



Forward Thinking, High Achieving.

K-12 Comprehensive School Counseling Program

ADOPTED May, 2012

This document was developed by the Missoula County Public Schools Curriculum Consortium, which includes Missoula County Public Schools District #1, and Hellgate Elementary School District #4.

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SCHOOL COUNSELING PROGRAM REVIEW COMMITTEE

| School Counselor | Grade | School |
|-------------------------|--------------|--|
| Katie Boynton | 9-12 | Hellgate High School |
| Catie Cook | K-5 | Hellgate Elementary School |
| Heather Davis Schmidt | K-12 | Executive Regional Director, Region 2 |
| Bonnie Ferguson | 9-12 | Willard Alternative High School Program |
| Christine Kolczak | 9-12 | Hellgate High School |
| Angela Opitz | K-5 | Rattlesnake |
| Mike Perry | K-5 | Hawthorne |
| Aaron Shattuck | 9-12 | Sentinel High School |
| Michelle Stearns | 6-8 | C.S. Porter Middle School |
| Marolane Stevenson | 9-12 | Big Sky High School |
| Alanna Vaneps | K-12 | Curriculum/Title 1 Coordinator |
| Erica Zins | K-5 | Russell & Lewis & Clark Elementary Schools |

MCPS MISSION

At Missoula County Public Schools (MCPS), our mission is to ensure that each student achieves his/her full and unique potential.

MCPS VISION

The MCPS Board of Trustees represents all citizens of the District in their stewardship of Missoula County Public Schools. To this end, the Strategic Plan includes the following vision that describes what the Board of Trustees strives to provide.

MCPS Learning Environment

MCPS is a non-judgmental, inclusive, personalized, adaptable, learning environment where individual talents are identified and explored and children are fully challenged in small learning communities with adults who care. Children are celebrated and “membership” in the school is facilitated for every child. Children have stimulating interdependent and independent learning experiences and learning is related to the outside world at all grade levels. A climate of respect exists, and rules and policies are in place, understood, and consistently applied within buildings and across the District. District high schools continue to be evaluated with movement toward a model that addresses identified issues; meets the District’s vision and goals; assures equity and challenge regarding class and program opportunities regardless of building attended; encourages active involvement of all students; facilitates the flexibility (scheduling) to accommodate the diverse needs of today’s high school students; and works collaboratively with families, teachers, and counselors to successfully transition students from “feeder” Districts.

MCPS Educators

Educators at MCPS are experts in their fields, critical thinkers, problem-solvers, and planners who are actively involved in accomplishing District goals and strategies. Educators’ enthusiasm, nurturing, and love for working with children are demonstrated by efforts to meet the needs and goals of individual children and their learning styles. MCPS educators creatively stimulate and challenge students with the result being children who discover they can do more than they ever imagined. All staff members successfully communicate and are competent in behavior management strategies. They value opportunities to work collaboratively to increase their individual depth and breadth of knowledge about learning as well as subject matter. MCPS educators mirror local diversity and work to understand the local community and its educational values and goals. Professional development is aligned with District vision and goals, curriculum, and assessment data. MCPS educators are publicly recognized for creative, successful strategies and their ability to teach.

MCPS Instruction

MCPS offers a variety of “whole child” instructional programs, practices, and literatures that are integrated rather than compartmentalized – curriculum content to content, building to building, and throughout the K-12 system. Decisions are made based on instructional goals, and best practices and processes in education are embraced. Teaching plans, aligned to learning targets, guide all classrooms. Technology is used appropriately. A number of assessment tools are used in addition to current required “testing”.

MCPS Facilities

All MCPS facilities are safe, clean and inviting; age-appropriate; in good repair; wired for technology and “wireless” for information access; handicapped accessible; family-friendly; and have space for all activities. Wherever possible, buildings are designed and operated to address societal goals such as energy conservation and recycling. At the same time, the District recognizes the importance of buildings that are historical community assets. MCPS exhibits stewardship and responsible planning regarding facilities through a facilities master plan. It works carefully with the community regarding use and disposition of school buildings and appraises the real and long term value of District assets before making decisions. The District recognizes that budget and size are not the only influencing factors regarding the opening and closing of buildings and reconfiguring attendance boundaries. Facilities are considered vehicles for public education and the District uses public services to support them.

MCPS Community

MCPS is committed to implementation of an active model for genuine community partnership and ongoing evaluation of the success of that model. Through that partnership, the District develops understanding of the needs and desires of the community regarding its public schools and charges the community with active involvement. MCPS provides access to information and facilitates two-way communication and ongoing conversations among students, educators, parents, the Board and the general public. The District’s Strategic Plan is a dynamic document and timelines and benchmarks for achieving its desired ends are shared, discussed, and monitored with the community. The District facilitates attachment and involvement and capitalizes on volunteer expertise in the community. Active involvement with stakeholders (i.e., families/parents, students, teachers, counselors, etc.) from “feeder” districts, internal and external to MCPS, results in a smooth transition for students and their families.

MCPS STRATEGIES

In support of achieving the vision and goals described in the 2007-2012 Strategic Plan, MCPS actively applies the following broad strategies:

- Use planned and sequential “building blocks” in development and delivery of curriculum from kindergarten through twelfth grade.
- Use assessment and instruction to challenge students to meet their individual potential.
- Analyze student achievement data frequently. Provide specific interventions when learning problems are identified.
- Encourage parent and adult involvement in support of academic and activity programs.
- Use school/community partnerships to better understand the needs and desires of the community regarding its public schools.

MCPS GUIDING PRINCIPLES

The MCPS Board of Trustees, elected by the community, has an obligation to safeguard the public’s trust in public education, and our decisions and actions should reflect that obligation. District dollars should be used effectively and efficiently to achieve positive results for students.

The MCPS Board of Trustees bases its decisions and actions on the following set of guiding principles.

- We believe the District has a responsibility to provide students with a safe, motivating, innovative learning environment.
- We believe that all children, regardless of differences, deserve to be fully challenged and equipped to meet their individual potential.
- We believe that K-12 education should address the “whole child” and that holistic education leads to: A value for academic knowledge and competency; an appreciation for one’s broader community; a world view; and life-long love for learning.
- We believe that instructional competency and educational best practices in the classroom are critical factors in reaching individual student potential.
- We believe that physical and emotional health and wellness are important contributing factors to achieving the individual and collective goals of students and staff.
- We believe that a professional and supportive working environment is essential.
- We believe parent and adult involvement support, strengthen, and expand learning.
- We believe that a public school district has a responsibility to build community; develop partnership and cohesiveness in the community; and challenge the community to be everything it can be.

(Finalized by the MCPS Board of Trustees, August, 2007.)

MCPS FIVE MEASURABLE DISTRICT GOALS

- Achievement and graduation for all students, regardless of their circumstances and abilities.
- Refine and implement a quality supervision and evaluation program for all staff.
- Define and implement a quality professional development program that encompasses best practices and supports the needs of all staff.
- Restructure the organization to become more efficient, effective and accountable to support the goals of the District.
- Cultivate and enhance staff, student, parent, business and community involvement.

PROFESSIONAL DEVELOPMENT

In 2008, the Missoula County Public Schools Board of Trustees approved the district goals above in order to address the needs of 21st Century learners. One of the goals focuses on professional development “to provide staff with best practices and the expertise to make a difference for all students regardless of their circumstances.”

(Superintendent, Dr. Alex Apostle’s, message August, 2008.)

Ongoing, job-embedded professional development builds a foundation of teacher excellence, a critical component to improving student achievement. School counselors must have not only an extensive knowledge of counseling strategies and techniques, but must also possess a deep understanding of how students learn. Appropriate content and pedagogical preparation enables counselors to design effective counseling using research proven practices and strategies in an environment where all students have an opportunity to succeed.

ASSESSMENT

Assessment means finding out what students know and are able to do. It is intended to improve teaching and learning. Information gathered through formative assessment assists teachers during instructional planning to determine students’ prior knowledge, provide feedback to students during instruction, make decisions on how to modify instruction, and identify strengths and weaknesses. Through school counseling, a variety of data is collected to provide evidence of achievement and success to students, families, and the community. Principles of effective assessment are as follows:

1. Treat assessment as an integral part of curriculum and instruction.
2. Direct assessments toward essential learning.
3. Set high standards for teaching and learning.
4. Clarify learning targets early.
5. Assess student performance through authentic tasks.
6. Collect multiple indicators of learning.
7. Provide ample opportunities for students to learn.

(Adapted from Walter Parker, Science in Elementary Education, Upper Saddle River, NJ: Pearson, 2005.)

MEETING DIVERSE STUDENT NEEDS

Students with diverse needs--those with unique abilities and/or disabilities--will have differentiated opportunities to achieve learning targets, benchmarks, and standards at rates and in manners consistent with their needs. Accommodations and modifications will be implemented to ensure that all students have the opportunity to meet established learning goals and to gain full access to the curriculum.

The needs of struggling learners will be met in a variety of ways in the classroom both through informal intervention and formally prescribed intervention, as necessary.

Gifted students and students of high ability require, at times, differentiated instruction and additional challenge beyond what the standard curriculum can provide. These provisions can include but are not limited to: more challenging content or assignments, critical and higher level thinking skills, instructional grouping, extension activities, and independent research.

Students at all ability levels benefit as they explore concepts in depth through inquiry-based learning.

TECHNOLOGY

The integration of counseling and technology is essential to prepare today's students for participation in a viable democratic society. Therefore, the MCPS School Counseling Program Review Committee views technology as integral to the program. In this document, technology may refer to the instruments and techniques for investigations, inquiry, and analysis, as well as to technological literacy, knowledge of technologies and the associated costs, risks, and benefits to society.

INDIAN EDUCATION FOR ALL

Missoula County Public Schools is committed to developing for all students an understanding of American and Montana Indian people and their histories, fostering respect for their cultures. In view of the unique role of the American Indian peoples in the development of the United States and the experience of Montana tribes in particular, their history and culture will be integrated wherever appropriate in the instruction of MCPS students, in accordance with the state constitution, statutes, and curriculum standards.

ESSENTIAL UNDERSTANDINGS REGARDING MONTANA INDIANS

1. There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories, and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.
2. There is great diversity among individual American Indians as identity is developed, defined, and redefined by many entities, organizations, and people. There is a continuum of Indian identity ranging from assimilated to traditional and this is unique to each individual. There is no generic American Indian.
3. The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has their own oral history beginning with their genesis that is a valid as written histories. These histories pre-date the “discovery” of North America.
4. Reservations are land that have been reserved by the tribes for their own use through treaties and was not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions:
 - a. That both parties to treaties were sovereign powers.
 - b. Those Indian tribes had some form of transferable title to the land.
 - c. That acquisition of Indian lands was solely a government matter not to be left to individual colonists.
5. There were many federal policies put into place throughout American history that have impacted Indian people and shape who they are today. Much of Indian history can be related through several major federal policy periods.
6. History is a story most often related through the subjective experience of the teller. Histories are being rediscovered and revised. History told from an Indian perspective conflicts with what most of mainstream history tells us.
7. Under the American legal system, Indian tribes have sovereign powers separate and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each tribe.

Missoula County Public Schools

INSTRUCTION

2450

Recognition of American Indian Peoples' Culture and Heritage in the Curriculum Process

The Board fully supports Article X of the Montana Constitution and is actively committed to develop for all students an understanding of American and Montana Indian people and their histories, as well as foster respect for their respective cultures.

Because of the unique position and place in American history, the American Indian peoples' role in the development of the United States, with emphasis on the experience of the Montana Tribes, shall be included wherever appropriate in the instruction of Missoula County Public School students, in accordance with the state Constitution and state standards. Instructions concerning the historic and current roles of Indian people shall be delivered in a respectful, informative, and sensitive manner. When the social studies curriculum and other curricula are updated according to the District's curriculum cycle, the written curriculum shall reflect this policy. Staff development will be provided pertinent to curriculum implementation.

NOTE: The District has nondiscriminatory policies in effect, which may be referenced.

Legal Reference: Art. X, Sec. 1(2), Montana Constitution §§ 20-1-501, et seq.,
MCA Recognition of American Indian cultural heritage - legislative intent

| | |
|---------------|---------------------------------------|
| 10.55.603 ARM | Curriculum Development and Assessment |
| 10.55.701 ARM | Board of Trustees |
| 10.55.803 ARM | Learner Access |

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Adopted on: October 10, 2000

Adopted on: January 14, 2003 (Policy recodified in Series 2000 adoption)

TEACHING ABOUT CONTROVERSIAL ISSUES

Missoula County Public Schools

INSTRUCTION

2330

Academic Freedom

The Board recognizes and supports Academic Freedom as necessary for an environment conducive to the free exchange of ideas and learning.

Academic Freedom is the view that if teachers are to promote the growth of knowledge, they require the freedom to teach and conduct inquiry without fear of sanction or reprisals should they present an unpopular or controversial idea.

Teachers shall help students learn to objectively and respectfully examine differences of opinion, analyze and evaluate facts and their sources, and form their own reasoned judgments about the relative value of competing perspectives.

The Board directs the teaching staff to:

- Refrain from using one's classroom position to promote one's own ideology or any partisan point of view.
- Ensure that issues presented pertain to course objectives.
- Provide students opportunities to develop critical thinking: that is the ability to detect propaganda and to distinguish between fact, opinion and misinformation.
- Respect each student's right to form, choose, hold and/or change an opinion or belief.
- Create an environment in which students are free to form judgments independently.

Any person may file complaints pursuant to this policy through Board Policy 4310P, the uniform grievance procedure.

This policy may not be used to challenge educational materials themselves. Please see:
BP 2313 Dealing with Challenged Educational Resources
BP 2313P Procedure for Dealing with Challenged Educational Resources

Legal Reference: Article X, Sec. 8, Montana Constitution - School district trustees
§ 20-3-324(16) and (17), MCA Powers and duties

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Adopted on second reading: August 11, 2009

FOUNDATION

SCHOOL COUNSELOR BELIEFS

MCPS school counselors believe:

1. All students will succeed
2. All students have dignity, worth, unique characteristics, and potential
3. All students are active participants in achieving their goals
4. All students learn best when they are meaningfully engaged in their learning

We believe the school counseling program:

1. Is available to and empowers all students
2. Is comprehensive, developmental, and central to the school and district mission
3. Is proactive in supporting all students
4. Is available to families, staff, and community in support of all students

And that all school counselors advocate for students by:

1. Facilitating resiliency and belonging through listening and responding to student needs and interests
2. Promoting a positive, safe, and healthy school culture
3. Having unique access, opportunity, and responsibility to influence students and the school environment
4. Possessing expertise, specialized training, and licensure in school counseling
5. Engaging in ongoing professional learning
6. Abiding by ASCA ethical standards

SCHOOL COUNSELOR PHILOSOPHY

The Missoula County Public Schools (MCPS) Pre-K—12 comprehensive counseling program is a dynamic model proactive in nature yet responsive to the needs of each school. All students have access to a full-time, state certified, masters degree level school counselor to deliver the school counseling curriculum. This curriculum is developmental, sequential, preventative, data driven and an integral component of the MCPS 21st Century education model. In our practice, we promote the foundation for healthy well-being through the delivery of academic, career, and personal/social life skills. We value the uniqueness of each student as they become lifelong learners. We actively engage in professional learning opportunities essential to maintaining a high quality school counseling program. Professional school counselors abide by the American School Counseling Association's (ASCA) rigorous ethical standards.

SCHOOL COUNSELOR MISSION

Missoula County Public Schools Professional School Counselors empower all students, regardless of difference or circumstance, to maximize their potential as lifelong learners and productive members of our local and global community.

ACADEMIC DEVELOPMENT DOMAIN

STANDARD 1: Students demonstrate the knowledge and skills that contribute to effective life-long learning.

| GRADE | STUDENTS WILL KNOW: | STUDENTS WILL BE ABLE TO DO: |
|----------|---|--|
| K | <ol style="list-style-type: none"> 1. I know what school is. 2. I know to be a good student. 3. I know the classroom and school routines. | <ol style="list-style-type: none"> 1. I can listen. 2. I can follow directions. 3. I can follow the routines. |
| 1 | <ol style="list-style-type: none"> 1. I know the steps for getting my classroom work and activities done. 2. I know the skills needed to complete classroom tasks by myself. 3. I know good work habits for me to be successful in school. 4. I know it is important to try and do my best. | <ol style="list-style-type: none"> 1. I can finish my work. 2. I can finish my work by myself. 3. I can name good work habits. 4. I can try something and do my best. |
| 2 | <ol style="list-style-type: none"> 1. I know the skills needed to finish classroom tasks by myself. 2. I know to work and study. | <ol style="list-style-type: none"> 1. I can finish classroom tasks by myself. 2. I can describe how to finish work and study. |
| 3 | <ol style="list-style-type: none"> 1. I know to study in a variety of learning situations. 2. I know test taking strategies. 3. I know organizing my work will help me to finish. | <ol style="list-style-type: none"> 1. I can explain how to study in a variety of learning situations. 2. I can name one test taking strategy. 3. I can organize my work to help me finish on time. |
| 4 | <ol style="list-style-type: none"> 1. I know study skills and test taking strategies can improve my schoolwork. 2. I know I need to finish my assignments on time. | <ol style="list-style-type: none"> 1. I can use study skills and test taking strategies to improve my schoolwork. 2. I can finish my assignments on time. |
| 5 | <ol style="list-style-type: none"> 1. I know study skills and test taking strategies can improve my schoolwork. 2. I know I need to finish my assignments on time. | <ol style="list-style-type: none"> 1. I can use study skills and test taking strategies to improve my schoolwork. 2. I can finish my assignments on time. |
| 6 | <ol style="list-style-type: none"> 1. I know to develop and practice study skills and test taking strategies specific to each subject. 2. I know time management and organizational skills. 3. I know to adapt to changing circumstances. | <ol style="list-style-type: none"> 1. I can use study skills and test taking strategies to improve my schoolwork in specific areas. 2. I can organize my time and prioritize tasks needed to finish my work. 3. I can identify skills necessary for making changes. |
| 7 | <ol style="list-style-type: none"> 1. I know study skills and test taking strategies and to refine them in different situations. 2. I know to access help when I need it. 3. I know strategies for adapting to change. | <ol style="list-style-type: none"> 1. I can demonstrate the study skills and test taking strategies. 2. I can ask questions when I need help with material or organization. 3. I can navigate the daily routine. |

ACADEMIC DEVELOPMENT DOMAIN

STANDARD 1: Students demonstrate the knowledge and skills that contribute to effective life-long learning.

| GRADE | STUDENTS WILL KNOW: | STUDENTS WILL BE ABLE TO DO: |
|-----------|---|---|
| 8 | <ol style="list-style-type: none"> 1. I know study skills and test taking strategies and ways to apply them in different situations. 2. I know it is important to take charge of my academic success. 3. I know that grades matter. | <ol style="list-style-type: none"> 1. I can apply my study and test taking strategies for successful transition to high school. 2. I can consistently apply my skills for academic success. 3. I can get passing grades in all my classes. |
| 9 | <ol style="list-style-type: none"> 1. I know the number and type of credits I need to graduate. 2. I know study skills necessary to earn credit. 3. I know the courses available to develop 4 year plan. 4. I know that grades matter. | <ol style="list-style-type: none"> 1. I can list number of credits and subjects needed to graduate. 2. I can prioritize and organize schoolwork to meet deadlines. 3. I can make a course plan for graduation. 4. I can state why I need to pass all my classes. |
| 10 | <ol style="list-style-type: none"> 1. I know to adjust my high school graduation course plan if circumstances change. 2. I know online learning is an option to earn credit in some classes. 3. I know online learning strategies. 4. I know study skills and test taking strategies can improve my performance. | <ol style="list-style-type: none"> 1. I can access my counselor to make revisions and discuss changes. 2. I can be successful in online classes and know where to find resources. 3. I can improve my current study skills to improve my performance. |
| 11 | <ol style="list-style-type: none"> 1. I know and adjust my high school graduation plan to reflect changes in my future goals. 2. I know online learning is an option to earn credit in some classes. 3. I know my high school experience can be enhanced by earning university credits through dual credit, advanced placement, and other opportunities. | <ol style="list-style-type: none"> 1. I can discuss and explain my choices regarding my high school graduation plan. 2. I can enroll in online courses appropriate to my high school graduation plan. 3. I can research, locate, and enroll in opportunities to earn university credit while in high school. |
| 12 | <ol style="list-style-type: none"> 1. I know my choice of courses and performance in school is related to my future. 2. I know about enhancing my high school experience by adding university credits, dual credits, advanced placement, and other opportunities. | <ol style="list-style-type: none"> 1. I can evaluate my choices and performance to make adjustments to high school graduation plan and future goals. 2. I can research, locate and enroll in post-secondary options available to me. |

Adapted from the ASCA National Model

ACADEMIC DEVELOPMENT DOMAIN

STANDARD 2: Students graduate MCPS with the academic preparation essential to choose from a wide range of postsecondary options.

| GRADE | STUDENTS WILL KNOW: | STUDENTS WILL BE ABLE TO DO: |
|--------------|--|--|
| K | 1. I know people work. | 1. I can describe a job in my classroom. |
| 1 | 1. I know people work. 2. I know it is important to stay in school and graduate. | 1. I can describe the jobs at school. 2. I can describe jobs in the community. 3. I can describe why it is important to stay in school and graduate. |
| 2 | 1. I know I will have a job when I get older. 2. I know it is important to stay in school and graduate. | 1. I can name a job that I want to try. 2. I can describe why it is important to stay in school and graduate. 3. I can name someone who has graduated from high school. |
| 3 | 1. I know it is important to graduate so I can increase my options. | 1. I can explain why it is important to graduate. 2. I can describe some options I want to explore after I graduate. |
| 4 | 1. I know it is important to graduate so I can increase my options after high school. | 1. I can explain why it is important to graduate. 2. I can describe some options I want to explore after I graduate. |
| 5 | 1. I know my teachers and counselors can help me when exploring options and finding a career path. | 1. I can name who I can ask for help when exploring a career path. |
| 6 | 1. I know the counselor is available to assist with exploring career options. | 1. I can find the counselor's office that I am assigned. 2. I can list my interests and skill sets. 3. I can access teacher or mentors to ask career questions. |
| 7 | 1. I know learning projects are connected to career options. | 1. I can describe the connection between classroom projects and careers. 2. I can align my interests with projects in and out of school. 3. I can provide input to others' projects from my skill set/knowledge. |
| 8 | 1. I know there are options for accelerated learning in areas that I have an interest. 2. I know online courses may help me accelerate. | 1. I can name the person to talk to about accelerating my learning interests. 2. I can name the high school I will attend. 3. I can name the courses I will take in high school that will move me towards my career choices. |

ACADEMIC DEVELOPMENT DOMAIN

STANDARD 2: Students graduate MCPS with the academic preparation essential to choose from a wide range of postsecondary options.

| GRADE | STUDENTS WILL KNOW: | STUDENTS WILL BE ABLE TO DO: |
|--------------|---|---|
| 9 | <ol style="list-style-type: none"> 1. I know my career interests and the courses needed to reach my goals. 2. I know the academic preparation necessary for a variety of post-secondary options. | <ol style="list-style-type: none"> 1. I can make decisions about my courses. 2. I can name the requirements for post-secondary preparation. |
| 10 | <ol style="list-style-type: none"> 1. I know to investigate possible career paths. 2. I know my academic and vocational strengths. | <ol style="list-style-type: none"> 1. I can create my own career path if not available. 2. I can use my strengths to explore post secondary options. 3. I can use my knowledge of career paths and post secondary options to make preliminary decisions about my life after high school. |
| 11 | <ol style="list-style-type: none"> 1. I know to access the requirements of post-secondary education to prepare for enrollment (i.e., placement tests, portfolios, interviews, etc.) 2. I know to access resources and programs that will increase academic achievement. | <ol style="list-style-type: none"> 1. I can identify the requirements that are needed for my post secondary plan. 2. I can improve my academic achievement through options such as my counselor, the internet, and other community resources. |
| 12 | <ol style="list-style-type: none"> 1. I know to arrange post secondary visits. 2. I know the academic requirements for various post secondary options. 3. I know about financial assistance. | <ol style="list-style-type: none"> 1. I can contact admissions representatives of the schools in which I am interested. 2. I can list the requirements for entrance into various post-secondary options. 3. I can list the different types of financial assistance. 4. I can name where to go to access financial assistance. |

Adapted from the ASCA National Model

ACADEMIC DEVELOPMENT DOMAIN

STANDARD 3: Students evaluate the relationship between successful academics to the worlds of work, life, and community.

| GRADE | STUDENTS WILL KNOW: | STUDENTS WILL BE ABLE TO DO: |
|----------|--|--|
| K | <ol style="list-style-type: none"> 1. I know what a good job looks like. 2. I know to learn. 3. I know what is expected in my school and home. | <ol style="list-style-type: none"> 1. I can clean up. 2. I can tell what I need to do to learn. 3. I can tell what is expected at school and home. |
| 1 | <ol style="list-style-type: none"> 1. I will know what a good job looks like. 2. I know to learn. 3. I know what is expected in my school and home. | <ol style="list-style-type: none"> 1. I can clean up. 2. I can tell what I need to do to learn. 3. I can tell what is expected at school and home. |
| 2 | <ol style="list-style-type: none"> 1. I know what is expected in my school, home, and community. 2. I know what a goal is. | <ol style="list-style-type: none"> 1. I can do what is expected at school, home, and in the community. 2. I can tell what a goal is. |
| 3 | <ol style="list-style-type: none"> 1. I know goals lead to learner success. 2. I know organizing time spent on different activities is important. | <ol style="list-style-type: none"> 1. I can name the steps to set goals that will help me to be successful in school. 2. I can organize my day so that I will accomplish my tasks. |
| 4 | <ol style="list-style-type: none"> 1. I know to take responsibility for my work in and out of school. 2. I know strategies for my work in and out of school. 3. I know my educational goals. | <ol style="list-style-type: none"> 1. I can take responsibility for work in and out of school. 2. I can apply strategies for work in and out of school. 3. I can name skills needed to accomplish my educational goals. |
| 5 | <ol style="list-style-type: none"> 1. I know educational tasks and skills necessary to make a smooth transition to the middle school. 2. I know it is important to have an educational plan. | <ol style="list-style-type: none"> 1. I can name educational tasks and skills necessary to make a smooth transition to the middle school. 2. I can name why it is important to have an educational plan. |
| 6 | <ol style="list-style-type: none"> 1. I know positive behaviors and habits at school are related to the global community. 2. I know there are opportunities available to expand my learning. 3. I know there are different ways to learn. | <ol style="list-style-type: none"> 1. I can be on time and ready to work. 2. I can join or participate in areas that interest me. 3. I can describe how I learn best. |
| 7 | <ol style="list-style-type: none"> 1. I know the positive behaviors and skills that lead to success. 2. I know the difference between short and long term goals. | <ol style="list-style-type: none"> 1. I can identify and practice positive behaviors and skills that lead to success. 2. I can set goals. |

ACADEMIC DEVELOPMENT DOMAIN

STANDARD 3: Students evaluate the relationship between successful academics to the worlds of work, life, and community.

| GRADE | STUDENTS WILL KNOW: | STUDENTS WILL BE ABLE TO DO: |
|-----------|--|--|
| 8 | <ol style="list-style-type: none"> 1. I know educational tasks and skills necessary to make a smooth transition to high school. 2. I know it is important to have an educational plan. 3. I know courses I take will prepare me for career paths. | <ol style="list-style-type: none"> 1. I can list skills I will use every day in high school. 2. I can access resources to address questions as they arise. 3. I can list courses that I will take in high school that are of strong interest to me. |
| 9 | <ol style="list-style-type: none"> 1. I know the requirements of entry level jobs and some post secondary options. 2. I know I am a global citizen. | <ol style="list-style-type: none"> 1. I can name the requirements for entry level jobs and some post secondary options. 2. I can explain what it means to be a global citizen. |
| 10 | <ol style="list-style-type: none"> 1. I know the importance of education and how it impacts my work, life and community. 2. I know the importance of workplace readiness skills. | <ol style="list-style-type: none"> 1. I can discuss how dropping out, graduating from high school, and a variety of post-secondary choices will impact my future. 2. I can name workplace readiness skills and describe why they are important. |
| 11 | <ol style="list-style-type: none"> 1. I know where to find information regarding jobs, occupations, and careers. 2. I know the value of community service in regards to post-secondary education, financial aid, and employment opportunities. | <ol style="list-style-type: none"> 1. I can request a job shadow, an interview, and/or internship in my area of interest. 2. I can engage in community service through volunteering. |
| 12 | <ol style="list-style-type: none"> 1. I know the achievement and performance skills necessary to transition to post-secondary options. 2. I know a personal educational plan is necessary for life-long learning. | <ol style="list-style-type: none"> 1. I can utilize the achievement and performance skills necessary to transition to post-secondary options. 2. I can revise and implement a personal educational plan necessary for life-long learning. |

Adapted from the ASCA National Model

CAREER DEVELOPMENT DOMAIN

STANDARD 1: Students identify individual strengths and interests to make informed education and career decisions.

| GRADE | STUDENTS WILL KNOW: | STUDENTS WILL BE ABLE TO DO: |
|--------------|---|---|
| K | <ol style="list-style-type: none"> 1. I know what I like and do not like to do at home and at school. 2. I know to work well with others. | <ol style="list-style-type: none"> 1. I can tell what I like and do not like to do at home and at school. 2. I can share with other students. 3. I can listen to other students. |
| 1 | <ol style="list-style-type: none"> 1. I know what I do well at home and at school. 2. I know to make good choices at school. 3. I know to learn and practice my work skills. | <ol style="list-style-type: none"> 1. I can tell what I do well at home and at school. 2. I can make good choices when doing my work or job. 3. I can practice my work skills. |
| 2 | <ol style="list-style-type: none"> 1. I know I will have new interests or activities that I want to explore. 2. I know making good choices helps my school and community. 3. I know to learn and practice my work skills. | <ol style="list-style-type: none"> 1. I can explore new interests or activities. 2. I can tell the difference between good and bad choices. 3. I can make good choices when doing my work or job. 4. I can practice my work skills. |
| 3 | <ol style="list-style-type: none"> 1. I know my work skills and good choices help me to get a good job. 2. I know my interests change over time. | <ol style="list-style-type: none"> 1. I can name work skills that will help me to succeed in school and work. 2. I can tell what my interests are now. |
| 4 | <ol style="list-style-type: none"> 1. I know I am better at some activities than at others. 2. I know my interests change over time. 3. I know my work skills and good choices affect the job I will get. | <ol style="list-style-type: none"> 1. I can identify the activities I am good at. 2. I can name interests that I have now and ones that I use to have. 3. I can name work skills that will help me to succeed in school and work. |
| 5 | <ol style="list-style-type: none"> 1. I know there are activities that I am good at. 2. I know workers in the global community have different skills and expectations. 3. I know people gain satisfaction from doing a job well. | <ol style="list-style-type: none"> 1. I can teach others how to do something that I am good at. 2. I can describe various careers in the global community. 3. I can state a time that I felt satisfaction from a job well done. |
| 6 | <ol style="list-style-type: none"> 1. I know careers that interest me. 2. I know my personal characteristics. 3. I know the importance of responsibility, dependability, punctuality, integrity, and effort in school and work. | <ol style="list-style-type: none"> 1. I can identify personal characteristics of people in various careers. 2. I can identify my personal characteristics. 3. I can identify careers that fit my personal characteristics. 4. I can define integrity. |

CAREER DEVELOPMENT DOMAIN

STANDARD 1: Students identify individual strengths and interests to make informed education and career decisions.

| GRADE | STUDENTS WILL KNOW: | STUDENTS WILL BE ABLE TO DO: |
|--------------|---|--|
| 7 | <ol style="list-style-type: none"> 1. I know my interests, strengths, and weaknesses effect my career decisions. 2. I know successful work habits and ethical choices will help me to succeed in my school and job. 3. I know what course choices are available to me in high school. | <ol style="list-style-type: none"> 1. I can identify my interests, strengths, and weaknesses. 2. I can define ethical choices. 3. I can apply successful work habits to my school work. 4. I can tell where to find the high school course catalog. |
| 8 | <ol style="list-style-type: none"> 1. I know my interests, strengths, and weaknesses effect my career decisions. 2. I know successful work habits and ethical choices will help me to succeed in my school and job. 3. I know what course choices are available to me in high school and how that will affect my future career choices. 4. I know about the Montana Career Information System. | <ol style="list-style-type: none"> 1. I can identify my interests, strengths, and weaknesses. 2. I can make ethical choices. 3. I can apply successful work habits to my school work. 4. I can navigate the high school course catalog. 5. I can explain how to access the Montana Career Information System. |
| 9 | <ol style="list-style-type: none"> 1. I know my personal traits influence my educational and career decisions. 2. I know the entrance requirements for post-secondary options. 3. I know interests and abilities and performance are related to education and career success. 4. I know there are situations that compromise ethical habits in school or work situations. | <ol style="list-style-type: none"> 1. I can describe how traits relate to educational and career plans. 2. I can identify entrance requirements for post-secondary options. 3. I can make a graduation plan reflecting my interests and abilities. 4. I can improve my grades with effort. 5. I can identify situations that compromise ethical habits in school or work situations. |
| 10 | <ol style="list-style-type: none"> 1. I know my strengths and weaknesses. 2. I know the Montana Career Information System provides career educational and career information. 3. I know subjects relate to various career and post-secondary options. 4. I know the application procedures for post-secondary options. 5. I know the steps to resolve ethical issues related to school or work situations. | <ol style="list-style-type: none"> 1. I can recognize my strengths and weaknesses and work to improve both. 2. I can use the Montana Career Information System to learn about wages, post-secondary schools, career trends, and scholarships. 3. I can choose electives and extra-curricular activities that fit my graduation plan. 4. I can explain application procedures for post-secondary options. 5. I can use steps to resolve ethical issues related to school or work situations. |

CAREER DEVELOPMENT DOMAIN

STANDARD 1: Students identify individual strengths and interests to make informed education and career decisions.

| GRADE | STUDENTS WILL KNOW: | STUDENTS WILL BE ABLE TO DO: |
|--------------|--|--|
| 11 | <ol style="list-style-type: none"> 1. I know there are a variety of resources and opportunities available to me to increase my knowledge and abilities. 2. I know my interests that exist outside of school may impact my career choices. 3. I know there are a variety of individual careers. 4. I know the steps to resolve ethical issues related to school or work situations. | <ol style="list-style-type: none"> 1. I can name staff and community members that can help me access career resources and opportunities. 2. I can find opportunities in the school and community to develop my interests and abilities. 3. I can participate in a job shadow. 4. I can demonstrate the steps to resolve ethical issues related to school or work situations. |
| 12 | <ol style="list-style-type: none"> 1. I know the decision making process to pursue post-secondary goals. 2. I know future job/career predictions that will utilize my strengths and weaknesses. 3. I know personal, ethical, and work habit skills that contribute to job success. | <ol style="list-style-type: none"> 1. I can make decisions regarding my future career plans. 2. I can utilize resources in order to make an informed decision. 3. I can apply personal, ethical, and work habit skills that contribute to job success. |

Adapted from ASCA National Model.

CAREER DEVELOPMENT DOMAIN

STANDARD 2: Students demonstrate knowledge and skills to explore career opportunities.

| GRADE | STUDENTS WILL KNOW: | STUDENTS WILL BE ABLE TO DO: |
|----------|---|---|
| K | <ol style="list-style-type: none"> 1. I know my family members have jobs. 2. I know some jobs in my school. | <ol style="list-style-type: none"> 1. I can name at least two jobs. 2. I can name jobs I have at school. 3. I can name jobs adults have at school. |
| 1 | <ol style="list-style-type: none"> 1. I know some jobs in the community. 2. I know adults have different jobs at school. | <ol style="list-style-type: none"> 1. I can name some jobs in the community. 2. I can name and compare different adult jobs at school. |
| 2 | <ol style="list-style-type: none"> 1. I know jobs in the community need different skills. 2. I know some jobs require extra education. 3. I know some people have more than one job. | <ol style="list-style-type: none"> 1. I can tell skills needed for different jobs in the community. 2. I can pick a job and describe what I need to do to be ready for that job. 3. I can tell why people have more than one job. |
| 3 | <ol style="list-style-type: none"> 1. I know my interests will help me to choose activities and work. 2. I know the six career paths. 3. I know people do different work in different jobs. | <ol style="list-style-type: none"> 1. I can use my interests to explore the world of work. 2. I can describe at least one career path. 3. I can describe at least one job within the career path. |
| 4 | <ol style="list-style-type: none"> 1. I know the school resources available to explore the six career paths. 2. I know there is training and educational requirements for a variety of careers. | <ol style="list-style-type: none"> 1. I can use the school resources to explore the six career paths. 2. I can use the internet to explore careers. 3. I can outline the training and educational requirements for at least two careers. |
| 5 | <ol style="list-style-type: none"> 1. I know the school and community resources available to explore the six career paths. 2. I know the roles and responsibilities in the six career paths can be different. 3. I know there is training and educational requirements for a variety of careers. | <ol style="list-style-type: none"> 1. I can use school and community resources to explore the six career paths. 2. I can use the internet to explore career opportunities. 3. I can explain how roles are different within the six career paths. 4. I can outline the training and educational requirements for at least two careers. |
| 6 | <ol style="list-style-type: none"> 1. I know my current interests, learning strengths and weaknesses guide individual career exploration. 2. I know work experiences for home and school can help develop my work resume. 3. I know personal skills and experience help to find a job. | <ol style="list-style-type: none"> 1. I can list current interests, learning strengths and weaknesses to guide individual career exploration. 2. I can list what work experiences at home and school will benefit my work resume. 3. I can list my personal skills and experience that will help me to get a job. |

CAREER DEVELOPMENT DOMAIN

STANDARD 2: Students demonstrate knowledge and skills to explore career opportunities.

| GRADE | STUDENTS WILL KNOW: | STUDENTS WILL BE ABLE TO DO: |
|-------|--|--|
| 7 | <ol style="list-style-type: none"> 1. I know occupations and careers as they relate to career paths, personal interests, and aptitudes. 2. I know basic job seeking skills of interviewing and completing applications. | <ol style="list-style-type: none"> 1. I can list occupations and careers as they relate to career paths, personal interests, and aptitudes. 2. I can identify and demonstrate basic job seeking skills of interviewing and completing applications. |
| 8 | <ol style="list-style-type: none"> 1. I know a variety of resources to aid in career exploration and planning now and in the future. 2. I know a portfolio of middle school academic and work experience will help to find a job. | <ol style="list-style-type: none"> 1. I can identify and explore a variety of resources to aid in career exploration and planning now and in the future. 2. I can prepare and utilize a portfolio of middle school academic and work experience. |
| 9 | <ol style="list-style-type: none"> 1. I know there are multiple resources for career exploration. 2. I know the 6 career paths. 3. I know I have personal traits and values that might lead to a career. 4. I know job seeking skills needed to apply for volunteer or part-time jobs in the community. | <ol style="list-style-type: none"> 1. I can use the subjects that I enjoy to create a baseline for career exploration. 2. I can seek out community/school persons to help facilitate my career exploration. 3. I can set up and attend one day (or more) of community service work. 4. I can describe the differences between an Associate's Degree and a Bachelor's Degree. |
| 10 | <ol style="list-style-type: none"> 1. I know the subjects that I enjoy in school can all lead to a career. 2. I know there are mentors in the community/school who can help guide me towards a career path. 3. I know volunteering may be a path to a career. 4. I know the difference between a two year and a four year college diploma. | <ol style="list-style-type: none"> 1. I can use the subjects that I enjoy to create a baseline for career exploration. 2. I can seek out community/school persons to help facilitate my career exploration. 3. I can set up and attend one day (or more) of community service work. 4. I can describe the differences between an Associate's Degree and a Bachelor's Degree. |
| 11 | <ol style="list-style-type: none"> 1. I know a part-time job/extra-curricular activity in high school will improve my career exploration process. 2. I know job shadows are available to help me with my career exploration. 3. I know most adults have many careers throughout a lifetime. 4. I know a portfolio may be used for a variety of post-secondary opportunities. | <ol style="list-style-type: none"> 1. I can manage my time. 2. I can initiate job shadow opportunities. 3. I can generate a list of 3 potential careers. 4. I can build and maintain a portfolio for a variety of post-secondary opportunities. |

CAREER DEVELOPMENT DOMAIN

STANDARD 2: Students demonstrate knowledge and skills to explore career opportunities.

| GRADE | STUDENTS WILL KNOW: | STUDENTS WILL BE ABLE TO DO: |
|--------------|--|--|
| 12 | <ol style="list-style-type: none">1. I know post secondary education increases my career options.2. I know post secondary education increases my lifetime earnings.3. I know other paths exist towards careers such as apprenticeships.4. I know appropriate job seeking skills to obtain employment. | <ol style="list-style-type: none">1. I can identify opportunity costs associated with my post secondary and career choices.2. I can explain my post-secondary plan.3. I can demonstrate appropriate job seeking skills to obtain employment. |

Adapted from the ASCA National Model

CAREER DEVELOPMENT DOMAIN

STANDARD 3: Students reflect on and apply strategies, personal qualities, and skills to successfully navigate the world of work.

| GRADE | STUDENTS WILL KNOW: | STUDENTS WILL BE ABLE TO DO: |
|----------|--|---|
| K | <ol style="list-style-type: none"> 1. I know to follow directions. 2. I know work and jobs are important. | <ol style="list-style-type: none"> 1. I can follow directions. 2. I can tell why work and jobs are important. |
| 1 | <ol style="list-style-type: none"> 1. I know I have jobs at home and school. 2. I know adults that work at my school need to have skills to do their job. 3. I know when I do well in school. | <ol style="list-style-type: none"> 1. I can tell what my jobs are at home and school 2. I can tell about my jobs at home and at school. 3. I can tell skills that workers at my school have. 4. I can list two things that I do that show a good job. |
| 2 | <ol style="list-style-type: none"> 1. I know my jobs at home and at school are important. 2. I know adults that work in my community need to have skills to do their job. 3. I know others have jobs and when they are done well. | <ol style="list-style-type: none"> 1. I can tell why my jobs at home and school are important. 2. I can list skills of workers in my community. 3. I can list two ways my classmates can do their jobs well. |
| 3 | <ol style="list-style-type: none"> 1. I know goals will help me personally and at school. 2. I know all workers contribute to the school and community. 3. I know where to find the answers about a variety of careers. | <ol style="list-style-type: none"> 1. I can name the steps to set goals that will help me to be successful personally and in school. 2. I can tell how workers contribute to the school and community. 3. I can ask questions and I can use technology to explore training for careers. |
| 4 | <ol style="list-style-type: none"> 1. I know my school work relates to each of six career paths. 2. I take pride in doing a good job and know it is important. 3. I know the skills needed to work with a diverse group of people. | <ol style="list-style-type: none"> 1. I can relate school subjects to at least one career path. 2. I can tell why pride is important when doing a good job. 3. I can use my skills to work with a diverse group of people. |
| 5 | <ol style="list-style-type: none"> 1. I know when I am a good role model; other students will notice my work habits. 2. I know self-satisfaction comes from completing a work responsibility. 3. I know school work is important because it relates to a career path. | <ol style="list-style-type: none"> 1. I can tell why it is important to be a good role model in school and community. 2. I can describe the self-satisfaction that comes from completing a work responsibility. 3. I can utilize technology to relate school work and career paths. |
| 6 | <ol style="list-style-type: none"> 1. I know each job has certain tasks that must be completed in certain order to be successful. 2. I know career path choices might change over time. 3. I know males and females have non-traditional work roles. | <ol style="list-style-type: none"> 1. I can explain a job that has certain tasks that must be completed in order to be successful. 2. I can explain the career path(s) I am currently interested in and recognize that it might change over time. 3. I can identify males and females in non-traditional work roles. |

CAREER DEVELOPMENT DOMAIN

STANDARD 3: Students reflect on and apply strategies, personal qualities, and skills to successfully navigate the world of work.

| GRADE | STUDENTS WILL KNOW: | STUDENTS WILL BE ABLE TO DO: |
|-------|--|---|
| 7 | <ol style="list-style-type: none"> 1. I know jobs have different salaries. 2. I know most people have 7 jobs/careers or more in a lifetime 3. I know the relevance of all work and workers and their contribution to the global society. | <ol style="list-style-type: none"> 1. I can compare salaries for different jobs. 2. I can explain our global society is changing and that I will need to be a lifelong learner in order to potentially change my profession. 3. I can describe all work and workers are relevant and contribute to our global society. |
| 8 | <ol style="list-style-type: none"> 1. I know I am a leader/role-model in my school and community. 2. I know there are current jobs in which I can earn money or be of service. | <ol style="list-style-type: none"> 1. I can identify qualities of a leader. 2. I can list ways that I serve as a leader/role-model. 3. I know where to look for jobs or advertise my own skills for hire. |
| 9 | <ol style="list-style-type: none"> 1. I know careers have specific job skills needed to perform the job. 2. I know the definition of ethical behavior. 3. I know there is cultural diversity in our global society and each culture may have different expectations for careers. | <ol style="list-style-type: none"> 1. I can practice my school/ job skills by being on time, managing my schedule, and work completion. 2. I can define ethical situations in both job and school. 3. I can describe the differences between cultures and career expectations. |
| 10 | <ol style="list-style-type: none"> 1. I know my current skills and I will develop additional skills. 2. I know my relationships affect my success at school and work. 3. I know many careers require specific training. | <ol style="list-style-type: none"> 1. I can choose courses to enhance my current skills and develop new skill sets. 2. I can manage relationships effectively at school and work. 3. I can describe the specific training for a career I am interested in. |
| 11 | <ol style="list-style-type: none"> 1. I know multiple ways to resolve conflicts. 2. I know being adaptable and flexible is important to successful work and school situations. 3. I know the process for obtaining my post-secondary goals. | <ol style="list-style-type: none"> 1. I can demonstrate skills in managing conflicts and resolve issues related to school or work. 2. I can adapt to changing circumstances. 3. I can find the information needed to apply for post-secondary education or employment. |
| 12 | <ol style="list-style-type: none"> 1. I know work skills that contribute to job success. 2. I know where to look for employment. 3. I know salary and fringe benefits effect lifestyles. 4. I know all work is important, valuable, and necessary in maintaining a global society. | <ol style="list-style-type: none"> 1. I can apply my personal, ethical and work skills that contribute to job success. 2. I can utilize appropriate job seeking skills to obtain employment. 3. I can market and advocate for myself in any setting. 4. I can describe the effect of work on lifestyle. 5. I can respect all work as important, valuable, and necessary in maintaining a global society. |

Adapted from the ASCA National Model

PERSONAL/SOCIAL/EMOTIONAL DEVELOPMENT DOMAIN

STANDARD 1: Students demonstrate knowledge and skills to understand and respect self/others.

| GRADE | STUDENTS WILL KNOW: | STUDENTS WILL BE ABLE TO DO: |
|--------------|---|--|
| K | <ol style="list-style-type: none"> 1. I know school rules and directions. 2. I know what feelings are. 3. I know what a friend is. | <ol style="list-style-type: none"> 1. I can follow school rules and directions. 2. I can name basic feelings. 3. I can share with others. |
| 1 | <ol style="list-style-type: none"> 1. I know school rules and directions are important. 2. I know there are many feelings. 3. I know what it means to be a friend. | <ol style="list-style-type: none"> 1. I can follow school rules and directions. 2. I can name different feelings in myself and others. 3. I can act out/draw different feelings. 4. I can invite others to join in. |
| 2 | <ol style="list-style-type: none"> 1. I know school rules and directions. 2. I know there are a variety of feelings. 3. I know what it means to make and keep a friend. | <ol style="list-style-type: none"> 1. I can follow school rules and directions. 2. I can talk about what I am feeling. 3. I can make and keep a friend. |
| 3 | <ol style="list-style-type: none"> 1. I know the skills needed to build good relationships. 2. I know the positive characteristics to help me make good choices. | <ol style="list-style-type: none"> 1. I can list skills needed to build good relationships. 2. I can describe positive characteristics. |
| 4 | <ol style="list-style-type: none"> 1. I know it is important to have respect for others' opinions and ideas. 2. I know positive self-talk and communication of personal thoughts and feelings are important. | <ol style="list-style-type: none"> 1. I can listen respectfully to others' opinions and ideas. 2. I can use positive self-talk. 3. I can communicate personal thoughts and feelings to others. |
| 5 | <ol style="list-style-type: none"> 1. I know mutual respect and compromise are important in relationships. 2. I know it is important to maintain a positive self-concept. | <ol style="list-style-type: none"> 1. I can model respect and compromise in relationships. 2. I can demonstrate being a good listener. 2. I can list personal characteristics that help to build a positive self-concept. |
| 6 | <ol style="list-style-type: none"> 1. I know I have qualities that I am good at and can use to build positive peer relationships. 2. I know that being a good citizen is important for my community(s). 3. I know the skills needed for team building. | <ol style="list-style-type: none"> 1. I can identify individual strengths and areas for personal growth. 2. I can identify good citizenship. 3. I can demonstrate skills needed to participate in team building. |
| 7 | <ol style="list-style-type: none"> 1. I know my strengths and personal challenges. 2. I know having a positive self concept helps with my school, family, and peer relationships. 3. I know it is important to be a good citizen and group member. | <ol style="list-style-type: none"> 1. I can demonstrate understanding my strengths and personal challenges and how they relate to a positive self-concept. 2. I can identify and practice ways to be a contributing group member. 3. I can define good citizenship. |

PERSONAL/SOCIAL/EMOTIONAL DEVELOPMENT DOMAIN

STANDARD 1: Students demonstrate knowledge and skills to understand and respect self/others.

| GRADE | STUDENTS WILL KNOW: | STUDENTS WILL BE ABLE TO DO: |
|--------------|--|---|
| 8 | <ol style="list-style-type: none"> 1. I know thoughts and feelings and how they relate to my self-concept. 2. I know personal choices affect my school and community. 3. I know it is important to develop and maintain healthy relationships. | <ol style="list-style-type: none"> 1. I can identify thoughts and feelings and how they relate to self-concept. 2. I can recognize personal ways to contribute as a member of the school and community. 3. I can describe aspects of a healthy relationship. |
| 9 | <ol style="list-style-type: none"> 1. I know it is important to maintain a positive self-concept. 2. I know it is okay to be different from others. 3. I know it is important to develop and maintain healthy relationships. | <ol style="list-style-type: none"> 1. I can explain how I am similar and different to my peers. 2. I can accept individual differences. 3. I can describe aspects of a healthy relationship. |
| 10 | <ol style="list-style-type: none"> 1. I know the skills necessary to exhibit and maintain a positive self-concept. 2. I know differences should be accepted and respected by everyone. 3. I know individuals can change at any time. | <ol style="list-style-type: none"> 1. I can implement skills necessary to exhibit and maintain a positive self-concept. 2. I can describe discrimination and prejudice in the school and community. 3. I can accept that I am different from others. |
| 11 | <ol style="list-style-type: none"> 1. I know the skills necessary to exhibit and maintain a positive self-concept. 2. I know differences in individuals and groups make a healthy community. 3. I know differences can create new ideas. | <ol style="list-style-type: none"> 1. I can practice and modify the skills necessary to exhibit and maintain a positive self-concept. 2. I can exhibit respect for differences. 3. I can show respect for new ideas. |
| 12 | <ol style="list-style-type: none"> 1. I know the skills necessary to exhibit and maintain a life-long positive self-concept. 2. I know difference exist in a global community 3. I know that each individual has a greater responsibility to the whole. | <ol style="list-style-type: none"> 1. I can utilize the skills necessary to exhibit and maintain a life-long positive self-concept. 2. I can exhibit respect for all groups and individuals and recognize those differences make us a healthy global community. |

Adapted from the ASCA National Model

PERSONAL/SOCIAL/EMOTIONAL DEVELOPMENT DOMAIN

STANDARD 2: Students identify and utilize processes to set and achieve goals, make responsible decisions, solve problems, and be safe.

| GRADE | STUDENTS WILL KNOW: | STUDENTS WILL BE ABLE TO DO: |
|--------------|--|---|
| K | <ol style="list-style-type: none"> 1. I know to keep my body to myself. 2. I know to be safe at home and school. | <ol style="list-style-type: none"> 1. I know to keep my body to myself. 2. I know to be safe at home and school. |
| 1 | <ol style="list-style-type: none"> 1. I know there are healthy ways to solve problems. 2. I know to keep myself safe at home and school. | <ol style="list-style-type: none"> 1. I can name a healthy solution to help solve problems. 2. I can list safety rules. |
| 2 | <ol style="list-style-type: none"> 1. I know steps for solving problems and conflicts with others. 2. I know how to be safe in different situations. | <ol style="list-style-type: none"> 1. I can demonstrate the ability to solve problems and conflicts with others. 2. I can be safe in different situations. |
| 3 | <ol style="list-style-type: none"> 1. I know the steps of problem solving and how to resolve conflicts with others. 2. I know situations can affect my personal safety. 3. I know coping skills help manage life changes or events. | <ol style="list-style-type: none"> 1. I can apply problem solving steps and resolve conflicts with others. 2. I can name situations that affect my personal safety. 3. I can identify coping skills for managing life changes or events. |
| 4 | <ol style="list-style-type: none"> 1. I know problem-solving, decision-making, and refusal skills can help me in a variety of situations. 2. I know there are different types of violence and harassment. 3. I know coping skills help manage life changes or events. 4. I know will need to compromise in some situations. | <ol style="list-style-type: none"> 1. I can apply problem-solving, decision-making, and refusal skills to help in a variety of situations. 2. I can use strategies to help prevent and stop violence and harassment. 3. I can identify coping skills for managing life changes or events. 4. I can practice skills to compromise in a variety of situations. |
| 5 | <ol style="list-style-type: none"> 1. I know it is helpful to use strategies to resolve problems and conflicts successfully. 2. I know my peers can influence problem-solving and decision making skills. 3. I know personal safety strategies can help prevent and stop violence and harassment. 4. I know various coping skills for managing life changes or events. | <ol style="list-style-type: none"> 1. I can list and apply strategies to resolve problems and conflicts successfully. 2. I can recognize when my peers influence my problem-solving and decision making skills. 3. I can use more than one strategy to help prevent and stop violence and harassment. 4. I can use various coping skills for managing life changes or events. |

PERSONAL/SOCIAL/EMOTIONAL DEVELOPMENT DOMAIN

STANDARD 2: Students identify and utilize processes to set and achieve goals, make responsible decisions, solve problems, and be safe.

| GRADE | STUDENTS WILL KNOW: | STUDENTS WILL BE ABLE TO DO: |
|--------------|--|--|
| 6 | <ol style="list-style-type: none"> 1. I know problem solving and decision making skills needed to make positive choices and resolve problems. 2. I know behaviors that compromise personal safety of self and others. 3. I know strategies to cope with life-changing events. | <ol style="list-style-type: none"> 1. I can identify problem solving and decision making skills needed to make positive choices and resolve problems. 2. I can identify sets of behaviors that may compromise my personal safety and that of others. 3. I can review and revise strategies to cope with life changing events. 4. I can name people who can help. |
| 7 | <ol style="list-style-type: none"> 1. I know strategies needed to make safe, healthy decisions. 2. I know coping skills to manage life-changing events. | <ol style="list-style-type: none"> 1. I can list strategies to be safe and make healthy decisions. 2. I can apply coping skills to manage life changing events. |
| 8 | <ol style="list-style-type: none"> 1. I know peers influence risk-taking behaviors. 2. I know strategies related to personal safety. 3. I know coping skills to manage life-changing events. | <ol style="list-style-type: none"> 1. I can recognize peer influence on risk-taking behaviors. 2. I can apply strategies to be personally safe. 3. I can evaluate and adjust coping skills needed to manage life changing events. |
| 9 | <ol style="list-style-type: none"> 1. I know it is okay to ask for help. 2. I know safety issues are changing as I move toward adulthood. 3. I know problem-solving, decision-making, and refusal skills are needed to make safe and healthy life choices. | <ol style="list-style-type: none"> 1. I can ask for help. 2. I can recognize that safety issues are changing as I move toward adulthood. 3. I can problem-solving, make decisions, and use refusal skills are needed to make safe and healthy life choices. |
| 10 | <ol style="list-style-type: none"> 1. I know choices I make have positive, negative, and unintended consequences. 2. I know long-term goals involve many steps. 3. I know decision-making skills are important for risk-taking behavior. | <ol style="list-style-type: none"> 1. I can recognize positive, negative, and unintended consequences. 2. I can list the necessary steps for making long-term goals. 3. I can utilize decision-making skills to evaluate risk-taking behavior(s). |
| 11 | <ol style="list-style-type: none"> 1. I know anticipating consequences informs my decision. 2. I know my choices affect others. 3. I know personal decisions impact safety and health of self and others. | <ol style="list-style-type: none"> 1. I can anticipate consequences before making decisions and describe that process. 2. I can recognize that my choices may affect others. 3. I can see my decisions have an impact on the safety and well-being of self and others. |

PERSONAL/SOCIAL/EMOTIONAL DEVELOPMENT DOMAIN

STANDARD 2: Students identify and utilize processes to set and achieve goals, make responsible decisions, solve problems, and be safe.

| GRADE | STUDENTS WILL KNOW: | STUDENTS WILL BE ABLE TO DO: |
|--------------|---|---|
| 12 | <ol style="list-style-type: none">1. I know goals and plans can be assessed and redesigned.2. I know there are mentors who are available to help me reassess my plans and goals.3. I know decision-making skills are important to make safe and healthy life choices. | <ol style="list-style-type: none">1. I can assess and redesign my goals and plans.2. I can seek out the person(s) who can help me reassess my plans and goals if needed.3. I can be flexible and utilize my decision-making skills to adjust to different life experiences. |

Adapted from the ASCA National Model

PERSONAL/SOCIAL/EMOTIONAL DEVELOPMENT DOMAIN

STANDARD 3: Students analyze unique needs of a diverse community and demonstrate knowledge and skills to be contributing members of our global society.

| GRADE | STUDENTS WILL KNOW: | STUDENTS WILL BE ABLE TO DO: |
|--------------|---|--|
| K | <ol style="list-style-type: none"> 1. I know there are similarities and differences between myself and others. 2. I know there are different roles in my family. | <ol style="list-style-type: none"> 1. I can name similarities and differences between myself and others. 2. I can play with others. 3. I can name my role in my family. |
| 1 | <ol style="list-style-type: none"> 1. I can name similarities and differences between myself and others. 2. I can play with others. 3. I can name my role in my family." | <ol style="list-style-type: none"> 1. I can name the similarities and differences between myself and others. 2. I can name different roles within the school. |
| 2 | <ol style="list-style-type: none"> 1. I know there are similarities and differences among families and their cultures and traditions. 2. I know there are different roles in the community. 3. I know there are life changes or events that affect me and others. | <ol style="list-style-type: none"> 1. I can recognize similarities and differences among families and their cultures and traditions. 2. I can name different roles within the community. 3. I can discuss that life changes or events may affect me or others. |
| 3 | <ol style="list-style-type: none"> 1. I know there are roles at home and at school and each has responsibilities. 2. I know there are differences between my culture/traditions and those of others. 3. I know personal characteristics contribute to a positive classroom. | <ol style="list-style-type: none"> 1. I can name the responsibilities for the roles at home and at school. 2. I can identify the differences between my culture/traditions and others. 3. I can name personal characteristics that contribute to a positive classroom. |
| 4 | <ol style="list-style-type: none"> 1. I know it is important to recognize and respect diverse groups within the school and community. 2. I know there are personal roles and responsibilities as a school and community member. 3. I know personal characteristics influence the school environment. | <ol style="list-style-type: none"> 1. I can list diverse groups within the school and community. 2. I can show tolerance towards diverse groups within the school and community. 3. I can name personal roles and responsibilities as a school and community member. 4. I can name personal characteristics that influence to a positive school environment. |
| 5 | <ol style="list-style-type: none"> 1. I know I need to respect diverse individuals and groups in all aspects of life. 2. I know strategies for balancing family, school, and community roles. 3. I know personal characteristics influence to a school community. | <ol style="list-style-type: none"> 1. I can show respect for individuals within diverse groups in all aspects of life. 2. I can balance family, school, and community roles. 3. I can apply my personal characteristics to influence to a positive school community. |

PERSONAL/SOCIAL/EMOTIONAL DEVELOPMENT DOMAIN

STANDARD 3: Students analyze unique needs of a diverse community and demonstrate knowledge and skills to be contributing members of our global society.

| GRADE | STUDENTS WILL KNOW: | STUDENTS WILL BE ABLE TO DO: |
|--------------|---|--|
| 6 | <ol style="list-style-type: none"> 1. I know to different strategies for balancing family, school, and community roles. 2. I know interpersonal skills influence to community dynamics. 3. I know strategies to promote acceptance and respect in the school and community. | <ol style="list-style-type: none"> 1. I can identify and develop personal planning strategies to manage individual, family, and school responsibilities. 2. I can identify interpersonal skills needed to maintain quality relationships. 3. I can identify and develop strategies to promote acceptance and respect in the school and community. |
| 7 | <ol style="list-style-type: none"> 1. I know life situations require different personal planning strategies for balancing family, school, and community roles. 2. I know effective and ineffective interpersonal skills. 3. I know it is important to have acceptance and respect for individual differences. | <ol style="list-style-type: none"> 1. I can apply personal planning strategies to balance individual, family, and school responsibilities. 2. I can practice effective interpersonal skills in a variety of social situations. 3. I can promote acceptance and respect for individual differences. |
| 8 | <ol style="list-style-type: none"> 1. I know everyone must balance their own roles and personal planning strategies together for family, school, and community roles. 2. I know how interpersonal skills can affect relationships. 3. I know acceptance and respect of others within the global community. | <ol style="list-style-type: none"> 1. I can recognize the different roles and responsibilities people play in the family, school, and community, and how those roles and responsibilities are interrelated. 2. I can self-assess interpersonal skills that will help maintain quality relationships. 3. I can apply strategies that promote acceptance and respect of others within the global community. |
| 9 | <ol style="list-style-type: none"> 1. I know high school has different grade levels that contribute to my school's identity. 2. I know high school has different activities and groups that contribute to my school's identity. 3. I know there are diverse cultural identities and world views within the school and community. | <ol style="list-style-type: none"> 1. I can name different school groups. 2. I can explore cultural identity and world views within the school and community. |
| 10 | <ol style="list-style-type: none"> 1. I know groups exist that relate to my interests. 2. I know there are formal and informal groups. 3. I know there are diverse cultural identities and world views within the global community. | <ol style="list-style-type: none"> 1. I can find groups that relate to my interests. 2. I can tell you the difference between formal and informal groups. 3. I can promote acceptance and respect for cultural differences within the global community. |

PERSONAL/SOCIAL/EMOTIONAL DEVELOPMENT DOMAIN

STANDARD 3: Students analyze unique needs of a diverse community and demonstrate knowledge and skills to be contributing members of our global society.

| GRADE | STUDENTS WILL KNOW: | STUDENTS WILL BE ABLE TO DO: |
|--------------|--|--|
| 11 | <ol style="list-style-type: none">1. I know school groups connect or mirror community groups.2. I know I contribute to groups in the community.3. I know it is important to respect different cultures and points of view. | <ol style="list-style-type: none">1. I can seek out different school and community groups.2. I can exhibit respect for different cultures and points of view. |
| 12 | <ol style="list-style-type: none">1. I know my membership in groups and communities may change over time.2. I know respect for individuals and groups is important for a healthy global community. | <ol style="list-style-type: none">1. I can contribute to the community in which I live.2. I can advocate respect for individuals and groups in my global community. |

Adapted from the ASCA National Model

CONFIDENTIALITY

Confidentiality is both an ethical and a legal principle. The professional school counselor:

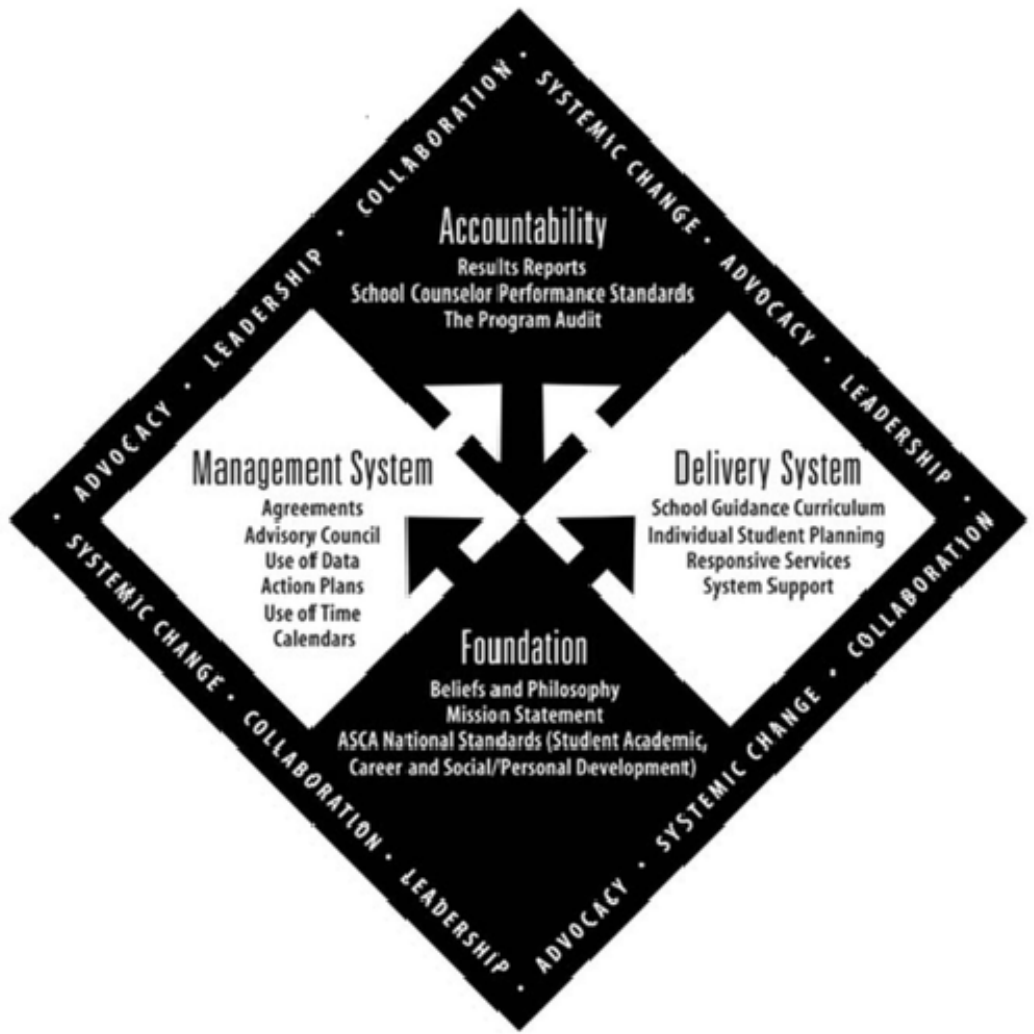
1. Informs students of the purposes, goals, techniques and rules of procedure under which they may receive counseling at or before the time when the counseling relationship is entered. The meaning and limits of confidentiality are defined in developmentally appropriate terms to students.
2. Keeps information confidential unless disclosure is required to prevent clear and imminent danger to the student or others or when legal requirements demand the confidential information be revealed. Counselors will consult with appropriate professionals when in doubt as to the validity of an exception.
3. Requests of the court that disclosure not be required when the release of confidential information may potentially harm a student or the counseling relationship.
4. 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.
5. 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.
6. 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.

Adapted from the Connecticut Comprehensive School Counselor Program Guide 2008

DELIVERY

Quality school counseling programs are based on research findings and data analysis. They are organized so that all students benefit from the curriculum, services, interventions and support. Delivery of the four key program components (Guidance Curriculum; Individual Planning; Responsive Services and System Support) is viewed as integral to the school's mission.

Support and involvement of the school community, including parent and community partners, is critical for successful program delivery. Such collaboration enhances equitable access to the program and fosters the supportive and safe school climate essential for learning. The following sample delivery chart outlines how a school counseling program might be organized and delivered:



Delivery System

Adopted from ASCA National Model.

| <p>Guidance Curriculum <i>Provides developmental, comprehensive guidance program content in a systematic way to all students K-12.</i></p> | <p>Responsive Services <i>Addresses the immediate concerns of students.</i></p> | <p>Individual Student Planning <i>Assists students and parents in development of academic and career plans.</i></p> | <p>System Support <i>Includes program, staff and school support activities and services.</i></p> |
|--|---|---|---|
| <p>Purpose Student awareness, skill development and application of skills needed in everyday life</p> | <p>Purpose Prevention & intervention.</p> | <p>Purpose Individual student, academic, and occupational planning, decision making, goal setting, and preparing for academic transitions.</p> | <p>Purpose Program delivery & support.</p> |
| <p>Academic</p> <ul style="list-style-type: none"> • Effective learning in school and across the life span. • Academic preparation for post secondary options. • Relationship of academics, work, family and community life. | <p>Academic</p> <ul style="list-style-type: none"> • Any immediate academic concerns. • School-related concerns including tardiness, absences and truancy, misbehavior, school avoidance, dropout, suspensions, etc. | <p>Academic</p> <ul style="list-style-type: none"> • Facilitation and/or interpretation of criterion and norm-referenced tests. • Academic preparation essential for post-secondary options. • Understand academic strengths related to occupations • Appropriate course selection • Development of an educational plan beyond high school including post-secondary selection/financial aids/scholarships. • Use of diverse assessment results | <p>Total Program</p> <ul style="list-style-type: none"> • School counselor professional development • Advocacy and public relations for comprehensive school counseling programs • Advisory committee • Program planning and development • Evaluation and assessment of comprehensive school counseling program, personnel and student results • Documentation of how comprehensive school counseling programs contribute to student achievement • School improvement |

| | | | |
|---|--|--|---|
| | | | <ul style="list-style-type: none"> planning • Integration of guidance essential teachings across the school curriculum • Parent involvement and education • Consultation with staff and community • Instructing on age-appropriate issues with staff and community • Practices based on research • Community outreach and involvement • Data analysis |
| <p>Career</p> <ul style="list-style-type: none"> • Investigate the world of work to make informed decisions • Strategies to achieve future career goals • Relationship of personal qualities, education, training and work. | | <p>Career</p> <ul style="list-style-type: none"> • Utilize career information resources in school and community • Explore career clusters • Interest and skill inventories • Occupation searches • Self-knowledge relating to career choices • Appropriate course selection, tech prep, work-based learning including job shadowing and internships • Develop a career | |

| | | | |
|--|--|---|--|
| | | plan/portfolio. | |
| Personal/Social <ul style="list-style-type: none"> • Interpersonal skills to respect self and others • Decision-making, setting goals and taking action to achieve goals • Understanding everyday safety and survival skills | Personal/Social <ul style="list-style-type: none"> • Physical, sexual or emotional abuse and issues • Crises • Grief, loss and death • Substance abuse • Family issues • Coping with stress • Relationship concerns • Divorce • Legal issues such as probation, arrests or incarceration • Referral plan. • Contact and develop relationships with mental health resources in your area. | Personal/Social <ul style="list-style-type: none"> • Skills and competencies related to student and employee success | |
| Counselor Role <ul style="list-style-type: none"> • Guidance curriculum implementation • Classroom or structured groups • Consultation | Counselor Role <ul style="list-style-type: none"> • Individual counseling • Small group counseling • Referral • Consultation | Counselor Role <ul style="list-style-type: none"> • Assessment • Planning • Placement • Consultation | Counselor Role <ul style="list-style-type: none"> • Develop and manage program • Coordination • Develop relationships and partnerships • Consultation |
| Time Elementary 35%-45% Middle/Junior High 25%-35% High School 15%-25% | Time Elementary 30%-40% Middle/Junior High 30%-40% High School 25%-35% | Time Elementary 5%-10% Middle/Junior High 15%-25% High School 25%-35% | Time Elementary 10%-15% Middle/Junior High 10%-15% High School 15%-20% |

Adapted from the ASCA National Model

SCHOOL GUIDANCE CURRICULUM

The School Guidance Curriculum consists of structured developmental experiences presented systematically through classroom and small group activities for all students in grades K-12. Successful implementation depends upon school-wide support and cooperation. The purpose of this curriculum is to provide students with knowledge of normal growth and development, to promote positive mental health and to assist them in acquiring and using life skills. The curriculum is organized to help students acquire, develop, and demonstrate competency within the three domains. Curriculum is provided to all students, which is proactive, preventative, and developmental. While school counselors are responsible for designing, planning, implementing and evaluating the curriculum, a number of student outcomes are best met through the involvement and participation of teachers and parents/guardians.

Curriculum Criteria

- Written curriculum has been adopted based on data, research, and needs
- Materials, equipment, and facilities are sufficient to support program delivery
- All students receive curriculum content, in a systemic way
- Content is measurable by pre/post tests, product creation or other appropriate methods
- Effectiveness of curriculum is evaluated annually
- Curriculum priorities are a result of data driven decisions

RESPONSIVE SERVICES

Responsive services are short-term counseling interventions to resolve immediate conflicts/problems, respond to crisis events, and intervene in school-specific situations that disrupt learning. School staff, parents/guardians, community members and students can initiate responsive services. School counselors work in partnership with administrators, teachers and school and community mental health professionals to provide services via a delivery system that benefits the most students while maximizing counselors' time. Responsive Services and implementation strategies include:

Consultation: Counselors consult and work collaboratively with school psychologists, adjustment counselors, parents, teachers and community-based mental health professionals to develop a broad base of support for students. School counselors serve as student advocates.

Individual/Small Group Counseling: Counseling students with identified needs/concerns to clarify needs and provide immediate, short-term interventions. Personal counseling assists students with school success. Counseling on a small group or individual basis may be provided. Personal counseling assists students in identifying problems, causes, alternatives, and possible consequences so that appropriate action can be taken. Such counseling is normally short-term in nature. School counselors do not provide therapy. When necessary, appropriate referral sources are used. The school counselor acts in accordance with all federal, state and local laws and policies with respect to confidentiality, suspected cases of abuse, and threats of harm or violence.

Preventative Interventions: Ongoing interventions to reduce the need for crisis management and remediation. Intervention goals include the development of attitudes, knowledge and skills that build students' self-worth, resiliency, optimism, and future orientation. Community service learning projects and peer support groups are examples of such interventions.

Outside Referrals: Counselors refer students and their parents/guardians to community agencies to deal with long-term situations that may include suicide, violence, emotional abuse, physical and sexual abuse, neglect, substance abuse, teen pregnancy, and divorce. To assure support, counselors need to maintain ongoing communication with involved agencies and referred students. Referral sources may include mental health agencies, vocational rehabilitation, social services, employment and training programs, and juvenile justice services.

Outside Referrals: Referring students and families to community agencies to assist them in managing crises outside the scope of the school counseling program.

Crisis Counseling

Crisis counseling provides prevention, intervention and follow-up. Counseling and support are provided to students and their families facing crisis situations. Such counseling is normally short-term in nature. When necessary, appropriate referral sources are used. School counselors should provide a leadership role in the district's crisis intervention team process.

Crisis/Safety Plans and School Response Teams: Developing school crisis plans and establishing teams to implement school safety, preventative interventions and crisis response. Staff crisis training is conducted to establish readiness to meet student/school needs in emergency situations.

Responsive Services Criteria

- Every student K-12 receives prevention education to address life choices in academic, career, and personal/social development
- Students are assisted in solving immediate problems that interfere with career, academic, personal, and social development
- A referral plan and a referral resource is available for persons seeking community agencies for assistance such as mental health, employment, and training programs, juvenile services, education, or social services
- Individual and small group counseling is available
- Crisis response plan is in place and used
- Consultation/collaboration is used
- There is a plan for interventions when needed

INDIVIDUAL STUDENT PLANNING

Individual planning consists of ongoing, systematic interventions to assist students with planning, managing and monitoring their educational/career goals. Assistance is planned, delivered and/or coordinated for delivery by the school counselor. Individually or in small groups, each student is provided with information, encouragement and support to both establish and work towards his/her goals. Parents/guardians are kept informed and asked to provide input and approve plans.

- **Case Management** Counselors may monitor individual student progress and planning in the academic/technical, career, and personal/social domains.
- **Individual/Small Group Appraisal:** Assisting students and parents/guardians with analysis and evaluation of abilities, interests, aptitudes and achievements. This includes a review of assessment results such as MCAS, PSAT/SAT, college placement tests, vocational assessments and career interest inventories. A review of students' course selection, grades, extracurricular activities and hobbies is also used to assist with identification of educational and career goals.
- **Individual/Small Group Counseling:** Using assessment results and up-to-date information to help students plan and reach their short and long-range goals.
- **Individual Appraisal** Counselors may assist students in using self-appraisal information. Together they analyze and evaluate abilities, interests, skills, and achievements. The utilization of appropriate assessment information becomes a basis for developing short- and long-term plans and goals for students.
- **Individual Advisement** Involvement of students, parents/guardians, and school staff in planning a program that meets individual needs of students is a critical part of advisement. Counselors work directly with students to enhance academic/technical goals, career goals, and personal-social growth. An example would be the development and annual review of a student's learning plan.
- **Placement** Counselors may assist students as they progress through school and into the world of work. The focus is providing information, reviewing options, counseling in the face of personal conflict, and referral.

Large and Small Group Instructional Activities

- **Classroom Activities:** Counselors teach or assist in presenting activities or units.
- **Student Monitoring:** Monitoring students' progress on a regular basis, assisting and advising as needed.
- **Consultation:** Partnering with parents/guardians, teachers and mentors to assist students in development and personal/social, emotional and academic growth.
- **Presentations and Assessments:** Structured group activities, assessments (e.g., skill or interest inventories), workshops, assemblies and meetings to address student needs and interests.
- **Parent Educational Outreach:** Resources, information, training and/or programs delivered to parents/guardians with the goal of reinforcing the guidance curriculum and increasing student outcomes.

- **Group Activities** Counselors conduct groups outside the classroom to respond to school or student interests and needs. Counselors plan and lead structured activities to increase the skills and knowledge of students.
- **Interdisciplinary Curriculum Development** Counselors participate on interdisciplinary teams to develop and refine curriculum in content areas. These teams develop classroom units that integrate subject matter with the guidance curriculum. The guidance curriculum may include units delivered through other classroom disciplines.

Individual Student Planning Criteria

- There is a system wide approach to helping students and parents make appropriate education and career plans.
- There is a system wide approach to helping students and parents understand the results of standardized and individual assessments.
- Each student starting in the middle grades has a long range educational plan/outline in place.
- Individual planning before registering for high school (9th Grade).
- Individual planning includes: individual appraisal, advisement and appropriate student placement.
- Accurate, appropriate and effective materials are distributed to support individual planning efforts of students and their parents.
- A comprehensive career information system is available to students.

SYSTEM SUPPORT

System support includes activities that establish, enhance and maintain optimal delivery of the school counseling program. It begins with an assessment of the program's delivery system, alignment with school and district missions, and its impact on students and school climate. Effective use of resources can greatly enhance the delivery of the school counseling program by maximizing counselors' time for quality program delivery. This includes the strategic use of resources such as technology, administrative support, staffing beyond the counseling department (e.g., paraprofessionals, interns, parents, and teachers as advisors) and community partners. School counselors are responsible for encouraging and maintaining system support through effective program management, assessment and collaboration. This would include:

Program Management/Coordination/Development: Providing direction, vision and accountability for the school counseling program and ongoing consultation and collaboration with school administration and staff to foster understanding and support for school counseling initiatives and calendars.

Program Audit: Conducting annual program audits to determine the degree to which the school counseling program has been being implemented. Audit results may yield changes in the school counseling program and the master calendar for the following year.

Program Assessment: Outcome assessment to clarify the impact and effectiveness of interventions, guide program direction, identify student needs and areas for program improvement.

Student Assessment: Evaluating student achievement data to ensure that all students gain access to rigorous curricula. Based on data analysis, counselors may identify gaps in academic, technical or developmental skill progression and suggest changes in schedules or instructional practice in order to provide additional support for achievement.

Professional Development: Counselors must regularly update their professional knowledge and skills. This may involve participating in, or delivering in-service training, attending professional meetings, completing relevant course work, and contributing to professional publications.

Consultation with Teachers and other Staff: Counselors consult with teachers and other staff members regularly to provide information and support to staff and to receive feedback on emerging needs of students.

Parent/Guardian Outreach

Counselors are available to provide ongoing support, education and information for parents/guardians regarding their children's personal/social, academic/technical, and career development, and to provide another important link between the classroom and the home.

Community Outreach

Activities may be designed to help counselors and teachers become knowledgeable of community resources, local and global culture, employment opportunities, and local labor market information. Counselors network with local businesses, industries, and social service agencies on a periodic basis.

Research and Development

Counselors need to utilize available research in the development of the school program to recognize student and community assets and needs. Broad-based data may be used to evaluate the effectiveness of the program.

Time Distribution

Expectations of what a comprehensive counseling program will accomplish are related to the four program delivery methods and three domains. The percentages of time will vary from school to school but must be based on reaching all students. The developmental needs of all students enrolled in the school dictate the assignment of time. The following are recommended ranges for each level: elementary, middle school/junior high, and high school.

System Support Criteria

- Professional Development
- School Counseling Program Development
- School Improvement Involvement
- Data gathering, documentation, analysis, and action planning
- Parental Involvement
- Community Outreach

Adapted from the ASCA National Model

MANAGEMENT

Management Agreements

MCPS School Counselor-Administrator Management Agreement Guidelines

Integrated with the delivery system is a management system, which incorporates organizational processes and tools necessary to ensure the program is organized, concrete, clearly delineated, and reflective of the school's needs. While the responsibility for school counseling programs rests with the local school district, it is the responsibility of school counselors to take a strong leadership role in continuing to develop a program that is connected with the school improvement plan. The support of local building principals is crucial to the development and maintenance of a counseling program that seeks to model the standards of the counseling profession.

1. Collaborate with your supervising administrator to develop an annual written agreement. Review aggregated and disaggregated achievement and achievement related data (e.g., attendance, course enrollment, discipline referrals, promotion/retention rates, school climate). Determine where the gaps between goals and present student or school performance exist. Data should be collected over time (immediate, intermediate and long range). There are many ways to gather data, including Pre-Post tests, School-wide data, National data, and both quantitative/qualitative data are important.
2. In the agreement, spell out the program goals that were determined in response to the documented needs. The goals will help in prioritizing the student and/or faculty/stakeholder skills and competencies to be addressed. Counselor(s)' accountability for achievement of program goals should be determined and listed. Be sure to review the district goals, building goals, and standards to choose goals and programs/curriculum. Check for alignment of those goals for the agreement.
3. Counselor responsibilities are listed. This should incorporate implementing services to address the program goals and priorities. After sufficiently addressing top priorities, other program service need to be listed with the responsible counselor(s) indicated. If applicable, determination of caseload assignment and domain/area of specialization should be delineated.
4. Based on priority goals, responsibilities, and caseload numbers, an approximate determination of how the counselor's time will be spent should be listed. Use the following to guide the determination of time distribution: ASCA's recommendation of 80% of a counselor's time being spent in direct service, ASCA's suggested distribution of school counselor time (ASCA National Model, 2005, p. 55). Time percentages should be reflected in the weekly/monthly/annual calendar listing of services.
5. The agreement should spell out the professional development opportunities that will be available to the school counselors. The professional literature encourages the use of clinical supervision, as well as attendance at workshops and conferences. Targeted areas for development should be agreed upon and identified (e.g., technology, supervisory skills, multicultural and advocacy skills). The MCPS Counselor Leadership Team highly encourages participation in state and national School Counseling Conferences.

6. A regular schedule of meetings with the supervising administrator should be listed (weekly meetings are recommended). In addition, time for meetings with stakeholders, school counseling advisory council, and collaborative colleagues (e.g., faculty, school psychologists) should be allotted.

7. Responsibilities of support personnel should be agreed upon and delineated. The budget for resources and materials should be spelled out.

Advisory Council Members

The team will meet at a minimum of twice a year, however the Advisory Council will determine if more meetings are needed. The advisory council will determine who and how persons are selected and/or replaced on the council. The members of the team shall include the following:

1. Counselor Leadership Team (3 - Elem, MS, HS) Representatives
2. Missoula County Public Schools Board Trustee (1)
3. Parents and Community Members (2)
4. Students (1)
5. Classroom Teachers (1)
6. School Psychologist (1)
7. Administrator (1)
8. University Representative (1)

Action Plans

MCPS Counselors are encouraged to use action plans. Formal action plans can assist counselors to align the standards/learning targets to daily curriculum. Two kinds of action plans are generally used. The first action plan is the guidance curriculum that is delivered to each student generally over the course of the year. There may be little change from year to year. The second action plan is the responsive plan that is meant to address the gaps in learning and will change as data is reviewed.

Calendars

Counselors should keep a daily/weekly/monthly schedule that is transparent for staff/administrators. This is also a data collection tool to monitor the amount of time spent in each component area. Counselors are encouraged to use the Outlook calendar provided by the district. If counselors are assigned to more than one building it is especially important to utilize a calendar for best practices. A year long Master Calendar is imperative for planning a program. It lays out the goals/curriculum for the year and assures alignment with the standards/learning targets. By using effective time management, counselors can use teamwork to strategize, organize, plan, and schedule activities proactively rather than being "on call" at any time.

Management Appendices List

MCPS Middle/High School Counselor/Principal Agreement
MCPS Counselor/Administrator Agreement
MCPS Advisory Council Letter
MCPS Advisory Council Agenda
MCPS Action Plan
MCPS Calendar

ACCOUNTABILITY

Results Report - How are students different as a result of program implementation?

Outcomes of a fully implemented school counseling program:

- Increase student graduation rates
- Increased student achievement K-12
- Increased collaboration between parents, school, and community
- Increased awareness of post secondary school options
- Decreased discipline referrals
- Improved attendance

Shared with stakeholders, including district staff, Board of Trustees, and community

Data collected at three different intervals:

Student Results

- WHEN: short-term, intermediate, long-term
- WHAT KIND: process (number of students affected), perception (pre and post test competency attainment or student data), and results (how did the student change as a result of the lesson). *SEE Appendices*

Program Results

- Program audit - Look at the whole program; process of continuous evaluation and modification
- Annually, the Counselor Leadership Team will meet to review the program and document
 - Determine program strengths and weaknesses
 - Create goals for the following year

Collaborate to adjust/build action plan

Education

Publicizing results to all Stakeholders

Show the efficacy of the K-12 School Counseling Program

Performance Standards Review

Currently in review

Union, administrators, and counselors

Program Audit - Look at the whole program; process of continuous evaluation and modification.

▶ APPENDICES ◀

- I School Counseling Action Plan
- II Counseling Department Master Calendar
- III Counseling/Administrator Agreement-Programmatic Delivery
- IV School Counseling Advisory Council Letter
- V Sample School Counseling Advisory Council Agenda
- VI School Counseling Program Evaluation
- VII Data Collecting Results Report - Elementary Example
- VIII Data Collecting Results Report - Middle School Example
- IX Adopted Materials



Forward Thinking, High Achieving.

APPENDIX II

Counseling Department Master Calendar

SITE: _____ **SCHOOL YEAR:** _____

| | |
|------------------|-----------------|
| <u>August</u> | <u>January</u> |
| <u>September</u> | <u>February</u> |
| <u>October</u> | <u>March</u> |
| <u>November</u> | <u>April</u> |
| <u>December</u> | <u>May</u> |

Counselors are encouraged to use the provided Outlook Calendar

APPENDIX III



Forward Thinking, High Achieving.

Counselor/Administrator Agreement

Programmatic Delivery by School

The school counseling teams will spend the following time (approximately) in each component area to ensure the delivery of the school counseling program.

| Actual Use | | | Recommended Time | | |
|-------------------|--|--|-------------------------|--------------------|------------------------|
| _____ % | of time delivering guidance curriculum | Provides developmental comprehensive guidance program content in a systematic way to all students K-12 | Elementary: 35%–45% | Middle: 25%–35% | High School 15%–25% |
| _____ % | of time with individual student planning | Assists students and parents in development of academic and career plans | Elementary: 5%–10% | Middle: 15%–25% | High School 25%–35% |
| _____ % | of time with responsive services | Addresses the immediate concerns of students | Elementary: 30%–40% | Middle: 30%–40% | High School 25%–35% |
| _____ % | of time with system support | Includes program, staff and school support activities and services | Elementary: 10%–15% | Middle: 10%–15% | High School 15%–20% |

MCPS District/Building Goals

| | Goal Description | Implementation Plan |
|----------|-------------------------|----------------------------|
| 1 | | |
| 2 | | |
| 3 | | |

Programs, Information, Assistance and Outreach

| Teachers | Parents | Community |
|-----------------|----------------|------------------|
| | | |
| | | |
| | | |
| | | |

Professional Development for School Counseling Staff

The school counseling team will participate in the following professional development:

_____The counselor leadership team recommends State/Annual School Counseling conferences

Professional Collaboration

The school counseling department will meet: *circle all that apply*

A. As a counseling department team:
weekly/monthly/yearly

B. With school staff (faculty):
weekly/monthly/yearly

C. With the advisory council:
weekly/monthly/yearly

D. With administration:
weekly/monthly/yearly

E. With subject area departments(collaboratively):
weekly/monthly/yearly

F. Other:
weekly/monthly/yearly

Budget Materials and Supplies

Yearly Budget
\$ _____

Needed materials, supplies and expenses:

Counselor Availability/Office Organization

The school counseling department will be open for students/parents/teachers from _____to_____ and _____to _____

Counselor Team Members Roles & Responsibilities

Role and Responsibilities of Other Staff and Volunteers

School counselor will be compensated for extra work hours as described in the collective bargaining agreement.

APPENDIX IV

School Counseling Advisory Council Letter



*Missoula County Public Schools
215 South 6th West
Missoula, MT 59801
(406) 728-2400*

Forward Thinking, High Achieving.

Dear _____,

Because of your interest in quality education and demonstrated expertise in the field of _____, the counseling department and staff of Missoula County Public Schools are confident you could provide an invaluable service to the school as a member of the School Counseling Advisory Council.

The advisory council will be composed of outstanding leaders in the school and community and is tasked with making recommendations regarding student and community needs and advising the school counseling staff as it strives to meet these needs.

MCPS has done an outstanding job of creating a comprehensive, developmental school counseling program. We need your guidance as we move towards implementation at all levels. Please consider joining us.

The advisory council will meet twice a year. Please give this invitation careful consideration and inform us of your decision by _____. Your acceptance of council membership will greatly enhance our school counseling program.

Sincerely,

School Counseling Leadership Team
Missoula County Public Schools

Adapted from the ASCA National Model



Forward Thinking, High Achieving.

APPENDIX V
SAMPLE
School Counseling Advisory Council Agenda

Draft:
Time:

Guiding Question:

How are students different as a result of what we do?

Long term target:

- As a result of the implementation of a comprehensive school counseling program we will have a robust, active role for counselors in the Missoula K-12 21st Century Education Model that ensures success for all students.

Short term targets:

- Over view of year to come/ review of yearly audit

AGENDA

| | |
|--------------------|--|
| 8:00 – 8:15 | Welcome and Introductions (Council Chair) |
| 8:15 – 8:45 | Explanation of the concept of an advisory council and the activities with which it will be concerned. |
| 8:45 – 8:50 | Guidelines for operation of the council are distributed to members. |
| 8:50 – 9:20 | Presentation by counselors of the school counseling program Protocol: Beginning of the year: Overview of program with anticipated results to achieve. End of the year: Review of counseling program audit and a summary of the program results reports are present at the end of the year meeting. |
| 9:20 – 9:35 | Discussion of activities and support needed from the council |
| 9:35 – 9:45 | Date is set for end of year meeting/beginning of year meeting |

Adapted from the ASCA National Model

APPENDIX VI

School Counseling Program Evaluation

School _____ Counselor _____ Date _____

| Component | Level of Implementation | | | | |
|--------------------------|-------------------------|---|----------------|---|----------|
| | Needs Improvement | | Operating Well | | Mastered |
| FOUNDATION | | | | | |
| Beliefs | 1 | 2 | 3 | 4 | 5 |
| Philosophy | 1 | 2 | 3 | 4 | 5 |
| Mission Statement | 1 | 2 | 3 | 4 | 5 |
| Standards | 1 | 2 | 3 | 4 | 5 |
| DELIVERY SYSTEM | | | | | |
| Guidance Curriculum | 1 | 2 | 3 | 4 | 5 |
| Individual Planning | 1 | 2 | 3 | 4 | 5 |
| Responsive Services | 1 | 2 | 3 | 4 | 5 |
| System Support | 1 | 2 | 3 | 4 | 5 |
| MANAGEMENT SYSTEM | | | | | |
| Agreements | 1 | 2 | 3 | 4 | 5 |
| Advisory Council | 1 | 2 | 3 | 4 | 5 |
| Use of Data | 1 | 2 | 3 | 4 | 5 |
| Action Plans | 1 | 2 | 3 | 4 | 5 |
| Use of Time | 1 | 2 | 3 | 4 | 5 |
| Calendars | 1 | 2 | 3 | 4 | 5 |
| ACCOUNTABILITY | | | | | |
| Results Reports | 1 | 2 | 3 | 4 | 5 |
| Performance Standards | 1 | 2 | 3 | 4 | 5 |
| Program Audit | 1 | 2 | 3 | 4 | 5 |
| Comments: | | | | | |
| | | | | | |

Source Adapted From the ASCA National Model

APPENDIX VII

Data Collecting Results Report – Elementary Example: Impact Over Time

| | | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
|--|--|---------|---------|---------|---------|
| Academic | | | | | |
| Standard 1: Students demonstrate the knowledge and skills that contribute to effective life-long learning. | Attendance data | | | | |
| | Retention Rates | | | | |
| | % of students who are free/reduced and who are taking AP classes | | | | |
| Career | | | | | |
| Standard 3: Students reflect on and apply strategies, personal qualities, and skills to successfully navigate the world of work. | % of students with interest inventories on file | | | | |
| | | | | | |
| | | | | | |
| Personal/Social | | | | | |
| Standard 2: Students identify and utilize processes to set and achieve goals, make responsible decisions, solve problems, and be safe. | % of students suspended | | | | |
| | Number of conflict mediations | | | | |
| | | | | | |
| Non-standards-Based Data | | | | | |
| Number of parents attending open house | | | | | |
| Number of volunteer mentors | | | | | |

Counselor

Principal Signature

Adapted from ASCA National Model

APPENDIX VIII

Data Collecting Results Report – Middle School Example

| Counselor | Target Group | Curriculum and Materials | Type of Service (Delivered in what manner?) | Start Date/End Date | Process Data (Number of Students Affected) | Perception Data (Pre-Post Test competency attainment or student data) | Results Data (How did the student change as a result of the lesson?) | Implications (So what does the data tell you?) |
|-----------|--------------|--------------------------|--|---------------------|---|--|---|---|
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

Adapted from ASCA National Model

APPENDIX IX

Adopted Materials

Elementary School, Grades K-5

Second Step K-3, Research Press

Strong Kids K-5, Research Press

Skill Streaming, Research Press

Kelso's Choice, Cerebellum Corporation, 2011

The Incredible 5 Point Scale, AAPC Publishing, 2003

Steps to Respect, Committee for Children

Komichis, Educator's Toolkit

Once Upon A Time: Storytelling to Teach Character and Prevent Bullying, Committee for Children, 2006

Middle School, Grades 6-8

50 Activities for Teaching Emotional Intelligence Level 2 Middle School, Innerchoice Publishing, 1996

Film Clips for Character Education, Filmcliponline.com

Owning Up Curriculum, Research Press, 2009

School Counseling to Close the Achievement Gap, Corwin, 2007

Skill Streaming-Adolescent, Research Press

Strong Kids Grades 6-8, Research Press

High School, Grades 9-12

The School Counselor's Guide: High School Guidance Curriculum Activities, Routledge, 2011

Five Life Strategies for Successful Teens, Human Relations Media

Study Skills, Human Relations Media

The Bullying Prevention Tool Kit, Human Relations Media

Me and My 500 Friends, Human Relations Media

Mental Health, Human Relations Media

Exploring Healthy Relationships, Human Relations Media

Less Student Stress More School Success, Greystone

Leadership 2000: Preparing Teens for Life, Work & Leadership, Greystone

What do you Really Want?, Greystone

Tough Choices: Anger Management Training Curriculum, GuidanceGroup.com

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