District Mission, Vision & Core Beliefs

Our Mission
We inspire, engage and empower all students to achieve their full potential.

Our Vision
We aspire to be a model of innovation and educational excellence that prepares our students
for the challenges of life in the 21st century.

Our Core Beliefs
-Students are our first priority.

-Partnerships among students, staff, parents and the
community are integral to student success.

-We value respect for self and others.

-All students and staff deserve a safe, positive and supportive environment.

-We hold high expectations for our students, parents and ourselves.

-We embrace change and strive to be life-long learners.

-We believe all students can learn and will never give up on any student.

Chenango Valley CSD School Counseling Plan

Introduction
Counseling is a process of helping people by assisting them in making decisions and changing behavior. School counselors work with all students, school staff, families and members of the community as an integral part of the education program. School counseling programs promote school success through a focus on academic achievement, prevention and intervention activities, advocacy and social/emotional development and college and career readiness.

American School Counselor Association, 2015

The Chenango Valley CSD is fortunate to have a multitude of academic and supportive services available for all students. One of the cornerstones of these services lies in the school counseling office. The school counseling department pulls together the academic, social, and emotional needs of each student, and makes sure that they are being met by the school and district in the most appropriate manner.

The School Counseling Plan delineates the process by which a student obtains services, with the role of the School Counselor as the coordinator for all services. School counseling services can be separated into the following areas: Individual and Group Counseling, Career Education/Planning, College Planning, Academic Advisement, and Parental Involvement.

Our school counseling department is committed to each of our students. We believe that each student should have a relationship with his/her counselor, which is the foundation for achieving our goals. We strive to make each student successful. The counselors take on the responsibility of being a role model and advocate for each student.

The following plan provides the framework for the CVCSD Comprehensive School Counseling program. It is based on learning standards and student competencies developed by the American School Counselor Association and New York State as well as Social Emotional Learning Standards and the ASCA Mindsets and Behaviors for academic, personal/social, and career development.

Guiding Assumptions
- A comprehensive counseling program serves all students Pre-K through 12, is written and contains a statement of philosophy, and is a definition of the program.
- Teachers, counselors, parents, and community leaders' work together to meet student development needs.
- The National Standards for School Counseling Programs form the basis for the school counseling comprehensive plan.
- The School Counseling program is articulated throughout the grade levels.
- Individual and group counseling opportunities are provided.
- Appropriate counseling, consulting and referrals are provided.
- School counseling resources and facilities are appropriate and adequately maintained.
- Students have access to current information, including technology resources.
- Annual review of ethical standards and school counselor professional competencies.

School Counseling Mission
The mission of the CVCSD School Counseling Plan is to establish competency goals and objectives for all students in the area of academic, career, and personal/social development. The purpose of a comprehensive school counseling program 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 society.

School Counseling Goals
The goals for all students are:
- Demonstrate a positive attitude toward self as a unique and worthy person.
- Gain life 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 are influential in helping students reach their postsecondary, career, and personal/social goals. In addition to our roles in counseling and coordination, school counselors are leaders, advocates, and collaborators. As leaders, we engage in school-wide initiatives to ensure student success. We advocate for all students to achieve their maximum potential. School counselors remove barriers to academic achievement by teaching skills to students, and helping students and parents negotiate the school environment to access support systems. School counselors collaborate with teachers, administrators, staff, students, parents, and community members to facilitate progress. School counselors willing share responsibility and accountability for student achievement and school improvement.

School counselors focus on balancing direct and indirect services to students. The delivery of school counseling programs are determined by the extent of the academic, career, and personal/social developmental needs of students. Counselors use a collaborative model to identify the issues that impact student learning and achievement. All educators play a role in creating an environment, which promotes the achievement of student goals and outcomes. Student success in school depends upon the cooperation and support of the entire faculty, staff, and student services personnel.

The school counselor utilizes a variety of strategies, activities, delivery methods, and resources to facilitate student growth and development. Program delivery consists of the many ways that professional school counselors provide services to students. These services include individual and group counseling, large and small group guidance, consultation, management of resources, and coordination of services.

The school counselor is a certified professional educator who uses the following methods to assist students, teachers, parents and administrators.

- **Counseling** is a complex helping process in which the counselor establishes a trusting and confidential working relationship. The focus is on problem-solving, decision-making and discovering personal meaning related to learning and development.
- **Consultation** is a cooperative process in which the counselor-consultant assists others to think through problems and to develop skills that make them more effective in working with students.
- **Coordination** is a leadership process in which the counselor helps organize and manage a school counseling program and related services.
- **Advocacy** is a process in which the counselor advocates for students' educational needs and works to ensure these needs are addressed at each level of a child's school experience.
- **Leadership** is practiced by counselors when they are engaged in system wide change as needed to ensure student success.
- **Collaboration** and teaming is used by counselors to work with all stakeholders, both inside and outside of the school system, to create programs that support the academic achievement of all students.
- **Data** is utilized by counselors to measure the results of the program as well as to promote systemic change within the school system so every student graduates college and career-ready.

Adopted by: American School Counselors Association Governing Board, December 2003 Resource: Dahir, C. A., & Stone, C. B. (2007). School Counseling at the Crossroads of Change (ACAPCD-05). Alexandria, VA: American Counseling Association.

Benefits of Comprehensive School Counseling Programs

Comprehensive developmental school counseling programs positively impact students, parents/guardians, teachers, school services personnel, the community, boards of education, administrators and school counselors. The benefits to each of these groups include the following:

Benefits for Students
- Focuses on all students
- Connects the educational program to future success
- Promotes a rigorous academic curriculum for every student
- Centers on students' needs
- Seeks students' input
- Encourages more interaction among students
- Provides a developmental and preventative focus
- Promotes knowledge and assistance in career exploration and development
- Enhances life coping skills
- Helps students feel connected to school
- Enhances students' personal/social developmency
- Develops decision-making and advocacy skills
- Increases knowledge of self and others
- Broadens knowledge of our changing world of work
- Increases opportunities for school counselor-student interaction
- Develops a system of long-term planning for students
- Monitors data to facilitate student improvement

Benefits for Parents/Guardians
- Enhances students' academic performance, and their career and personal/social development
- Encourages the input of parents/guardians
- Encourages outreach to all parents/guardians
- Provides support for parents/guardians regarding each child's educational development
- Increases opportunities for parent/guardian school counselor interaction
- Provides parents/guardians information about available resources
- Assures parents/guardians that all children will receive support from the guidance and counseling program

Benefits for Teachers
- Contributes to a team effort to enhance students' academic performance as well as their career personal/social development
- Provides relevant curriculum ideas through the use of guidance and counseling grade level expectations
- Encourages teachers' input into the delivery of the comprehensive guidance and counseling program
- Supports classroom instruction
- Increases teacher accessibility to the counselor as a classroom presenter and resource person
- Provides a system for co-facilitation of classroom guidance lessons
- Encourages positive, calendared activities and supportive, collaborative working relationships
- Establishes the school counselor as a resource/consultant
- Encourages positive, collaborative working relationships

- Defines the role of school counselors as educators
- Analyzes data to improve school climate and student achievement

Benefits for School Counselors
- Provides a clearly defined role and function in the educational system
- Eliminates non-counseling functions
- Provides direct service to every student
- Provides a tool for program management and accountability
- Recognizes the school counselors as leaders, advocates and change agents

Benefits for Administrators
- Aligns the school counseling program with the school's academic mission
- Assists administration to use school counselors effectively to enhance learning and development for all students
- Provides a proactive school counseling curriculum addressing the students' needs and enhancing school climate
- Provides a means of evaluating school counseling program
- Demonstrates school counseling accountability

Benefits for Boards of Education
- Provides rationale for implementing a comprehensive developmental counseling program in the school system
- Provides assurance that a quality school counseling program is available to every student
- Informs the community about the school counseling program
- Provides data about improved student achievement
- Demonstrates the necessity of appropriate levels of funding for implementation

Benefits for Student Services Personnel
- Provides school psychologists, school social workers and other professional student services personnel with a clearly defined role of the school counselor
- Fosters a positive team approach, which enhances cooperative working relationships
- Maximizes collaborative teaming to ensure individual student success
- Uses school counseling program data to maximize benefit to individual student growth

Benefits for the Community
- Provides an increased opportunity for collaboration and participation of community members with school program
- Creates community awareness and visibility of the school counseling program
- Connects the community and school to the needs of the other
- Enhances economic development through quality preparation of students for the world of work

Benefits for Business and Industry
- Increases opportunities for business and industry to actively participate in the school program
- Provides increased opportunity for collaboration among counselors, business and industry
- Provides a potential work force with decision-making skills, pre-employment skills, and increased worker maturity

Philosophy and Goals

Philosophy

The philosophy of all school counselors in the Chenango Valley Central School District is:
- To relate to all students in all areas as nurturing professionals.
- To facilitate and support all students in academic, personal/social and career growth.
- To enhance professional growth and development through continuing education opportunities.

Program Goals

The Chenango Valley School District Comprehensive School Counseling program reinforces the Mission Statement and Core Beliefs which include the following:

Academic Development Goal

The standards serve as a guide for the school counseling program to implement strategies and activities that support and maximize student learning. Academic preparation is essential to choose from a variety of educational, training, and employment options upon completion of secondary school. These include, but are not limited to:
- Acquiring skills, attitudes, and knowledge to learn effectively
- Employing strategies to achieve success in school
- Understanding the relationship of academics to work, home and the community.

Career Development Goal

Career Development Program strategies 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. Students will investigate the world of work in order to make informed career decisions. These include, but are not limited to:
- 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 Goal

The Social Emotional Learning standards, the ACSA Mindsets and Behaviors along with the New York State standards 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. Students will acquire an understanding of self and others, and the skills to be responsible citizens.

Personal/social development includes, but is not limited to:
- The acquisition of skills, attitudes, and knowledge to help students respect self and others.
- The use of effective interpersonal skills
- The use of safety and survival skills
- Emotional and mental health
- The understanding of the obligation to be a contributing member of society
- The ability to negotiate successfully and safely in the increasingly complex and diverse world.

Components of the School Counseling Program
The Delivery System

School counseling programs provide needs assessment to students, staff and community as a basis for the delivery system. Understanding the immediate versus long term needs can set the methods of delivering activities under the five components of the system.

The Chenango Valley Central School District Comprehensive School Counseling Program integrates academic, career and personal/social development. The components of this comprehensive school counseling program are: individual planning, responsive services/counseling, school counseling curriculum, program support and systems support.

Individual Student Planning

Counselors provide the necessary monitoring of individual student's progress towards achieving success in academic, career, and personal/social areas. Individual planning can be monitored through:
- Case Management: school counselors monitor individual student progress.
- Individual Appraisal: school counselors use a variety of assessments and other data to assist students in analyzing and evaluating their interests, skills and abilities.
- Individual Advisement: school counselors work directly with students on developing an appropriate educational plan.
- Placement: school counselors assist students in determining the proper educational setting as they meet their academic and career goals.

These are the ongoing activities and services developed to assist every student in monitoring and managing educational, career and personal goals. School counselors will conduct individual advisement and placement by grade level. Activities will be conducted based on grade level/developmental appropriateness.

Activities by Domain:

1. Academic
   a. Review State Assessments
   b. Review Academic Placement
   c. Develop an academic plan
   d. Identify academic strengths, skills, talents, and needs
   e. Review post high school plans (secondary level)

2. Career
   a. Career Assessment tool-Career Cruising (3-12), VA Career View (K-2)
   b. Assist with Career Plan using CDOS solutions (6-12)
   c. Review career assessment
   d. Help students work towards a career plan
   e. Review higher education, military or job placement opportunities

3. Personal/Social
   a. Identify ExtraCurricular/Community Activities
   b. Assess personal/social strengths and areas for improvement
   c. Assess personal management skills
   d. Implement techniques on navigating the components of the SEL benchmarks

Responsive Services/Counseling
Focused on the immediate needs of individuals. The school counselor can deliver this individually or through small or large groups, consultation, and information dissemination or crisis intervention. School counselors coordinate activities to meet the needs of students through:
- Consultation: school counselors work with parents, teachers, students and other involved parties to develop strategies to assist students.
- Personal Counseling: provides students the opportunity to freely explore ideas,feelings, and behaviors in a confidential setting
- Crisis Counseling: provides support and intervention; crisis counseling is short term in nature addressing a particular student's concern.
- Referral: counselors refer students and their families to appropriate school resources and/or community agencies when needed.

Strategies of Implementation:

1.   Individual Counseling:

Referrals may be made to the counselor based on the needs of the student. Individual counseling is an opportunity to clarify a concern and guide the student to individual growth. Topics can include, but are not limited to: self-esteem issues, communication, peer relationships, adjustment to school, bullying, learning skills, family concerns and grief. The school counselor may take action through referrals or dissemination of information to appropriate support staff. The school counselor must act in accordance with state, federal and district laws and policies with respect to confidentiality, suspected cases of abuse and threat of harm or violence.

2.   Crisis/Safety Team:

School counselors should be active participants in the crisis and safety teams within districts. Teams guide prevention and intervention services to all students. Individual or group counseling is a part of the school counselor's role.

3.   Conflict Resolution:

School counseling programs provide formats to address conflict resolution. School counselors can provide activities that support the decision making process, alternative behaviors and the exploration of feelings. Conflict resolution addresses safe school environments.

4.   Student Support Teams:

The school counselor is an integral member of student support teams. The school counselor may refer students to the support teams for academic intervention, behavioral strategies and overall performance. School counselors can provide data supporting the need for team decisions. School counselors function as case managers in developing an appropriate plan for success.

5.   Group Counseling:

School counselors develop appropriate lessons to address in small or large group settings. Topics vary based on the annual needs assessment.

School Counseling Curriculum

The Counseling Curriculum presents structured developmental experiences designed to address academic, career and personal/social needs of student's grades Pre-K - 12. The school counseling curriculum is delivered through:

- Classroom activities: school counselors present lessons/activities in the classroom setting.
- Group activities: school counselors may also conduct small or large group lessons to address a student's particular needs.
- Interdisciplinary activities: school counselors may participate in teams to develop curriculum across content areas.

Program Support/Systems Support

Program/System support consists of the management of activities essential to the success of the school counseling program. This system supports, maintains, evaluates and enhances the school counseling program.

- Professional Development: counselors must update knowledge and skills by participating in training, professional meetings and conferences and relevant coursework.
- Program Promotion: school counselors provide information regarding the program to the community through websites, newsletters and community presentations.
- Consultation with Teachers and Staff: counselors work with teachers and other staff members to provide information regarding the needs of students. School counselors should participate in district committees and in- service programs.
- Parent and Community Outreach: school counselors provide ongoing support and information to the community regarding students' needs.
- Research: school counselors utilize research to improve their programs.
- Program Evaluation: counselors collect and analyze data to evaluate the program and continue updating of program activities.

Program Evaluation/Assessment: Ongoing evaluations allow for constant readjustments of the school counseling program.

Advisory Team: Advisory Team should assist in identifying needs and collaborating in developing school counseling programs. Members of the team are selected from administrators, staff, community, agencies, businesses and other identified areas that support the student's growth.

SCHOOL COUNSELING ADVISORY COMMITTEE

The Advisory Committee is a group of people appointed to review and give feedback on the school counseling program. The committee reviews program goals and results and makes recommendations for improvement. Members selected will share an interest and enthusiasm for the school counseling program. Representation and group size should be taken into consideration. The Advisory Committee will be facilitated by the Director of Student Services.
Membership may include (but not be limited to):
Teacher (if possible, one from each level)
Parent (if possible, one from each level) School Counselors (if possible, one from each level) Administrator
Community Member (non-parent)
Community Based Organizations
 Business/Industry/Labor
School Board Member
Student(s)
Service Club(s)
Representative College (2 & 4 year)
Representative
Mental Health Professional
Local Government Representative
University-level Counselor Educator

The role of the advisory committee is to:
Review and comment on the counseling program
Provide a forum for open dialogue between schools and community
Provide information on community and parental expectations for the counseling program
Act as a resource and support for the school counseling program

The advisory committee should meet at least twice a year
Adapted with permission from the Delaware Education Department

SAMPLE ADVISORY COMMITTEE REPORT
Agenda and meeting minutes

School: Meeting Date:
Person reporting:
Title:
Members present:
Topics Discussed
Topic Action Items/Decisions
1. 2. 3. 4. 5. 6. 7.
Future Topics
Date of next meeting:

OUTCOME:
Annual Program Outcomes Report to the Board of Education

Adapted from Arizona Comprehensive Competency Based Guidance

Sample of Annual Individual Progress Review

School Year: _____-_____ Student's Name: _____

Building/Grade: _____ School Counselor: _____

Review of Student Record:
How do you think you are doing overall as a student in school?

Attendance _____

Behavior/discipline _____

Grades _____

State Assessments/NWEA _____

Do you know what it takes to graduate from high school?

Social/Emotional Development Review:

How do you feel your relationships are with others?

      Peers/teachers/etc?

Is your current behavior helping you achieve your goals?

Who are your supports?

      Inside of school?   Outside of school?

What's one way that you keep yourself calm, balanced and have proper responses to stressful situations?

How do you take care of yourself (self-care)? How do you seek help when you need it?

Academic Skills Review:

What is one thing that is going well for you this school year?

What are your future goals?

      Based on your current academic performance, are you on track to achieve those goals?

Are you getting your work done and, if not, what is getting in the way?

College/Career Readiness Review:

What do you want to do after you graduate?

What do you think you need academically to achieve that goal?

What extracurricular or enrichment activities are you involved in?

National School Counseling Standards

Standards	PreK-2	3-5	6-8	9-12
Standard 1 The learner will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.	Positivity Project Connected & Respected Menu of Services (Needs Assessment) SEL lessons Safety lessons Individual and small group counseling.	Positivity Project Individual & Small Group Counseling SEL lessons Safety Lessons	Positivity Project Individual Counseling Small Group Counseling Study Skills lessons SEL Lessons CDOS Junior Achievement Transition programs Annual reviews	Positivity Project Individual Counseling Small Group Counseling Career Cruising CDOS Individual Career Plan/Annual Review
Standard 2 The learner will complete school with the academic preparation essential to choose from a wide variety of substantial postsecondary options.	Positivity Project Career Exploration Collaboration with community organizations and institutions: Binghamton University Greater Binghamton Chamber of Commerce (GBEOP)	Positivity Project Individual & Small Group Counseling College & Career Readiness lessons Career Exploration Collaboration with community organizations and institutions:	Positivity Project Individual & Small Group Counseling College & Career Readiness lessons Junior Achievement Collaboration with local	Positivity Project RTI CTE visits College Day Fast Forward AP YAP New Visions

		Binghamton University Greater Binghamton Chamber of Commerce (GBEOP)	organizations and institutions: Binghamton University Binghamton Chamber of Commerce (GBEOP) CDOS Annual reviews	
Standard 3 The learner will understand the relationship of academics to the world of work, and to life at home and in the community.	Positivity Project Career Exploration	Positivity Project College & Career Readiness lessons	Positivity Project Individual & Small Group Counseling College & Career Readiness lessons CDOS	Positivity Project CTE visits CDOS Career Cruising
Standard 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.	NYS Career Plans Positivity Project	Positivity Project Individual & Small Group Counseling College & Career Readiness lessons	Positivity Project Individual & Small Group Counseling College & Career Readiness lessons CDOS	Positivity Project CDOS Job Shadowing Workplace tours College Day CTE visits
Standard 5 The learner will employ strategies to achieve future career success and satisfaction.	NYS Career Plans Positivity Project	Positivity Project Individual & Small Group Counseling	Positivity Project Individual & Small Group Counseling	Positivity Project CDOS CTE visits

		College & Career Readiness lessons	College & Career Readiness lessons CDOS Annual reviews	
Standard 6 The learner will understand the relationship between personal qualities, education and training, and the world of work.	NYS Career Plans Positivity Project	Positivity Project Individual & Small Group Counseling College & Career Readiness lessons	Positivity Project Individual & Small Group Counseling College & Career Readiness lessons CDOS Annual reviews	Positivity Project
Standard 7 The learner will acquire the attitudes, knowledge, and interpersonal skills to help understand and respect self and others.	Lunch Bunch Positivity Project Menu of Services (Needs Assessment)	Positivity Project Small group counseling SEL classroom lessons Targeted lunch groups	Positivity Project Individual & Small Group Counseling Annual reviews	Positivity Project Individual counseling
Standard 8 The learner will make decisions, set goals, and take appropriate action to achieve goals.	Positivity Project Individual & Small Group Counseling	Positivity Project Individual & Small group counseling SEL classroom lessons Targeted lunch groups	Positivity Project Individual & Small Group Counseling Annual reviews	Positivity Project Individual Meetings

Standard 9 The learner will understand safety and survival skills.	Personal Safety Lessons Positivity Project Menu of Services (Needs Assessment)	Positivity Project SEL classroom lessons	Positivity Project Individual & Small Group Counseling Annual reviews	Positivity Project
Social Emotional Learning Standards (SEL)				
Goal 1: Develop self-awareness and self-management skills essential to success in school and in life	Positivity Project Menu of Services (Needs Assessment) Lunch Bunch	Positivity Project Needs Assessment Individual & Small group counseling SEL classroom lessons	Positivity Project Individual & Small Group Counseling Annual reviews	Positivity Project Individual Meetings
Goal 2: Use social awareness and interpersonal skills to establish and maintain positive relationships.	Lunch Bunch Positivity Project Individual & Small Group Counseling Menu of Services (Needs Assessment)	Positivity Project Needs Assessment Individual & Small group counseling SEL classroom lessons	Positivity Project Individual & Small Group Counseling Annual reviews	Positivity Project
Goal 3: Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts.	Positivity Project Menu of Services (Needs Assessment) Lunch Bunch	Positivity Project Needs Assessment Individual & Small group counseling	Positivity Project Individual & Small Group Counseling Annual reviews	Positivity Project

		SEL classroom lessons		

Counseling Curriculum
The curriculum for the comprehensive school counseling program is divided into three major components.
Academic Development T2/13/2013

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)
4.01 Develop skills to locate, evaluate, and interpret career information.
4.02 Demonstrate the importance of planning.
4.03 Pursue competency in areas of interests.
4.04 Develop organizational skills.
4.05 Demonstrate knowledge about the changing workplace.
4.06 Determine the rights and responsibilities of employers and employees.
4.07 Generate respect for individual uniqueness in the workplace.
4.08 Develop a positive attitude toward work and learning.
4.09 Explain the importance of responsibility, dependability, punctuality, integrity, and effort.

Competency
Goal 5
The learner will employ strategies to achieve future career success and satisfaction. (National Standard 5)
5.01 Apply decision-making skills to career planning, course selection, and career transitions.
5.02 Apply personal skills, interests, and abilities to current career choices.
5.03 Demonstrate knowledge of the career planning process.
5.04 Demonstrate awareness of the education and training needed to achieve career goals.
5.05 Assess and modify their educational plan to support career goals.

Competency
Goal 6
The learner will understand the relationship between personal qualities,
education and training, and the world of work. (National Standard 6)
6.01 Investigate how work can help to achieve personal success and satisfaction.
6.02 Indicate personal preferences and interests that influence career choices and
success.
6.03 Understand that the changing workplace requires lifelong learning and
acquiring new skills.

Competency
Goal 7
The learner will acquire the attitudes, knowledge, and interpersonal skills to
help understand and respect self and others. (National Standard 7)
7.01 Develop a positive attitude toward self as a unique and worthy person.
7.02 Document change as a part of growth.
7.03 Classify and appropriately express feelings.
7.04 Distinguish between appropriate and inappropriate behaviors.
7.05 Examine personal boundaries, rights, and privacy needs.
7.06 Practice self-control.
7.07 Demonstrate cooperative behavior.
7.08 Document personal strengths and assets.
7.09 Establish that everyone has rights and responsibilities.
7.10 Respect alternative points of view.
7.11 Respect alternative points of view, recognize, accept, respect, and appreciate
individual and cultural differences and various family configurations.
7.12 Understand that communication involves speaking, listening, and nonverbal
behavior.
7.13 Learn how to make and keep friends.
7.14 Demonstrate respect for self.
7.15 Recognize the value of the educational process.

Competency
Goal 8
The learner will make decisions, set goals, and take appropriate action to
achieve goals. (National Standard 8)
8.01 Understand consequences of decisions and choices.
8.02 Develop effective coping skills for dealing with problems.
8.03 Demonstrate when, where, and how to seek help for solving problems and
making decisions.
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 to 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)
3.01 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life.
3.02 Seek 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)
4.01 Develop skills to locate, evaluate, and interpret career information.
4.02 Evaluate traditional and non-traditional occupations.
4.03 Develop an awareness of personal abilities, skills, interests, and motivations.
4.04 Demonstrate how to interact and work cooperatively in teams.
4.05 Determine how to make decisions.
4.06 Explain how to set goals.
4.07 Explore the importance of planning.
4.08 Develop competency in areas of interest.
4.09 Develop hobbies and avocational interests.
4.10 Balance work and leisure time.
4.11 Acquire employability skills such as working on a team, problem-solving and organizational skills.
4.12 Demonstrate knowledge about changing career trends.
4.13 Generate respect for individual uniqueness.
4.14 Author an activity sheet.
4.15 Develop a positive attitude toward work and learning.
4.16 Understand the importance of responsibility, dependability, punctuality,

integrity, and effort
4.17 Utilize time-and-task management skills.

Competency
Goal 5
The learner will employ strategies to achieve future career success and
satisfaction. (National Standard 5)
5.01 Apply decision-making skills to career planning, course selection, and career
transition.
5.02 Identify personal skills, interests, and abilities and relate them to current
career choices.
5.03 Demonstrate knowledge of the career planning process.
5.04 Use the Internet to access career planning information.
5.05 Understand how changing economic and social needs influence employment
trends and future training.
5.06 Demonstrate awareness of the education and training needed to achieve
career goals.
5.07 Assess and modify educational plans to support career goals.
5.08 Select course work that is related to career interests.

Competency
Goal 6
The learner will understand the relationship between personal qualities,
education and training, and the world of work. (National Standard 6)
6.01 Compare the relationship between educational achievement and career
success.
6.02 Explain how work can help to achieve personal success and satisfaction.
6.03 Indicate personal preferences and interests which influence career choices
and success.
6.04 Describe the effect of career choice on lifestyles.
6.05 Demonstrate how interests, abilities, and achievement relate to achieving
personal, social, educational, and career goals.
6.06 Demonstrate how to work cooperatively with others as a team member.

Competency
Goal 7
The learner will acquire the attitudes, knowledge, and interpersonal skills to
help understand and respect self and others. (National Standard 7)
7.01 Develop a positive attitude toward self as a unique and worthy person.
7.02 Assess values, attitudes, and beliefs.
7.03 Communicate the goal setting process.
7.04 Document change as a part of growth.
7.05 Manage feelings.
7.06 Distinguish between appropriate and inappropriate behaviors.
7.07 Differentiate personal boundaries, rights, and privacy needs.
7.08 Establish self-control.
7.09 Demonstrate cooperative behavior.
7.10 Document personal strengths and assets.
7.11 Respect alternative points of view, recognize, accept, respect, and appreciate

individual and cultural differences and various family configurations.
7.12 Use effective communication skills.
7.13 Understand that communication involves speaking, listening, and nonverbal behavior.

Competency
Goal 8
The learner will make decisions, set goals, and take appropriate action to achieve goals. (National Standard 8)
8.01 Use a decision-making and problem-solving model.
8.02 Understand consequences of decisions and choices.
8.03 Develop effective coping skills for dealing with problems.
8.04 Demonstrate when, where, and how to seek help for solving problems and making decisions.
8.05 Use conflict resolution skills.
8.06 Indicate when peer pressure is influencing a decision.
8.07 Calculate long and short term goals.
8.08 Evaluate alternative ways of achieving goals.
8.09 Use persistence and perseverance in acquiring knowledge and skills.
8.10 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 Demonstrate the ability to assert boundaries, rights, and personal privacy.
9.02 Differentiate between situations requiring peer support and situations requiring adult professional help.
9.03 Assess resource people in the school and community, and know how to seek their help.
9.04 Apply effective problem-solving and decision-making skills to make safe and healthy choices.
9.05 Discuss the emotional and physical dangers of substance use and abuse.
9.06 Compare ways to cope with peer pressure.
9.07 Create techniques for managing stress and conflict.
9.08 Select coping skills for managing life events.