accessing and utilizing school and community resources.

School-Community Liaison:

- Obtain and coordinate community resources to meet the students' needs.
- Help the district to receive adequate support from social and mental health agencies.
- Advocate for new and improved community/school services to meet the needs of students and families.

Services to School Personnel:

- Provide staff with essential information to better understand factors (cultural, societal, economic, familial, health, etc.) affecting a student's performance or behavior.
- Assess students with mental health concerns.
- Develop staff in-service training programs.
- Assist teachers with behavior management.
- Provide direct support to staff.

Services to Districts:

- Assist in developing and implementing educational programs for students with special needs.
- Develop alternative programs for drop-outs, truants, delinquents, etc.
- Identify and report child abuse and neglect.
- Provide consultation regarding school law and school policy including IDEA, Section 504 and DASA.
- Provide case management for students and families requiring multiple resources.

Philosophy

The chief function of the counselor is to serve students - to recognize the individuality of problems - to help resolve these problems as they affect the counselee. The counselor recognizes the innate dignity and worth of every individual - regardless of relative academic potential and ability; the counselor acknowledges as his/her prime objective to provide the means by which students must meet their potential. The counselor considers problems vital to the individual student with the highest possible degree of understanding. The basic philosophy of a department within a school system must conform to the basic philosophy of the system as a whole. Simply stated, the base of operation at Chenango Valley flows from the principle that the student body is composed of individuals - each individual possessed of a unique combination of abilities, background, emotions, goals and personal traits. Guidance policy, then, is determined in the light of its effect upon students as individuals.

The recognition of differences among students begins with scheduling; each pupil is scheduled individually; differences in aptitudes and interests are major considerations. Also recognized is

the tendency for human beings to change. For this reason, it must be assumed that pupils will naturally change - interests, achievement, even aptitudes are prone to alter during the process of human development. Policy must base itself on this principle.

The focal point of the Guidance Department is the interview - the one to one ratio relationship between counselor and counselee. It is in this situation that the individual is considered on his/her own merits - in the light of his unique needs. It would be difficult indeed impossible, to justify the existence of the Guidance Department without this counseling function.

Also of great importance is the recognition that the ultimate responsibility for the pupil rests with the parents; for this reason, every attempt is made to maintain complete and effective communication with the home. Decisions affecting programs and changes influencing a pupil's plans are referred to the parents before action is taken. The counselor's function is his relationship to parents and to students is identical - to provide essential information which will allow both parents and pupils to make well-considered decisions.

In summary, then, the basis upon which the Guidance Department operates is the consideration of the individual as an individual; it is its function to correlate and codify the major influences upon the student - and to act as liaison between teachers, students and parents and to provide the essential information to be used by pupils and parents to make meaningful and realistic vocational and educational decisions; the Guidance Program of the Chenango Valley School District was formulated on the foregoing philosophy.

Purpose

The focus of the Comprehensive School Counseling Program is student success. The competencies and objectives, grouped by academic development, career development, and personal/social development, are aligned with the strategic goals of high student performance as well as safe and orderly schools.

Counseling Curriculum

The curriculum for the comprehensive school counseling program is divided into three major components.

Academic Development The academic standards serve as a guide for the school counseling program to implement strategies and activities that support and maximize student learning. These include:

- Acquiring skills, attitudes, and knowledge to learn effectively;
- Employing strategies to achieve success in school; and
- Understanding the relationship of academics to the world of work, and to life at home and in the community.

Career Development Program strategies for career development serve as a guide for the school counseling program to provide the foundation for acquiring the skills that enable students to make a successful transition from school to the world of work. These include:

- Strategies to achieve future career success and job satisfaction;
- Fostering an understanding of the relationship between personal qualities, education and training, and the world of work;
- The development of career goals by all students as a result of career awareness and experiential activities.

Personal/social Development Program standards for personal/social development serve as a guide for the school counseling program to provide the foundation for personal and social growth which contributes to academic and career success. Personal/social development includes:

- The acquisition of skills, attitudes, and knowledge which help students to respect self and others.
- The use of effective interpersonal skills,
- The employment of safety and survival skills,
- The understanding of the obligation to be a contributing member of society, and
- The ability to negotiate successfully and safely in the increasingly complex and diverse world of the 21st century.

MIDDLE 7-8

Focus Areas:

Middle grades are the years that a student continues awareness activities, but learning is focused on exploration activities

- Improving academic self-concept
- Acquiring skills for improving learning
- Achieving school success
- Improving learning
- Planning to achieve goals

Strands: Academic Development, Career Development, and Personal/Social Development

Competency Goal 1	The learner will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span. (National Standard 1)	
	1.01 Demonstrate competence and confidence as a learner. 1.02 Establish positive interest in learning. 1.03 Demonstrate pride in work and achievement. 1.04 Understand mistakes as essential to the learning process. 1.05 Identify attitudes, beliefs, and behaviors that lead to successful learning. 1.06 Develop time management and task management skills. 1.07 Demonstrate how effort and persistence positively affect learning. 1.08 Indicate when and how to ask for help. 1.09 Apply knowledge of learning styles to school performance. 1.10 Take responsibility for actions. 1.11 Demonstrate the ability to work independently and cooperatively. 1.12 Develop an awareness of personal interests, skills, motivations, and abilities. 1.13 Demonstrate dependability, productivity, and initiative.	
Competency Goal 2	The learner will complete school with the academic preparation essential to choose from a wide variety of substantial postsecondary options.... (National Standard 2)	
	2.01 Demonstrate the motivation to achieve individual potential. 2.02 Apply study skills necessary for academic success. 2.03 Seek information and support from faculty, staff, family, and peers. 2.04 Choose to be self-directed, independent learners. 2.05 Apply knowledge of aptitudes and interests to establish challenging academic goals. 2.06 Use assessment results in educational planning. 2.07 Develop and implement an annual plan of study to maximize academic ability and achievement. 2.08 Demonstrate a goal setting process. 2.09 Use problem-solving and decision-making to assess progress toward educational goals. 2.10 Compare the relationship between classroom performance and success in school. 2.11 Consider postsecondary options consistent with interests, achievement, aptitude, and abilities.	
Competency Goal 3	The learner will understand the relationship of academics to the world of work, and to life at home and in the community. (National Standard 3)	
	3.01 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life. 3.02 Consider co-curricular and community experiences to enhance the school experience. 3.03 Communicate how school success and academic achievement enhance future career and vocational opportunities.	

Competency Goal 4	The learner will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. (National Standard 4)	
	<p>4.01 Develop skills to locate, evaluate, and interpret career information.</p> <p>4.02 Demonstrate the importance of planning.</p> <p>4.03 Pursue competency in areas of interests.</p> <p>4.04 Develop organizational skills.</p> <p>4.05 Demonstrate knowledge about the changing workplace.</p> <p>4.06 Determine the rights and responsibilities of employers and employees.</p> <p>4.07 Generate respect for individual uniqueness in the workplace.</p> <p>4.08 Develop a positive attitude toward work and learning.</p> <p>4.09 Explain the importance of responsibility, dependability, punctuality, integrity, and effort.</p>	
Competency Goal 5	The learner will employ strategies to achieve future career success and satisfaction. (National Standard 5)	
	<p>5.01 Apply decision-making skills to career planning, course selection, and career transitions.</p> <p>5.02 Apply personal skills, interests, and abilities to current career choices.</p> <p>5.03 Demonstrate knowledge of the career planning process.</p> <p>5.04 Demonstrate awareness of the education and training needed to achieve career goals.</p> <p>5.05 Assess and modify their educational plan to support career goals.</p>	
Competency Goal 6	The learner will understand the relationship between personal qualities, education and training, and the world of work. (National Standard 6)	
	<p>6.01 Investigate how work can help to achieve personal success and satisfaction.</p> <p>6.02 Indicate personal preferences and interests that influence career choices and success.</p> <p>6.03 Understand that the changing workplace requires lifelong learning and acquiring new skills.</p>	
Competency Goal 7	The learner will acquire the attitudes, knowledge, and interpersonal skills to help understand and respect self and others. (National Standard 7)	
	<p>7.01 Develop a positive attitude toward self as a unique and worthy person.</p> <p>7.02 Document change as a part of growth.</p> <p>7.03 Classify and appropriately express feelings.</p> <p>7.04 Distinguish between appropriate and inappropriate behaviors.</p> <p>7.05 Examine personal boundaries, rights, and privacy needs.</p> <p>7.06 Practice self-control.</p> <p>7.07 Demonstrate cooperative behavior.</p> <p>7.08 Document personal strengths and assets.</p> <p>7.09 Establish that everyone has rights and responsibilities.</p> <p>7.10 Respect alternative points of view.</p> <p>7.11 Respect alternative points of view, recognize, accept, respect, and appreciate individual and cultural differences and various family configurations.</p> <p>7.12 Understand that communication involves speaking, listening, and nonverbal behavior.</p> <p>7.13 Learn how to make and keep friends.</p> <p>7.14 Demonstrate respect for self.</p> <p>7.15 Recognize the value of the educational process.</p>	
Competency Goal 8	The learner will make decisions, set goals, and take appropriate action to achieve goals. (National Standard 8)	
	<p>8.01 Understand consequences of decisions and choices.</p> <p>8.02 Develop effective coping skills for dealing with problems.</p> <p>8.03 Demonstrate when, where, and how to seek help for solving problems and making decisions.</p>	

	8.04 Use conflict resolution skills. 8.05 Indicate when peer pressure is influencing a decision. 8.06 Calculate long and short term goals. 8.07 Evaluate alternative ways of achieving goals. 8.08 Use persistence and perseverance in acquiring knowledge and skills. 8.09 Develop an action plan to set and achieve realistic goals.	
Competency Goal 9	The learner will understand safety and survival skills. (National Standard 9)	
	9.01 Compare the difference between appropriate and inappropriate physical contact. 9.02 Demonstrate the ability assert boundaries, rights, and personal privacy. 9.03 Differentiate between situations requiring peer support and situations requiring adult professional help. 9.04 Assess resource people in the school and community, and know how to seek their help. 9.05 Apply effective problem-solving and decision-making skills to safe and healthy choices. 9.06 Discuss the emotional and physical dangers of substance use and abuse. 9.07 Compare ways to cope with peer pressure. 9.08 Create techniques for managing stress. 9.09 Select coping skills for managing life events	

HIGH SCHOOL 9-12

Focus Areas:

High School grades are the years that a student continues awareness and exploration activities, but learning is focused on skill development and planning activities

- Improving academic self-concept
- Acquiring skills for improving learning
- Achieving school success
- Improving learning
- Planning to achieve goals

Strands: Academic Development, Career Development, and Personal/Social Development

Competency Goal 1	The learner will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span. (National Standard 1)	
	1.01 Articulate feelings of competence and confidence as a learner. 1.02 Display a positive interest in learning. 1.03 Demonstrate work and achievement. 1.04 Justify mistakes as essential to the learning process. 1.05 Practice attitudes and behaviors which lead to successful learning. 1.06 Apply time management and task management skills. 1.07 Demonstrate how effort and persistence positively affect learning. 1.08 Use communication skills to know when and how to ask for help when needed. 1.09 Apply knowledge of learning styles to positively influence school performance. 1.10 Verify responsibility for actions. 1.11 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students. 1.12 Develop a broad range of interests and abilities. 1.13 Demonstrate dependability, productivity, and initiative.	
Competency Goal 2	The learner will complete school with the academic preparation essential to choose from a wide variety of substantial postsecondary options.... (National Standard 2)	
	2.01 Demonstrate the motivation to achieve individual potential. 2.02 Apply the study skills necessary for academic success at each level. 2.03 Seek information and support from faculty, staff, family, and peers. 2.04 Use knowledge of learning styles to positively influence school performance. 2.05 Choose to be self-directed, independent learners. 2.06 Establish challenging academic goals. 2.07 Use assessment results in educational planning. 2.08 Implement an annual plan of study to maximize academic ability and achievement. 2.09 Apply knowledge of aptitudes and interests to goal setting. 2.10 Use problem-solving and decision-making skills to assess progress toward educational goals. 2.11 Compare the relationship between classroom performance and success in school. 2.12 Consider postsecondary options consistent with interests, achievement, aptitude, and abilities.	

Competency Goal 3	The learner will understand the relationship of academics to the world of work, and to life at home and in the community. (National Standard 3)	
	<p>3.01 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life.</p> <p>3.02 Seek co-curricular and community experiences to enhance the school experience.</p> <p>3.03 Communicate how school success and academic achievement enhance future career and vocational opportunities.</p>	
Competency Goal 4	The learner will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. (National Standard 4)	
	<p>4.01 Develop skills to locate, evaluate, and interpret career information.</p> <p>4.02 Evaluate traditional and non-traditional occupations.</p> <p>4.03 Develop an awareness of personal abilities, skills, interests, and motivations.</p> <p>4.04 Demonstrate how to interact and work cooperatively in teams.</p> <p>4.05 Determine how to make decisions.</p> <p>4.06 Explain how to set goals.</p> <p>4.07 Explore the importance of planning.</p> <p>4.08 Develop competency in areas of interest.</p> <p>4.09 Develop hobbies and avocational interests.</p> <p>4.10 Balance work and leisure time.</p> <p>4.11 Acquire employability skills such as working on a team, problem-solving and organizational skills.</p> <p>4.12 Demonstrate knowledge about changing career trends.</p> <p>4.13 Generate respect for individual uniqueness.</p> <p>4.14 Author an activity sheet.</p> <p>4.15 Develop a positive attitude toward work and learning.</p> <p>4.16 Understand the importance of responsibility, dependability, punctuality, integrity, and effort</p> <p>4.17 Utilize time-and-task management skills.</p>	
Competency Goal 5	The learner will employ strategies to achieve future career success and satisfaction. (National Standard 5)	
	<p>5.01 Apply decision-making skills to career planning, course selection, and career transition.</p> <p>5.02 Identify personal skills, interests, and abilities and relate them to current career choices.</p> <p>5.03 Demonstrate knowledge of the career planning process.</p> <p>5.04 Use the Internet to access career planning information.</p> <p>5.05 Understand how changing economic and social needs influence employment trends and future training.</p> <p>5.06 Demonstrate awareness of the education and training needed to achieve career goals.</p> <p>5.07 Assess and modify educational plans to support career goals.</p> <p>5.08 Select course work that is related to career interests.</p>	
Competency Goal 6	The learner will understand the relationship between personal qualities, education and training, and the world of work. (National Standard 6)	
	<p>6.01 Compare the relationship between educational achievement and career success.</p> <p>6.02 Explain how work can help to achieve personal success and satisfaction.</p> <p>6.03 Indicate personal preferences and interests which influence career choices and success.</p> <p>6.04 Describe the effect of career choice on lifestyles.</p> <p>6.05 Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals.</p> <p>6.06 Demonstrate how to work cooperatively with others as a team member.</p>	

Competency Goal 7	The learner will acquire the attitudes, knowledge, and interpersonal skills to help understand and respect self and others. (National Standard 7)	
	<p>7.01 Develop a positive attitude toward self as a unique and worthy person.</p> <p>7.02 Assess values, attitudes, and beliefs.</p> <p>7.03 Communicate the goal setting process.</p> <p>7.04 Document change as a part of growth.</p> <p>7.05 Manage feelings.</p> <p>7.06 Distinguish between appropriate and inappropriate behaviors.</p> <p>7.07 Differentiate personal boundaries, rights, and privacy needs.</p> <p>7.08 Establish self-control.</p> <p>7.09 Demonstrate cooperative behavior.</p> <p>7.10 Document personal strengths and assets.</p> <p>7.11 Respect alternative points of view, recognize, accept, respect, and appreciate individual and cultural differences and various family configurations.</p> <p>7.12 Use effective communication skills.</p> <p>7.13 Understand that communication involves speaking, listening, and nonverbal behavior.</p>	
Competency Goal 8	The learner will make decisions, set goals, and take appropriate action to achieve goals. (National Standard 8)	
	<p>8.01 Use a decision-making and problem-solving model.</p> <p>8.02 Understand consequences of decisions and choices.</p> <p>8.03 Develop effective coping skills for dealing with problems.</p> <p>8.04 Demonstrate when, where, and how to seek help for solving problems and making decisions.</p> <p>8.05 Use conflict resolution skills.</p> <p>8.06 Indicate when peer pressure is influencing a decision.</p> <p>8.07 Calculate long and short term goals.</p> <p>8.08 Evaluate alternative ways of achieving goals.</p> <p>8.09 Use persistence and perseverance in acquiring knowledge and skills.</p> <p>8.10 Develop an action plan to set and achieve realistic goals.</p>	
Competency Goal 9	The learner will understand safety and survival skills. (National Standard 9)	
	<p>9.01 Demonstrate the ability to assert boundaries, rights, and personal privacy.</p> <p>9.02 Differentiate between situations requiring peer support and situations requiring adult professional help.</p> <p>9.03 Assess resource people in the school and community, and know how to seek their help.</p> <p>9.04 Apply effective problem-solving and decision-making skills to make safe and healthy choices.</p> <p>9.05 Discuss the emotional and physical dangers of substance use and abuse.</p> <p>9.06 Compare ways to cope with peer pressure.</p> <p>9.07 Create techniques for managing stress and conflict.</p> <p>9.08 Select coping skills for managing life events.</p>	