



**K-12 Comprehensive School Counseling Plan
March 2020**

West Irondequoit Central School District
K-12 Comprehensive School Counseling Program
District Plan
2019-2020

A. INTRODUCTION

- a. Brief Description of School District
- b. District Mission Statement
- c. K-12 School Counseling Program Mission and Guiding Principles
- d. List of Department Members

B. FOUNDATION/MANAGEMENT (DEFINE/MANAGE)

- a. NYSED/Regulation Part 100.2
- b. Student Standards:
 - i. American School Counseling Association (ASCA) National Standards
 - ii. American School Counseling Association (ASCA) National Standards Competencies and Indicators
 - iii. American School Counseling Association (ASCA) Mindsets and Behaviors Standards
 - iv. NYSED CDOS

C. DELIVERY/ACCOUNTABILITY: School Counseling Program (DELIVER/ASSESS)

- a. Academic Domain
- b. Social/Emotional Domain
- c. Career Domain
- d. Problem Solving Rubrics

INTRODUCTION

The West Irondequoit Central School District's School Counseling Department (K-12) has developed a Comprehensive School Counseling Plan. This program guide is the result of a review by the counselor's currently employed in the West Irondequoit Central School District. These professionals guided the development of this document. We owe thanks to our leadership staff and Board of Education for allowing us the time and resources to develop this comprehensive plan that will support the continued success of our students.

WEST IRONDEQUOIT CENTRAL SCHOOL DISTRICT

Mission

Mission Statement

The West Irondequoit Central School District partners with our community in providing a comprehensive educational experience that balances high expectations, diverse opportunities, intellectual growth, and personal responsibility. Our community welcomes each child, nurtures each mind, and inspires each other to peak performance.

We are committed to partnering with our community to:

Core Commitments

- Provide challenging curricula and embrace authentic experiences that complement the academic achievement of each student.
- Foster the emotional and physical wellness of all students.
- Encourage students to embrace creativity, welcome challenges, learn from setbacks, and develop resilience as integral parts of lifelong learning.
- Maintain a working environment that draws and retains knowledgeable, creative, dedicated, and caring professionals.
- Balance resources and educational needs to promote a fiscally sound and financially stable educational program.
- Provide students opportunities to explore possible careers, develop future paths, and hone 21st century skills for global citizenship.

Each student will demonstrate progressive development of the knowledge, skills, and values needed to function effectively in a complex and changing world. These include:

Peak Performance Priorities

- a broad integrated base of knowledge
- ability to effectively read, write, speak and listen
- cultural, scientific and technological literacy
- mathematical concepts and processes
- ability to gather, process, and communicate information
- critical and creative thinking, problem solving and decision making
- positive self-esteem and respect for others
- social responsibility
- creative expression
- physical and emotional well-being
- maximum effort and achievement in both individual and group endeavors

SCHOOL COUNSELING MISSION AND BELIEFS

The mission of the West Irondequoit Central School District's school counseling program is to provide a comprehensive, developmental counseling program addressing the academic, career and social/emotional development of all students. School counselors are professional school advocates who provide support to maximize student potential, well-being, and academic achievement. In partnership with other educators, families and the community, school counselors facilitate the support system to ensure all students in the West Irondequoit Central School District have access to and are prepared with the knowledge and skills to contribute at the highest level as productive members of society.

- Through the West Irondequoit School Counseling Program *ALL* students develop strategies to acquire the knowledge, attitudes, and skills to achieve their highest academic, career and personal/social potential.
- The West Irondequoit School Counseling Program is in alignment with the American School Counseling Association (ASCA) National Model and the New York State Model For Comprehensive K-12 School Counseling Program standards.
- The West Irondequoit School Counseling Program is comprehensive in scope, developmental in nature, proactive in design, and differentiated in order to address individual and societal needs.
- The role of the school counselor is multidimensional. School counselors ascribe to the ASCA Code of Ethics and participate in on-going professional development. School counselors incorporate leadership, advocacy, counseling, consultation, coordination, collaboration and teaming, and the use of data to ensure students' success in the domains of academic, career, and personal/social development.
- School counselors are shared stakeholders working in collaboration and partnership with students, families, educators, and community members in a variety of settings at a building, district and community level.
- School counselors, in collaboration with stakeholders, are invested in helping students make the transition from school to school, school to work, or school to higher education or career and technical training.
- All students benefit from an interdisciplinary delivery system, which includes a school counseling curriculum, individual student planning, responsive services, and system support.
- The on-going use of a variety of data sets, including process, perception and results data, is integral to ensure that every student receives the benefits of the West Irondequoit School Counseling Program. The data is used to identify and address individual student needs and issues, examine current practices, and determine the best ways to make systemic changes in order to seek continuous improvement.
- The West Irondequoit School Counseling Program delineates a framework of specific, measurable outcomes in the three domains of academic, career and social/emotional development. These outcomes must align with each student's developmental needs and must answer the question, "How are students different as a result of the West Irondequoit School Counseling Program?"
- The West Irondequoit School Counseling Program fosters an environment that encourages students to develop self-awareness, as well as understanding, tolerance and acceptance of others' diverse qualities, backgrounds, beliefs and aptitudes. The School Counseling Program enables our students to become productive members of the global community.
- The West Irondequoit School Counseling Program, using a variety of tools, assists all students in identifying and cultivating their intellectual strengths and personal attributes as they explore their higher education and/or career options.
- The West Irondequoit School Counseling Program will help students develop the skills of critical thinking, problem solving, decision making, self-reflection and effective communication.
- The West Irondequoit School Counseling Program promotes life-long learning for all students.

School Counseling Department Members

K-3rd Grade Counselors

Erika Guetti
Meghan Lentner
Tayler Naeye

4th-6th Grade Counselors

Kimberly Bohnel
Lisa Burt
Nwana Okafor

7th - 8th Grade Counselors

Colleen Graham
Jessica Hess
Nicole Williams

9th-12th Grade Counselors

Gretchen Bush
Cheryl Call
Michelle Laraby
Kevin McDonald
Whitney Stevenson
Scott Steinberg
Jenna Zahariev

FOUNDATION/MANAGEMENT

New York State Part 100 Regulations - School Counseling Programs

NYSED Guidance link:

<https://westiron.sharepoint.com/cicounseling/Shared%20Documents/Forms/AllItems.aspx?id=%2F%2Fcicounseling%2FShared%20Documents%2F%21THE%20COUNSELING%20PLAN%2F%21%21%21New%20York%20State%20Regulations%2FNYSED%20Guidance%2Ddocument%2D100%2E2j%2D6%2D15%2D18%2Epdf&parent=%2F%2Fcicounseling%2FShared%20Documents%2F%21THE%20COUNSELING%20PLAN%2F%21%21%21New%20York%20State%20Regulations>

NYSED Counseling Regulation link:

<https://westiron.sharepoint.com/:b:/r/cicounseling/Shared%20Documents/!THE%20COUNSELING%20PLAN/!!!New%20York%20State%20Regulations/Regulation-graphic-rev-3-2018.pdf?csf=1&web=1&e=6z9crN>

As per the New York State Education Department, listed in Part 100 of the Commissioner's Regulations, school counseling/guidance programs are defined as follows:

I) Public Schools: Each school district shall have a guidance program for all students.

II) In grades K-6, the program shall be designed in coordination with the teaching staff to prepare students to effectively participate in their current and future educational programs; to help students who exhibit any attendance, academic, behavioral or adjustment problems; to educate students concerning avoidance of child sexual abuse and to encourage parental involvement.

III) In grades 7-12, the school counseling program shall include the following activities and services:

A.) An annual review of each student's educational progress and career plans, with such reviews conducted with each student individually or with small groups by personnel certified or licensed as school counselors.

B.) Instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselors, or by classroom teachers in cooperation with the school counselor.

C.) Other advisory and individual or group counseling assistance to enable students to benefit from the curriculum to help students develop and implement postsecondary educational and career plans; to help students who exhibit any attendance, academic, behavioral or adjustment problems; to encourage parental involvement, provided that advisory assistance shall be provided by teachers or counselors or by certified teaching assistants under the supervision of counselors or teachers; such individual or group counseling shall be provided by certified or licensed school psychologists or certified or licensed school social workers in cooperation with certified and licensed school counselors.

IV) Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements of this subdivision. Such plan should be filed in the district offices and shall be available for review by any individual. The plan shall present program objectives, which describe expectations of what students will learn from the program; activities to accomplish the objectives; specifications of the staff members and other resources assigned to accomplish the objectives; provisions for the annual assessment of the program results.

The plan shall be reviewed annually by the school counselors, and revisions shall be made as necessary.

ACADEMIC DEVELOPMENT

Standard A:

- Students will acquire the attitudes, knowledge and skills that contribute to effective learning in schools and across life span.

Standard B:

- Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

Standard C:

- Students will understand the relationship of academics to the world of work, and to life at home and in the community.

SOCIAL/EMOTIONAL DEVELOPMENT

Standard A:

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

Standard B:

- Students will make decisions, set goals, and take necessary action to achieve goals.

Standard C:

- Students will understand safety and survival skills.

CAREER DEVELOPMENT

Standard A:

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

Standard B:

- Students will employ strategies to achieve future career goals with success and satisfaction.

Standard C:

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

ASCA

National Standards for Students

(COMPETENCIES AND INDICATORS) Legend: A:A-1.1 = Academic Domain, Standard A, Competency 1 and Indicator 1

Academic Development

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

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

A:A1 Improve Academic Self-concept

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

A:A2 Acquire Skills for Improving Learning

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

A:A3 Achieve School Success

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

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

A:B1 Improve Learning

- A:B1.1 Demonstrate the motivation to achieve individual potential
- A:B1.2 Learn and apply critical-thinking skills

A:B1.3 Apply the study skills necessary for academic success at each level

A:B1.4 Seek information and support from faculty, staff, family and peers

A:B1.5 Organize and apply academic information from a variety of sources

A:B1.6 Use knowledge of learning styles to positively influence school performance

A:B1.7 Become a self-directed and independent learner

A:B2 Plan to Achieve Goals

A:B2.1 Establish challenging academic goals in elementary, middle/jr. high and high school

A:B2.2 Use assessment results in educational planning

A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement

A:B2.4 Apply knowledge of aptitudes and interests to goal setting

A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals

A:B2.6 Understand the relationship between classroom performance and success in school

A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities

STANDARD C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

A:C1 Relate School to Life Experiences

A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life

A:C1.2 Seek co-curricular and community experiences to enhance the school experience

A:C1.3 Understand the relationship between learning and work

A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals

A:C1.5 Understand that school success is the preparation to make the transition from student to community member

A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

Social/Emotional Development

(Previously Personal/Social Development)

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

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

PS:A1 Acquire Self-knowledge

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

PS:A2 Acquire Interpersonal Skills

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

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

PS:B1 Self-knowledge Application

- PS:B1.1 Use a decision-making and problem-solving model
- PS:B1.2 Understand consequences of decisions and choices
- PS:B1.3 Identify alternative solutions to a problem
- PS:B1.4 Develop effective coping skills for dealing with problems
- PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
- PS:B1.6 Know how to apply conflict resolution skills
- PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
- PS:B1.8 Know when peer pressure is influencing a decision
- PS:B1.9 Identify long- and short-term goals
- PS:B1.10 Identify alternative ways of achieving goals
- PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills
- PS:B1.12 Develop an action plan to set and achieve realistic goals

Standard C: Students will understand safety and survival skills.

PS:C1 Acquire Personal Safety Skills

- PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)
- PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of rights of the individual
- PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact
- PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy
- PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help
- PS:C1.6 Identify resource people in the school and community, and know how to seek their help
- PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices
- PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse
- PS:C1.9 Learn how to cope with peer pressure
- PS:C1.10 Learn techniques for managing stress and conflict
- PS:C1.11 Learn coping skills for managing life events

Career Development

ASCA National Standards for career development guide school counseling programs

to provide the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work, and from job to job across the life span.

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

C:A1 Develop Career Awareness

C:A1.1 Develop skills to locate, evaluate and interpret career information

C:A1.2 Learn about the variety of traditional and nontraditional occupations

C:A1.3. Develop an awareness of personal abilities, skills, interests and motivations

C:A1.4 Learn how to interact and work cooperatively in teams

C:A1.5 Learn to make decisions

C:A1.6 Learn how to set goals

C:A1.7 Understand the importance of planning

C:A1.8 Pursue and develop competency in areas of interest

C:A1.9 Develop hobbies and vocational interests

C:A1.10 Balance between work and leisure time

C:A2 Develop Employment Readiness

C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills

C:A2.2 Apply job readiness skills to seek employment opportunities

C:A2.3 Demonstrate knowledge about the changing workplace

C:A2.4 Learn about the rights and responsibilities of employers and employees

C:A2.5 Learn to respect individual uniqueness in the workplace

C:A2.6 Learn how to write a résumé

C:A2.7 Develop a positive attitude toward work and learning

C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace

C:A2.9 Utilize time- and task-management skills

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

C:B1 Acquire Career Information

C:B1.1 Apply decision-making skills to career planning, course selection and career transition

C:B1.2 Identify personal skills, interests and abilities and relate them

to current career choice

C:B1.3 Demonstrate knowledge of the career-planning process

C:B1.4 Know the various ways in which occupations can be classified

C:B1.5 Use research and information resources to obtain career information

C:B1.6 Learn to use the Internet to access career-planning information

C:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice

C:B1.8 Understand how changing economic and societal needs influence employment trends and future training

C:B2 Identify Career Goals

C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals

C:B2.2 Assess and modify their educational plan to support career

C:B2.3 Use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience

C:B2.4 Select course work that is related to career interests

C:B2.5 Maintain a career-planning portfolio

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

C:C1 Acquire Knowledge to Achieve Career Goals

C:C1.1 Understand the relationship between educational achievement and career success

C:C1.2 Explain how work can help to achieve personal success and satisfaction

C:C1.3 Identify personal preferences and interests influencing career choice and success

C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills

C:C1.5 Describe the effect of work on lifestyle

C:C1.6 Understand the importance of equity and access in career choice

C:C1.7 Understand that work is an important and satisfying means of personal expression

C:C2 Apply Skills to Achieve Career Goals

C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals

C:C2.2 Learn how to use conflict management skills with peers and adults

C:C2.3 Learn to work cooperatively with others as a team member

C:C2.4 Apply academic and employment readiness skills in workbased learning situations such as internships, shadowing and/or mentoring experiences

American School Counseling Association Mindsets and Behavior Standards

Category 1: Mindset Standards

- M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.
- M 2. Self confidence in ability to succeed.
- M 3. Sense of belonging in the school environment.
- M 4. Understand that postsecondary education and life-long learning are necessary for long-term career success.
- M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes.
- M 6. Positive attitude toward work and learning.

Category 2: Behavior Standards

Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Demonstrate critical-thinking skills to make informed decisions.	B-SMS 1. Demonstrate ability to assume responsibility.	B-SS 1. Use effective oral and written communication skills and listening skills.
B-LS 2. Demonstrate creativity.	B-SMS 2. Demonstrate self-discipline and self-control.	B-SS 2. Create positive and supportive relationships with other students.
B-LS 3. Use time-management, organizational and study skills.	B-SMS 3. Demonstrate ability to work independently.	B-SS 3. Create relationships with adults that support success.
B-LS 4. Apply self-motivation and self-direction to learning.	B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards.	B-SS 4. Demonstrate empathy.
B-LS 5. Apply media and technology skills.	B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals.	B-SS 5. Demonstrate ethical decision-making and social responsibility.
B-LS 6. Set high standards of quality.	B-SMS 6. Demonstrate ability to overcome barriers to learning.	B-SS 6. Use effective collaboration and cooperation skills.
B-LS 7. Identify long- and short-term academic, career and social/emotional goals.	B-SMS 7. Demonstrate effective coping skills when faced with a problem.	B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams.
B-LS 8. Actively engage in challenging coursework.	B-SMS 8. Demonstrate the ability to balance school, home and community activities.	B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary.
B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions.	B-SMS 9. Demonstrate personal safety skills.	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment.
B-LS-10. Participate in enrichment and extracurricular activities.	B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities.	

Learning Standards for Career Development and Occupational Studies at Three Levels (CDOS)

Standard 1: Career Development Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

Standard 2: Integrated Learning Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

Standard 3a: Universal Foundation Skills Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

and Standard 3b: Career Majors Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs. Learning Standards for Career Development and Occupational Studies at Three Levels

CAREER PLAN as prescribed in these learning standards is intended to promote exploration and research into broad career areas of interest to individual students. Basic principles of career planning such as decision-making, self-evaluation, and goal setting have been integrated within the sample tasks. It is not the intent of these learning standards to limit options or narrowly define the educational preparation of students.

CAREER PLAN as prescribed in these learning standards is intended to promote exploration and research into broad career areas of interest to individual students. Basic principles of career planning such as decision-making, self-evaluation, and goal setting have been integrated within the sample tasks. It is not the intent of these learning standards to limit options or narrowly define the educational preparation of students.

DELIVERY/ACCOUNTABILITY

ACADEMIC (A), SOCIAL/EMOTIONAL (PS) AND CAREER (C) DOMAIN

Grade Level	Lesson Content/ Learning Experience	ASCA Domain/ Standard/ Competency	ASCA Mindset/ Behavior	Format	Timeframe	Approx. # of Students Impacted	Location	Assessment Format	Outcomes Student will...
K-3	Organization STUDY SKILLS	A:A2	BLS3	Direct teaching in classroom	Throughout the school year	900	Classrooms	Checklists, observations	Maintain organization in lockers, desks, folders, and backpacks
K-3	Task Analysis STUDY SKILLS	A:A1	BLS1 BLS9	Direct teaching in classroom	Throughout the school year	900	Classrooms	Checklists, observations	Select tools and explain steps needed to complete task
K-3	Goal setting GOALS/ PLANNING	A:B2	BLS7	Direct classroom teaching	Throughout the school year	900	Classrooms	Portfolios, journals	With support, evaluate strengths and focus areas in order to identify goals and develop pathways to achieve them
K-3	Self-Concept GOALS/ PLANNING	A:A1	M1 M2	Counseling lessons (healthy choices, friendship), individual and group counseling	Fall/Winter, throughout the school year	900	Classrooms and counseling office	Conferencing, self-assessment and reflection	Identify academic strengths and focus areas. Explain what a goal is and be able to identify individual academic goals and steps needed to achieve them. Recognize individual needs and seek appropriate school resources (self-advocacy)
K-3	Following Directions/ Rules/ Policies STUDY SKILLS	A:A3	BSMS1 BSMS2 BSS5	Counseling lessons, direct classroom teaching	Fall	900	Classrooms	Observation, Checklists, monitoring of behaviors response	Listen and comprehend in order to follow directions
K-3	Problem Solving STUDY SKILLS	A:B2	BLS1 BLS9 BSMS6 BSMS7 BSS6	Direct classroom teaching, individual and group counseling	Throughout the school year	900	Classrooms	Log, charting, brainstorming, short answer during Character Education programs, assemblies,	Identify a problem and generate and implement possible solutions

ACADEMIC (A), SOCIAL/EMOTIONAL (PS) AND CAREER (C) DOMAIN

Grade Level	Lesson Content/ Learning Experience	ASCA Domain/ Standard/ Competency	ASCA Mindset/ Behavior	Format	Timeframe	Approx. # of Students Impacted	Location	Assessment Format	Outcomes Student will...
-------------	--	---	---------------------------	--------	-----------	--------------------------------	----------	-------------------	--------------------------

								roleplays, observation during Character Education programs, rubric	
K-3	Interpersonal Skills STUDY SKILLS	A:A3	BSS1 BSS4 BSS7 BSS9	Direct classroom teaching, counseling lessons (teamwork, friendship skills)	Fall	900	Classrooms	Self-assessment, observation	Learn and exhibit basic skills of cooperation as partners and/or as members of a group.
K-3	Self-Advocacy STUDY SKILLS	A:A2	BSS8	Direct classroom teaching, counseling lessons (problem solving)	Winter	900	Classrooms	Self-reflection, observations	Express feelings, thoughts, and needs in a socially acceptable and effective manner
K-3	Respect for Others STUDY SKILLS	A:B1	BSS2 BSS3 BSS4 BSS7	Direct classroom teaching, counseling lessons	Fall	900	Classrooms	Character education books with discourse, observations. Community meetings, roleplays, fishbowls, Socratic seminar, book club, trouble box and buckets with discourse.	Define and apply respect for peers, adults and property
K-3	Work Ethic STUDY SKILLS	A:A3	M3 M5	Direct classroom teaching, counseling lessons	Spring	900	Classrooms	Self-reflection, report cards	Recognize successes in order to take pride in work and achievements.

ACADEMIC (A), SOCIAL/EMOTIONAL (PS) AND CAREER (C) DOMAIN

Grade Level	Lesson Content/ Learning Experience	ASCA Domain/ Standard/ Competency	ASCA Mindset/ Behavior	Format	Timeframe	Approx. # of Students Impacted	Location	Assessment Format	Outcomes Student will...
-------------	---	--	------------------------------	--------	-----------	--------------------------------------	----------	----------------------	-----------------------------

			M6 BLS6 BSMS3 BSMS5					comments w/ checklist, rubrics	Analyze personal work habits and modify when necessary.
K-3	Motivation MOTIVATION	A:B1	M5 M6 BLS4 BLS8 BSMS3	Culture and climate initiatives, classroom climate initiatives	Throughout school year	900	Throughout school building, classrooms	Writing, observation, plays	Demonstrate initiative and strive to reach one's potential. Acquire the skills needed to become a leader.
K-3	Long Range Planning LONG RANGE PLANNING	A:B2	BSMS4 BSMS5	Direct classroom teaching, culture/climate initiatives, PTSA- sponsored events	Throughout the school year	900	Throughout the school building	Extra- curriculars, projects, performance	Evaluate the importance of learning and developing time management skills/Create and participate in opportunities for learning outside of the classroom. (PTSA, Reflections Program etc.) Explore how one's work habits influence success.
K-3	Life Skills LIFE SKILLS	A:C1	BSMS1	Classroom lessons (responsibility), direct classroom teaching	Fall	900	Classrooms	Checklist, observation	With adult support, identify the various responsibilities of school, home, and community
K-3	Life-long Learning LIFE-LONG LEARNING	A:C1	M5	Counseling lessons (Careers), direct classroom teaching	Winter	900	Throughout the school year	Discourse, checklists	Identify the importance of school. Develop an awareness of the ability to incorporate skills learned in school in all areas of life
4-6	Time Management STUDY SKILLS	A:A2 A:C1	BLS 3 BSMS 8	Individual counseling, direct classroom teaching	Throughout the school year	800	Classrooms and counseling office	Checklists, rubrics, reports both in and out of school, observations	Utilize time management when completing individual and group tasks with varying levels of independence. Develop a plan to organize and complete assignments both in and out of school in time allotted

ACADEMIC (A), SOCIAL/EMOTIONAL (PS) AND CAREER (C) DOMAIN

Grade Level	Lesson Content/ Learning Experience	ASCA Domain/ Standard/ Competency	ASCA Mindset/ Behavior	Format	Timeframe	Approx. # of Students Impacted	Location	Assessment Format	Outcomes Student will...
4-6	Organization STUDY SKILLS	A:A2	BLS 3	Individual and group counseling, direct classroom teaching	Throughout the school year	800	Classrooms and counseling office	Planner, locker checks, report cards comments, observations, checklists	Maintain and utilize planner. Organize supplies and locker. Anticipate and plan for special activities before, during and after school.
4-6	Task Analysis STUDY SKILLS	A:A2	BLS 5 B-SMS 3	Direct classroom teaching	Throughout the school year	800	Classrooms	Projects, observations, teacher/student conferences	Utilize resources with greater independence and plan and follow steps needed to complete task.
4-6	Goal setting STUDY SKILLS	A:A2 A:A3 A:B2	BLS 7	Classroom lessons, individual and group counseling, direct classroom teaching	Fall; throughout the school year	800	Classrooms and counselor's office	Observation, goal-setting worksheets	Independently, evaluate strengths and focus areas, in order to identify and refine goals and further develop pathways to achieve them.
4-6	Self-Concept STUDY SKILLS	A:A1 A:A2 A:B2	M1 M2	Counseling lessons (self-concept/learning strengths), individual and group counseling	Winter; throughout the school year	800	Classrooms and counseling office	Self-assessment	Independently, identify academic strengths and focus areas, independently. Apply persistence and be able to identify individual academic goals and steps needed to achieve them. Recognize individual needs and seek appropriate school resources (self-advocacy).
4-6	Following Directions/ Rules/Policies STUDY SKILLS	A:A3	BSMS1 BSMS2 BSS5	Counseling lessons, School-wide assemblies, Direct classroom teaching, individual counseling	Fall; throughout the school year	800	Classrooms, Counseling office	Observation, checklists, monitoring of behaviors	Demonstrate the ability to independently follow directions/rules/policies and understand consequences

ACADEMIC (A), SOCIAL/EMOTIONAL (PS) AND CAREER (C) DOMAIN

Grade Level	Lesson Content/ Learning Experience	ASCA Domain/ Standard/ Competency	ASCA Mindset/ Behavior	Format	Timeframe	Approx. # of Students Impacted	Location	Assessment Format	Outcomes Student will...
4-6	Problem solving STUDY SKILLS	A:A3 A:B2	BLS1 BLS9 BSMS6 BSMS7 BSS6	Direct classroom teaching, individual and group counseling	Fall; throughout the school year	800	Classrooms and counseling office	Observations, use problem solving rubrics	Understand and apply the problem-solving model (identify the problem, brainstorm the multiple solutions, think about the consequences, determine the appropriate choice, evaluate).
4-6	Interpersonal Skills STUDY SKILLS	A:A2 A:A3	BSS1 BSS4 BSS7 BSS9	Classroom lessons, direct classroom teaching, individual and group counseling	Throughout the school year	800	Throughout the school building	Self-evaluation, observations, team building	Apply communication skills and conflict resolution skill when collaborating with others.
4-6	Self-Advocacy STUDY SKILLS	A:A2 A:B1	BSS8	Individual counseling, direct classroom teaching	Throughout the school year	800	Classroom and counseling office	Self-reflection, observations	Appropriately express one's needs and seek assistance when necessary.
4-6	Respect for Others STUDY SKILLS	A:A3 A:B1	BSS2 BSS3 BSS4 BSS7	Direct classroom teaching, individual counseling	Throughout the school year	800	Throughout the school building	Cultural acceptance through writing, observation	Demonstrate acceptance for other's ideas and opinions throughout all academic situations
4-6	Work ethic STUDY SKILLS	A:A3 A:B1	M3 M4 M5 M6 BSMS3 BSMS5 BSMS6	Direct classroom teaching, individual counseling	Throughout the school year	800	Throughout the school building	Observations, progress monitoring	Recognize successes in order to take pride in work and achievements. Analyze personal work habits and modify when necessary.
4-6	MOTIVATION	A:B1	M4 M5 M6 BLS4 BLS8 BSMS3	Classroom climate initiatives, individual counseling, Culture and climate initiatives	Throughout the school year	800	Classrooms and counseling office	Writing, observation, report card comments/ effort grades,	Define and demonstrate ability to strive for highest level of achievement. Acquire the skills needed to become a self-directed/ independent learner

ACADEMIC (A), SOCIAL/EMOTIONAL (PS) AND CAREER (C) DOMAIN

Grade Level	Lesson Content/ Learning Experience	ASCA Domain/ Standard/ Competency	ASCA Mindset/ Behavior	Format	Timeframe	Approx. # of Students Impacted	Location	Assessment Format	Outcomes Student will...
								rubrics and self-assessment	
4-6	Long range planning	A:B1 A:C1	M4 BLS10 BSMS4 BSMS5	Direct classroom teaching, individual counseling	Throughout the school year	800	Classrooms and counseling office	Extra-curricular, observations, projects, performance	Evaluate regularly, with increasing independence, academic progress and adjust plans where necessary. Explore extracurricular options through a variety of experiences such as school clubs, and intramurals. Analyze assessment results, academic results and classroom performance to inform academic planning
4-6	Life Skills	A:C1	BSMS8	Direct classroom teaching, individual counseling	Throughout the school year	800	Classrooms and counseling office	Observations and report card comments	Balance the various responsibilities of school, home and community with adult support.
4-6	Life Long Learning	A:C1	M4 BLS2	Direct classroom teaching, individual counseling	Throughout the school year	800	Classrooms and counseling office	Discourse, report card data	Incorporate and apply skills learned in school in all areas of life.
7-8	Time Management STUDY SKILLS	A:A2 A:C1	BSMS1 BLS3 BLS9	Individual Counseling, Support Study Hall, Direct Classroom Teacher Instruction	Throughout the School Year	600	Throughout the School Building and Community	Short answer, rubric-checklists, planner checks, report card comments	Apply a time management system for meeting the expectations of classwork, homework and out of class activities
7-8	Organization STUDY SKILLS	A:A2 A:B1	BLS3 BSMS8	Individual Counseling, Support Study Hall, Direct Classroom Teacher Instruction	Throughout the School Year	600	Throughout the School Building	Planner check with constructed response,	Apply an effective, individualized organization system to assist in meeting academic needs

ACADEMIC (A), SOCIAL/EMOTIONAL (PS) AND CAREER (C) DOMAIN

Grade Level	Lesson Content/ Learning Experience	ASCA Domain/ Standard/ Competency	ASCA Mindset/ Behavior	Format	Timeframe	Approx. # of Students Impacted	Location	Assessment Format	Outcomes Student will...
-------------	--	---	---------------------------	--------	-----------	--------------------------------	----------	-------------------	--------------------------

								report card comments	
7-8	Task Analysis STUDY SKILLS	A:A2	BLS1 BLS9	Individual Counseling, Support Study Hall, Direct Classroom Teacher Instruction	Throughout the School Year	600	Throughout the School Building	Projects, scientific method, journal entries	Follow steps necessary to complete a task and reflect on their effectiveness and revise when necessary.
7-8	Goal setting STUDY SKILLS	A:A2 A:A3 A:B2	BLS7 BSM	Individual Counseling, Support Study Hall, Direct Classroom Teacher Instruction	Throughout the School Year	600	Throughout the School Building	4 year plan, high school plan, Written and Oral expression, observations, referrals	Understand and apply the goal setting model to various academic challenges
7-8	Self-Concept STUDY SKILLS	A:A1 A:A2 A:B1 A:B2	M5 BLS4 BSMS10 BSS8	Individual Counseling, Support Study Hall, Direct Classroom Teacher Instruction, Team Meetings	Throughout the School Year	600	Throughout the School Building	Short answer, observation, teacher feedback, journal, Intervention Plans	Develop an awareness of one's abilities as a learner, then apply awareness to set goals for improvement. Model ability to monitor and adjust approach in adverse situations while maintaining feelings of competence and confidence as learners. Seek appropriate school and community resources to self-advocate
7-8	Following Directions/ Rules/ Policies STUDY SKILLS	A:A3	BSMS2 BSMS10 BSS5	Individual Counseling, Support Study Hall, Direct Classroom Teacher Instruction, Team Meetings	Throughout the School Year	600	Throughout the School Building	Observation, discipline referrals short answer written response,	Demonstrate the ability to independently follow directions/rules/policies and understand and accept short and long term consequences

ACADEMIC (A), SOCIAL/EMOTIONAL (PS) AND CAREER (C) DOMAIN

Grade Level	Lesson Content/ Learning Experience	ASCA Domain/ Standard/ Competency	ASCA Mindset/ Behavior	Format	Timeframe	Approx. # of Students Impacted	Location	Assessment Format	Outcomes Student will...
								Intervention Plans	
7-8	Problem Solving STUDY SKILLS	A:A3 A:B2	BSS9 BSMS7	Individual Counseling, Support Study Hall, Direct Classroom Teacher Instruction, Team Meetings	Throughout the School Year	600	Throughout the School Building	Interview, observation, rubric	Demonstrate an understanding of the problem-solving model by integrating it into a variety of situations.
7-8	Interpersonal skills STUDY SKILLS	A:A3	BSMS3 BSS6 BSS7 BSS9 M6	Individual Counseling, Support Study Hall, Direct Classroom Teacher Instruction, Team Meetings	Throughout the School Year	600	Throughout the School Building	Observation, teacher feedback, written and oral expression	Demonstrate the ability to work independently, and cooperatively with other students
7-8	Self-advocacy STUDY SKILLS	A:A2 A:B1	BSS1 BSS8	Individual Counseling, Support Study Hall, Direct Classroom Teacher Instruction, Team Meetings	Throughout the School Year	600	Throughout the School Building	Observation, interview, written and oral expression	Analyze and independently articulate solutions for daily issues in a socially acceptable manner, while advocating for self when necessary
7-8	Respect for others STUDY SKILLS	A:A3 A:B1	BSS2 BSS3 BSS4	Individual Counseling, Support Study Hall, Direct Classroom Teacher Instruction, Team Meetings	Throughout the School Year	600	Throughout the School Building	Observation, Referrals, Oral Expression	Model understanding and accept others' differences
7-8	Work ethic STUDY SKILLS	A:A3 A:B1 A:B2	BLS6 BLS8 M2	Individual Counseling, Support Study Hall, Direct Classroom Teacher Instruction, Team Meetings, Counseling Classroom Lessons	Throughout the School Year	600	Throughout the School Building	Interview, 4 year plan, report card comments	Display pride in work and achievement and continually strive for peak performance. Reflect on individual choices on academic performance and develop a new approach if necessary
7-8	MOTIVATION MOTIVATION	A:B1	M1 BLS6 BLS8	Individual Counseling, Support Study Hall, Direct Classroom	Throughout the School Year	600	Throughout the School Building	4 year plan with constructed	Follow a rigorous academic program and achieve at the highest level of individual potential. Learn and apply

ACADEMIC (A), SOCIAL/EMOTIONAL (PS) AND CAREER (C) DOMAIN

Grade Level	Lesson Content/ Learning Experience	ASCA Domain/ Standard/ Competency	ASCA Mindset/ Behavior	Format	Timeframe	Approx. # of Students Impacted	Location	Assessment Format	Outcomes Student will...
			BLS10	Teacher Instruction, Team Meetings, Counseling Classroom Lessons				response, report card comments/ effort grades	skills to become a self-directed learner.
7-8	Long range planning MOTIVATION	A:B2 A:C1	M4 BLS7 BLS9 BLS10	Individual Counseling, Direct Classroom Teacher Instruction, Counseling Classroom Lessons	Throughout the School Year	600	Throughout the School Building	Short answer written response to future plans, development of a 4 year plan, report card comments, career portfolio	Develop an initial 4 year plan of study to maximize academic ability and achievement. Access extra-curricular activities to create a well-rounded experience that expands high school opportunities. Explain the connection between performance/effort and academic placement opportunities
7-8	Life Skills LIFE SKILLS	A:A2 A:C1	BSMS8 BSMS9 BSS8	Individual Counseling, Group Counseling, Classroom Teacher lead Instruction	Throughout the School Year	600	Throughout the School Building	Interview, Discussion, Observations	Demonstrate the ability to balance the increasing responsibilities of school, home and community, and seek adult support when necessary
7-8	Life Long Learning LIFE SKILLS	A:B2 A:C1	M1 M2 M4 M6	Individual Counseling, Group Counseling, Classroom Teacher lead Instruction	Throughout the School Year	600	Throughout the School Building	Constructed response, 4 year plan, Observations, Report Card comments	Recognize the value of lifelong learning as essential to seeking, obtaining and maintaining life goals. Analyze how school success is the preparation for making the transition from student to a contributing member of society. Explore extracurricular and community opportunities to enhance the school experience.
9-12	Time Management	A:A1 A:A2 A:A3 A:B2	B-LS 1 B-LS 3 B-LS 5 B-LS 9	Individual Counseling, Learning Center, Study Skills, Direct classroom teacher instruction	Throughout School Year	1200-1300	Throughout the School Building	Written/ verbal short answer, observations	Independently create and apply a time management system, analyze effectiveness, and make appropriate adjustments. Evaluate and weigh the

ACADEMIC (A), SOCIAL/EMOTIONAL (PS) AND CAREER (C) DOMAIN

Grade Level	Lesson Content/ Learning Experience	ASCA Domain/ Standard/ Competency	ASCA Mindset/ Behavior	Format	Timeframe	Approx. # of Students Impacted	Location	Assessment Format	Outcomes Student will...
		A:C1	B-SMS 8					, report card comments	consequences of competing priorities and implement an effective plan of action that demonstrates academic responsibility.
9-12	Organization	A:A1 A:A2 A:A3 A:B1 A:B2 A:C1	B-LS 3 B-SMS 8	Individual Counseling, Learning Center, Study Skills, Direct classroom teacher instruction	Throughout School Year	1200-1300	Throughout the School Building	Oral discussion, observations, report card comments	Independently implement and assess an organization system to meet academic demands.
9-12	Task Analysis	A:A1 A:A2 A:A3 A:B1 A:B2	B-LS 1 B-LS 9	Individual Counseling, Learning Center, Study Skills, Direct classroom teacher instruction	Throughout School Year	1200-1300	Throughout the School Building	Observations	Independently, develop steps necessary to complete a task, and revise as necessary.
9-12	Goal setting	A:A1 A:A2 A:A3 A:B1 A:B2 A:C1	B-LS 7	Individual Counseling, Learning Center, Study Skills, Direct classroom teacher instruction	Throughout School Year	1200-1300	Throughout the School Building	Self-assessment, oral discussion, checklist, observations, post high school transition planning	Understand and apply the goal setting model independently to various academic challenges.
9-12	Self-concept	A:A1 A:A2 A:A3 A:B1 A:B2	M 5 B-LS 1 B-SMS 6	Individual Counseling, Learning Center, Study Skills, Direct classroom teacher instruction	Throughout School Year	1200-1300	Throughout the School Building	Oral discussion, self-assessment, Observations, graphic organizers (program	Reassess, continually, and accept one's abilities as a learner, select challenging goals and reflect upon relationship between successfully achieving these goals and improving self-concept. Apply effective internalized strategies to successfully navigate complex academic situations

ACADEMIC (A), SOCIAL/EMOTIONAL (PS) AND CAREER (C) DOMAIN

Grade Level	Lesson Content/ Learning Experience	ASCA Domain/ Standard/ Competency	ASCA Mindset/ Behavior	Format	Timeframe	Approx. # of Students Impacted	Location	Assessment Format	Outcomes Student will...
								planning sheets)	
9-12	Problem Solving STUDY SKILLS	A:A1 A:A2 A:B1 A:B2	B-LS 1 B-LS 7 B-LS 9	Individual Counseling, Learning Center, Study Skills, Direct classroom teacher instruction	Throughout School Year	1200-1300	Throughout the School Building	Journal, oral discussion, role play, simulations, Rubric	Utilize the problem-solving model and integrate across a variety of situations
9-12	Interpersonal Skills	A:A3	B-LS 4 B-SMS 3 B-SS 2 B-SS 6 B-SS 7	Individual Counseling, Learning Center, Study Skills, Direct classroom teacher instruction	Throughout School Year	1200-1300	Throughout the School Building	Self/peer constructed response, observation	Demonstrate the ability to work independently, as well the ability to work cooperatively, with others within school and community.
9-12	Self-Advocacy STUDY SKILLS	A:A2 A:B1	B-SS 1 B-SS 3 B-SS 8 B-SMS 3 B-SMS 6	Individual Counseling, Learning Center, Study Skills, Direct classroom teacher instruction	Throughout School Year	1200-1300	Throughout the School Building	Oral discussion, observation, self-reflection	Independently, express one's needs as a learner and seek assistance when necessary.
9-12	Respect for others	A:A3 A:B1	B-SS 4 B-SS 7 B-SS 9	Individual Counseling, Learning Center, Study Skills, Direct classroom teacher instruction	Throughout School Year	1200-1300	Throughout the School Building	Oral discussion, observation, self-reflection	Model understanding and appreciation for other's differences
9-12	Work Ethic	A:A1 A:A2 A:A3 A:B1 A:B2 A:C1	M 2 M 5 M 6 B-SMS 6 B-SMS 7	Individual Counseling, Learning Center, Study Skills, Direct classroom teacher instruction, Award Nights	Throughout School Year	1200-1300	Throughout the School Building	Self-reflection, observations, graphic organizers	Display pride in work and achievement and community settings. Evaluate the impact of choices on academic performance and adjust when necessary
9-12	MOTIVATION	A:B1 A:B2 A:C1	M 5 B-LS 1 B-LS 4 B-LS 6	Individual Counseling, Group Seminars	Throughout School Year	1200-1300	Counseling Office, classroom	Writing, oral discussion, implementation of	Create a rigorous academic program that challenges individual potential and exceeds traditional graduation requirements. Develop and implement

ACADEMIC (A), SOCIAL/EMOTIONAL (PS) AND CAREER (C) DOMAIN

Grade Level	Lesson Content/ Learning Experience	ASCA Domain/ Standard/ Competency	ASCA Mindset/ Behavior	Format	Timeframe	Approx. # of Students Impacted	Location	Assessment Format	Outcomes Student will...
-------------	--	---	---------------------------	--------	-----------	-----------------------------------	----------	----------------------	-----------------------------

			B-LS 7 B-LS 8 B-LS 10					annual program planning form	an individualized plan to consistently demonstrate the skills of a self-directed learner
9-12	Long range planning	A:B1 A:B2 A:C1	B-LS 1 B-LS 2 B-LS 3 B-LS 4 B-LS 5 B-LS 6 B-LS 7 B-LS 8 B-LS 9 B-LS 10	Individual Counseling, Group Seminars	Throughout School Year	1200-1300	Counseling Office, classroom	Annual Program Review Sheet, Resume	Develop and implement a rigorous annual plan to study to maximize academic ability and achievement. Access extra-curricular activities and/or work opportunities to create a well-rounded experience that expands post high school opportunities. Use assessment/performance data to inform educational planning and decision making
9-12	Life skills	A:C1	M 1 M 3 B-SMS 8	Individual Counseling, Group Seminars	Throughout School Year	1200-1300	Throughout school building	Observations, report card comments	Demonstrates the ability to balance school home and community responsibilities
9-12	Lifelong learner	A:B2 A:C1	M 4 M 6 B-LS 2 B-LS 7 B-LS 10 B-SMS 4 B-SMS 5	Individual Counseling, Group Seminars	Throughout School Year	1200-1300	Throughout school building	Oral discussion	Articulate the value of lifelong learning as essential to seeking, obtaining and maintaining life goals. Synthesize skills learned in school to assist in the transition from student to a contributing member of society. Explore and participate co-curricular, work study, and job shadowing opportunities to enhance the school experience

ACADEMIC (A), SOCIAL/EMOTIONAL (PS) AND CAREER (C) DOMAIN

Grade Level	Lesson Content/ Learning Experience	ASCA Domain/ Standard/ Competency	ASCA Mindset/ Behavior	Format	Timeframe	Approx. # of Students Impacted	Location	Assessment Format	Outcomes Student will...
K-3	Problem solving and decision making skills INTRAPERSONAL	PS:A2 PS:B1	BSMS1 BSMS3 BSMS7 BSS5	Counseling lessons (problem solving), individual and group counseling, direct classroom teaching	Winter; throughout the school year	900	Classrooms and counseling office	Problem solving worksheets, mediation, role plays, discipline referrals	Utilize problem solving model to become independent problem solvers
K-3	Healthy self-concept INTRAPERSONAL	PS:A1	M1 M2 BSS8	Counseling lessons (healthy choices, friendship), individual and group counseling	Fall/Winter throughout the school year	900	Classrooms and counseling office	Checklists, lists of strengths, supporting opinions in writing, observation	Identify and develop one's own values, beliefs, and behaviors in order to develop a healthy self-concept
K-3	Emotions INTRAPERSONAL	PS:A1	BSMS7	Counseling lessons (problem solving, stress management), individual and group counseling	Winter/Spring, throughout the school year	900	Classrooms and counseling office	Source books/ journals, feelings thermometer, role plays, observations	Identify and express emotions appropriately, and apply effective coping skills with support
K-3	"I statements" INTRAPERSONAL	PS:A2 PS:B1	BSMS7 BSS1 BSS6 BSS8	Counseling lessons (problem solving), individual and group counseling	Winter, throughout the school year	900	Classrooms and counseling office	Use of "I statements," observations, role plays	Identify and apply "I" statements with support to assertively express needs
K-3	Flexible thinking INTRAPERSONAL	PS:A1 PS:A2 PS:B1	BSMS7 BSMS10	Counseling lessons (social thinking lessons), individual and group counseling, direct classroom teaching	Winter/Spring, throughout the school year	900	Classrooms and counseling office	Observations	Display flexibility during the problem solving process and throughout times of transition

ACADEMIC (A), SOCIAL/EMOTIONAL (PS) AND CAREER (C) DOMAIN

Grade Level	Lesson Content/ Learning Experience	ASCA Domain/ Standard/ Competency	ASCA Mindset/ Behavior	Format	Timeframe	Approx. # of Students Impacted	Location	Assessment Format	Outcomes Student will...
K-3	Making good choices INTRAPERSONAL	PS:B1 PS:C1	BSMS1 BSMS2	Counseling lessons (healthy choices, Manners, listening/following directions, responsibility/teamwork, problem solving, child safety assembly, stress management individual and group counseling, direct teaching in classrooms and other non-classroom settings, culture/climate building initiatives	Fall/Spring, throughout the school year	900	Classrooms, counseling office, playground, bus, lunch/recess	Observations, discipline referrals	Select and apply "good choices" across a variety of settings
K-3	Self-space INTRAPERSONAL	PS:A1 PS:C1	BSMS2 BSMS9 BSS2 BSS9	Counseling lessons (Manners, sex abuse prevention, safety assembly), individual and group counseling	Fall, throughout school year	900	Classrooms, counseling office	Use of "I statements," observations	Identify and apply the appropriate self-space and privacy needs in a variety of settings and advocate for self
K-3	Conflict resolution skills INTRAPERSONAL	PS:A2 PS:B1	BLS9 BSMS1 BSMS2 BSS4 BSS5	Counseling lessons, individual and group counseling, direct teaching in classrooms	Winter, throughout the school year	900	Classrooms, counseling office, Principal's office	Observations, discipline referrals, mediations	Identify effective problem solving and conflict resolution skills to work effectively as a member of a team
K-3	Friendship skills INTRAPERSONAL	PS:A2	BSS2 BSS4 BSS9	Counseling lessons (Friendship), individual and group counseling, direct teaching in classrooms	February, throughout school year	900	Classrooms, counseling office, playground, APR, bus	Observations	Apply the skills to create and maintain friendships
K-3	Empathy INTRAPERSONAL	PS:A2	BSS4	Culture/climate building initiatives, individual and group counseling	Winter	900	Classrooms, APR, playground, bus,	Journaling, sourcebooks	Identify definition of empathy and how to relate to others' feelings

ACADEMIC (A), SOCIAL/EMOTIONAL (PS) AND CAREER (C) DOMAIN

Grade Level	Lesson Content/ Learning Experience	ASCA Domain/ Standard/ Competency	ASCA Mindset/ Behavior	Format	Timeframe	Approx. # of Students Impacted	Location	Assessment Format	Outcomes Student will...
-------------	---	--	------------------------------	--------	-----------	--------------------------------------	----------	----------------------	-----------------------------

							counseling office		
K-3	Respect INTRAPERSONAL	PS:A2	BSS1 BSS2 BSS3	Counseling lessons (Diversity), culture/climate building initiatives	Fall	900	Classrooms, APR, playground, bus	Observations	Understand and display respect for others and property
K-3	Social thinking INTRAPERSONAL	PS:A1 PS:A2	BSMS7 BSMS10	Counseling lessons (ICT classrooms), direct classroom teaching	Throughout the school year	900	Classrooms	Observations	Think about others to determine an expected behavior.
K-3	Social cues INTRAPERSONAL	PS:A1 PS:A2	BSS1 BSS9	Individual and group counseling, direct classroom teaching	Throughout the school year	900	Counseling office, classrooms, throughout the school building	Observations	Identify socially acceptable body language and voice.
K-3	Embracing differences INTRAPERSONAL	PS:A2	BSS2 BSS4 BSS6 BSS7	Counseling lessons (Diversity), culture/climate initiatives, direct classroom teaching	Fall	900	Classrooms, APR, throughout the school building	Think- alouds, observations	Recognize individual differences and cultural diversity.
K-3	Goal setting GOALS/ PLANNING	PS:B1	M1 M5 BLS1 BLS4 BLS7 BSMS5	Direct classroom teaching	Throughout the school year	900	Classrooms	Goal-setting worksheets with oral discussion	Set short term goals and reflect on progress
K-3	Goal monitoring GOALS/ PLANNING	PS:B1	BLS6 BSMS3 BSMS5	Direct classroom teaching	Throughout the school year	900	Classrooms	Self- assessment, checklist, conferencing, observations	With adult support, evaluate and monitor progress toward individual goal

ACADEMIC (A), SOCIAL/EMOTIONAL (PS) AND CAREER (C) DOMAIN

Grade Level	Lesson Content/ Learning Experience	ASCA Domain/ Standard/ Competency	ASCA Mindset/ Behavior	Format	Timeframe	Approx. # of Students Impacted	Location	Assessment Format	Outcomes Student will...
K-3	Self-reflection GOALS/ PLANNING	PS:B1	BLS1 BLS7	Direct classroom teaching, individual and group counseling	Throughout the school year	900	Classrooms, counselor's office	Self- assessment, checklist, observations, conferencing	Predict and explain consequences of various decisions and actions
K-3	Role-model behavior PERSONAL GROWTH	PS:A1	BLS6 BSMS5	Direct classroom teaching	Throughout the school year	900	Classrooms	Observation	Identify the characteristics of a positive role model
K-3	Self-reflection PERSONAL GROWTH	PS:B1	BLS1 BLS7	Direct classroom teaching, individual school counseling	Throughout the school year	900	Classrooms	Observation	Identify and apply strategies to enhance personal growth
K-3	Perseverance and resiliency PERSONAL GROWTH	PS:B1	BSMS5 BSMS6	Counseling lessons (perseverance)	Spring	900	Classrooms	Observation	Model perseverance skills in working toward goals and overcoming obstacles
K-3	Safety skills PERSONAL GROWTH	PS:C1	BSMS9	School assembly, individual counseling, direct classroom teaching	Winter	900	APR, counseling office, classrooms	Surveys, worksheets, think-aloud, observations	Recognize problematic or dangerous situations and apply decision-making skills to keep themselves and others safe
K-3	Healthy choices PERSONAL GROWTH	PS:C1	M1 BSMS9	Counseling lessons (Fall), direct classroom teaching	Fall	900	Classrooms	Surveys, worksheets, think-aloud, observations	Identify and understand healthy and unhealthy choices
K-3	Sex abuse awareness/ prevention	PS:C1	BSMS9 BSS8	Classroom lessons (Sex abuse prevention)	Winter	900	Classrooms	Surveys, worksheets,	Recognize the difference between a comfortable and uncomfortable touch, and advocate when necessary

ACADEMIC (A), SOCIAL/EMOTIONAL (PS) AND CAREER (C) DOMAIN

Grade Level	Lesson Content/ Learning Experience	ASCA Domain/ Standard/ Competency	ASCA Mindset/ Behavior	Format	Timeframe	Approx. # of Students Impacted	Location	Assessment Format	Outcomes Student will...
-------------	---	--	------------------------------	--------	-----------	--------------------------------------	----------	----------------------	-----------------------------

	PERSONAL GROWTH							think-aloud, observations	
K-3	Accessing appropriate resources PERSONAL GROWTH	PS:C1	BSS3 BSS8	Classroom lessons (Problem solving, safety assembly)	Winter	900	Classrooms, APR	Surveys, worksheets, think-aloud, observations	Identify and explain the difference between situations requiring peer support and situations requiring adult intervention; identify trusted adults and utilize when needed
K-3	Stress management PERSONAL GROWTH	PS:B1 PS:C1	M1	Classroom lessons (Stress management), individual and group counseling	Spring	900	Classrooms	Surveys, worksheets, think-aloud, observations	Apply appropriate techniques to manage stress
K-3	Personal safety PERSONAL GROWTH	PS:C1	BSMS8	Safety assembly, direct classroom teaching				Short answer worksheet, observations, simulations	State personal information and practice safe disclosure
4-6	"I statements" INTRAPERSONAL	PS:A1 PS:A2 PS:B1	BSMS7 BSS1 BSS6 BSS8	Classroom lessons (problem solving), individual and group counseling	Fall; throughout the school year	800	Classrooms and counseling office	Use of "I statements," observations	Identify and apply "I" statements to assertively express needs
4-6	Flexible thinking INTRAPERSONAL	PS:A1 PS:A2 PS:B1	BSMS7 BSMS10	Classroom lessons (social thinking), individual and group counseling, direct classroom teaching	Fall; throughout the school year	800	Classrooms and counseling office	Observations	Display flexibility during the problem solving process and throughout times of transition
4-6	Making good choices	PS:B1 PS:C1	BSS5 BSS9	Classroom lessons (decision making/health choices), individual and	Fall; throughout the school year	800	Classrooms and counseling office	Observations,	Compare and contrast socially acceptable behavior across a variety of

ACADEMIC (A), SOCIAL/EMOTIONAL (PS) AND CAREER (C) DOMAIN

Grade Level	Lesson Content/ Learning Experience	ASCA Domain/ Standard/ Competency	ASCA Mindset/ Behavior	Format	Timeframe	Approx. # of Students Impacted	Location	Assessment Format	Outcomes Student will...
	INTRAPERSONAL			group counseling, direct classroom teaching				discipline referrals	settings and implement those appropriate choices
4-6	Self-space INTRAPERSONAL	PS:A1 PS:C1	BSS2 BSS9	Individual and group counseling	Throughout the school year	800	Classrooms and counseling office	Use of "I statements," observations	Apply and model the appropriate self-space and privacy needs in a variety of settings and advocate for self
4-6	Conflict resolution skills INTERPERSONAL	PS:A2 PS:B1 PS:C1	BLS9 BSMS1 BSMS2 BSS4 BSS5	Classroom lessons (conflict resolution), individual and group counseling	Winter; throughout the school year	800	Classrooms, counseling office and principal's office	Observations, discipline referrals, mediation	Apply, with adult support, effective problem solving and conflict resolution skills to work effectively as a member of a team
4-6	Friendship skills INTERPERSONAL	PS:A1 PS:A2	BSS2 BSS4 BSS9	Classroom lessons (making and keeping friends), individual and group counseling, direct classroom teaching	Winter; throughout the school year	800	Classrooms, recess, cafeteria, bus and counseling office	Observations	Adjust to changing friendship circles
4-6	Empathy INTERPERSONAL	PS:A2	BSS4	Classroom lessons (empathy and perspective taking), individual and group counseling, direct classroom teaching	Fall; throughout the school year	800	Throughout the school building	Journaling, source-books, observations	Express empathy for others
4-6	Respect INTERPERSONAL	PS:A2	BSS1 BSS2 BSS3	Classroom lessons (character goals), individual and group counseling, direct classroom teaching, culture/climate building initiatives	Fall; throughout the school year	800	Throughout the school building	Observations	Understand and display respect for others and property
4-6	Social thinking INTERPERSONAL	PS:A1 PS:A2	BSS1 BSS4 BSS6 BSS9	Classroom lessons, individual and group counseling, direct classroom teaching	Fall; throughout the school year	800	Classrooms, recess, cafeteria, bus,	Observations	Think about others to determine an expected behavior

ACADEMIC (A), SOCIAL/EMOTIONAL (PS) AND CAREER (C) DOMAIN

Grade Level	Lesson Content/ Learning Experience	ASCA Domain/ Standard/ Competency	ASCA Mindset/ Behavior	Format	Timeframe	Approx. # of Students Impacted	Location	Assessment Format	Outcomes Student will...
							counseling office		
4-6	Social cues INTERPERSONAL	PS:A1 PS:A2	BSS1 BSS9	Individual and group counseling, direct classroom teaching	Throughout the school year	800	Throughout the school building	Observations	Interpret and apply socially acceptable body language and voice
4-6	Embracing differences INTERPERSONAL	PS:A2	BSS2 BSS4 BSS6 BSS7	Classroom lessons (diversity), individual and group counseling, direct classroom teaching	Winter; throughout the school year	800	Throughout the school building	Think-alouds, Observations	Display understanding for individual differences and cultural diversity
4-6	Goal setting GOALS/ PLANNING	PS:B1	M1 M5 BLS1 BLS2 BLS4 BLS5 BLS7	Classroom lessons, individual and group counseling, direct classroom teaching	Fall; throughout the school year	800	Classrooms and counselor's office	Observations, Goal-setting worksheets	Set short term and long-term goals, and reflect on progress
4-6	Goal monitoring GOALS/ PLANNING	PS:B1	BLS6 BSM3 BSM5	Individual and group counseling, direct classroom teaching	Throughout the school year	800	Classrooms and counselor's office	Observations, progress monitoring, behavioral referrals	Independently evaluate and monitor progress towards goals
4-6	Self-reflection GOALS/ PLANNING	PS:B1	BLS1 BLS7	Individual and group counseling, direct classroom teaching	Throughout the school year	800	Classrooms and counselor's office	Observations, teacher/student conferencing	Reflect on the cause and effect of one's actions, and set a goal for improvement
4-6	Role model behavior PERSONAL GROWTH	PS:A1 PS:A2 PS:B1 PS:B2	BSS2 BSS9	Direct classroom teaching	Throughout the school year	800	Throughout the school building	Observation	Identify and associate with positive role models and peer groups

ACADEMIC (A), SOCIAL/EMOTIONAL (PS) AND CAREER (C) DOMAIN

Grade Level	Lesson Content/ Learning Experience	ASCA Domain/ Standard/ Competency	ASCA Mindset/ Behavior	Format	Timeframe	Approx. # of Students Impacted	Location	Assessment Format	Outcomes Student will...
-------------	---	--	------------------------------	--------	-----------	--------------------------------------	----------	----------------------	-----------------------------

4-6	Self-reflection PERSONAL GROWTH	PS:B1	M1	Direct classroom teaching, individual counseling	Throughout the school year	800	Classrooms and counseling office	Observation	Apply strategies to enhance personal growth and reflect on the impact
4-6	Perseverance and resiliency PERSONAL GROWTH	PS:B1	BSMS5 BSMS6	Classroom lessons (perseverance), direct classroom teaching, individual counseling	Spring; throughout the school year	800	Classrooms and counseling office	Observation	Model resiliency skills
4-6	Safety skills SAFETY SKILLS	PS:B1 PS:C1	BSMS9	Classroom lesson (as part of Science curriculum), individual counseling, direct classroom teaching	Spring; throughout the school year	800	Throughout the school building	Surveys, Worksheets, Think-alouds, Observations	Recognize problematic or dangerous situations and apply decision-making skills to keep themselves and others safe
4-6	Healthy choices SAFETY SKILLS	PS:B1 PS:C1	M1 BSMS9	Classroom lesson (as part of Science curriculum), individual counseling, direct classroom teaching	Spring; throughout the school year	800	Throughout the school building	Surveys, Worksheets, Think-aloud, Observations	Compare and contrast healthy and unhealthy choices
4-6	Sex abuse awareness prevention SAFETY SKILLS	PS:B1 PS:C1	BSMS9 BSS8 BSS9	Classroom lessons	Winter	800	Throughout the school building	Surveys, Worksheets, Think-aloud, Observations	Recognize the difference between a comfortable and uncomfortable touch, and use assertiveness and refusal skills to advocate when necessary
4-6	Adult/peer intervention SAFETY SKILLS	PS:B1 PS:C1	BSMS7 BSMS9 BSS5 BSS6	Individual and group counseling, direct classroom teaching	Throughout the school year	800	Throughout the school building	Surveys, Worksheets, Think-aloud, Observations	Differentiate between situations requiring peer support and situations requiring adult intervention

ACADEMIC (A), SOCIAL/EMOTIONAL (PS) AND CAREER (C) DOMAIN

Grade Level	Lesson Content/ Learning Experience	ASCA Domain/ Standard/ Competency	ASCA Mindset/ Behavior	Format	Timeframe	Approx. # of Students Impacted	Location	Assessment Format	Outcomes Student will...
4-6	Resources SAFETY SKILLS	PS:B1 PS:C1	BLS5	Classroom lesson (problem-solving), direct classroom teaching, individual sessions	Throughout the school year	800	Classrooms and counseling office	Surveys, Worksheets, Think-aloud, Obser- vations	Identify school and community resources, and know how to access them when needed
4-6	Stress management SAFETY SKILLS	PS:B1 PS:C1	BSMS7	Classroom lesson, individual and group counseling, direct classroom teaching	Spring; throughout the school year	800	Classrooms and counseling office	Surveys, Worksheets, Think-aloud, Obser- vations	Select and apply a range of appropriate techniques to manage stress
4-6	Personal safety SAFETY SKILLS	PS:C1	BSMS9	Classroom lessons (safe use of social media and technology), individual counseling, direct classroom teaching	Spring; throughout the school year	800	Classrooms and counseling office	Short answer oral discussion, Written Response	Apply safe use of media and technology (i.e., internet) and understand the ramifications of unsafe use
7-8	Communication Skills INTRAPERSONAL	PS:A2	BSMS10 BSS1 BSS6 BSS7	Group Counseling, Classroom Lessons, Individual Counseling, Mediations, Consultation with Teachers	Throughout school year	600	Counseling Office, Classrooms	Written and oral responses, interview, Obser- vations	Apply effective communication skills in problem-solving, conflict resolution, teamwork, and compromise
7-8	Healthy Self Concept INTRAPERSONAL	PS:A1	M1 M2 M3 BSMS2 BSMS7	Group Counseling, Classroom Lessons, Individual Counseling	Throughout school year	600	Counseling Office, Classrooms	Written and oral responses, interview, Obser- vations	Demonstrate a healthy self-concept to influence desired behaviors and evaluate the impact on your life and the world around you
7-8	Expressing Emotions INTRAPERSONAL	PS:A1	BSMS7 BSMS2 BSS9 BSS8 BSS5 BSS1	Group Counseling, Individual Counseling, Detention Study Hall, Mediations	Throughout school year	600	Counseling Office, Detention Study Hall	Written and oral responses, interview, Observation of behaviors	Express emotions and feelings appropriately and apply positive, healthy coping skills

ACADEMIC (A), SOCIAL/EMOTIONAL (PS) AND CAREER (C) DOMAIN

Grade Level	Lesson Content/ Learning Experience	ASCA Domain/ Standard/ Competency	ASCA Mindset/ Behavior	Format	Timeframe	Approx. # of Students Impacted	Location	Assessment Format	Outcomes Student will...
-------------	---	--	------------------------------	--------	-----------	--------------------------------------	----------	----------------------	-----------------------------

7-8	Self-Advocacy INTRAPERSONAL	PS:A2 PS:C1	BSS8 M1	Individual Counseling, Group Counseling, Consultation with Teachers	Throughout school year	600	Counseling Office	Written and oral responses, interview, self- assessment, interest inventory, career portfolio, Obser- vations	Identify personal strengths, assets and areas of growth and advocate for self accordingly
7-8	Change and Transitions INTRAPERSONAL	PS:A1 PS:B1	BSMS10 BSMS7	Individual Counseling, Classroom Lessons	Throughout the year	600	Counseling office	Written and oral responses, interview, Performance based (5 week reports, report card comments) Observation	Demonstrate relevant strategies when encountering change
7-8	Appropriate vs. Inappropriate Behavior INTRAPERSONAL	PS:A1 PS:B1 PS:C1	BSMS1 BSMS9 BSMS7 BSS9 BSS5	Individual Counseling, Consultation with Teachers	Throughout the year	600	Throughout the school building	Written and oral responses, interview, Observation of behavior	Demonstrate and apply understanding of the difference between appropriate and inappropriate behavior. Evaluate this behavior and make an action plan if necessary with increased independence
7-8	Respect INTRAPERSONAL	PS:A2 PS:C1	M3 BSS9 BSS5 BSS4	Individual Counseling, Group Counseling, Mediations, Classroom Intervention, Classroom Consult	Throughout the year	600	PEACE initiative, Counseling Office, Classrooms	Written and oral responses, interview	Respect personal rights, boundaries, and privacy needs of self in more complex settings with growing independence

ACADEMIC (A), SOCIAL/EMOTIONAL (PS) AND CAREER (C) DOMAIN

Grade Level	Lesson Content/ Learning Experience	ASCA Domain/ Standard/ Competency	ASCA Mindset/ Behavior	Format	Timeframe	Approx. # of Students Impacted	Location	Assessment Format	Outcomes Student will...
-------------	--	---	---------------------------	--------	-----------	-----------------------------------	----------	-------------------	--------------------------

7-8	Problem Solving INTERPERSONAL	PS:B1	BLS1 BSMS7 BSS1 BSS4 BSS5 BSS6 BSS7	Group Counseling, Consultation with Teachers	Throughout School Year	600	Throughout the School Building	Written reflection on PEACE Day, Observation, extra- curricular, Journals	Independently apply effective problem solving and conflict resolution skills to work effectively as a member of a team
7-8	Peer Relationships INTERPERSONAL	PS:A2	BSS2 BSS9	Group Counseling, Individual Counseling, Mediations, Consultation with Teachers	Throughout School Year	600	Counseling Office	Written reflection on PEACE Day, observations, extra- curricular, Journals	Develop and maintain positive peer relationships
7-8	Empathy INTERPERSONAL	PS:A2	BSS4	Group Counseling, Individual Counseling, Mediations	Throughout School Year	600	Counseling Office	Written reflection on PEACE Day, observations, extra- curricular, Journals	Express empathy for others consistently
7-8	Respect INTERPERSONAL	PS:A2 PS:B1	M3 BSS5 BSS9	Group Counseling, Individual Counseling, Mediations, Consultation with Teachers				Written reflection on PEACE Day, Observation, extra- curricular, Journals	Respect personal rights, boundaries, and privacy needs of others in complex situations
7-8	Advocacy INTERPERSONAL	PS:C1	BSS8 BSS9	Individual Counseling, Group Counseling	Throughout School Year	600	Counseling Office	Oral Expression,	Anticipate when others may be in need and respond appropriately

ACADEMIC (A), SOCIAL/EMOTIONAL (PS) AND CAREER (C) DOMAIN

Grade Level	Lesson Content/ Learning Experience	ASCA Domain/ Standard/ Competency	ASCA Mindset/ Behavior	Format	Timeframe	Approx. # of Students Impacted	Location	Assessment Format	Outcomes Student will...
-------------	--	---	---------------------------	--------	-----------	--------------------------------	----------	-------------------	--------------------------

								Observations	
7-8	Non-Verbal Communication INTERPERSONAL	PS:A2	BLS2 BSS1	Individual Counseling, Group Counseling, Mediations, Consultation with Teachers	Throughout School Year	600	Counseling Office	Written reflection on PEACE Day, Observation, Extended and Construction response	Interpret and apply socially acceptable body language and voice (tone, volume, rate)
7-8	Cultural Awareness INTERPERSONAL	PS:A2	M1 M3 M6 BSS4	Individual Counseling, Group Counseling, Consultation with Teachers	Throughout School Year	600	Counseling Office, School Assemblies,	Written reflection on PEACE Day, Culture (ex. Black History) Month activities, Observation	Display acceptance and respect for individual differences and cultural diversity
7-8	Goal Setting GOALS/ PLANNING	PS:B1	M4 BSMS5 BSMS6 BLS7 BLS4	Individual Counseling, Related Service Meetings, Team Meetings, Group Counseling, Classroom Lessons	Throughout School Year	600	Counseling Office, Classrooms	Four year plan with self-reflection, report card comments, behavior plans, IEPs, 504 plans with observation, long term projects in academic subjects	Produce short term and long term goals and develop an action plan to set and achieve realistic goals

ACADEMIC (A), SOCIAL/EMOTIONAL (PS) AND CAREER (C) DOMAIN

Grade Level	Lesson Content/ Learning Experience	ASCA Domain/ Standard/ Competency	ASCA Mindset/ Behavior	Format	Timeframe	Approx. # of Students Impacted	Location	Assessment Format	Outcomes Student will...
-------------	--	---	---------------------------	--------	-----------	-----------------------------------	----------	----------------------	-----------------------------

								with checklists	
7-8	Assessment GOALS/ PLANNING	PS:B1 PS:C1	M5 BLS1 BLS4 BLS9 BSMS3	Individual Counseling, Related Service Meetings, Team Meetings, Group Counseling	Throughout School Year	600	Counseling Office	Four year plan with self- reflection, report card comments, behavior plans, IEPs, 504 plans with observation, long term projects in academic subjects with checklists	Independently evaluate the effectiveness of a plan and adjust accordingly
7-8	Goal Evaluation GOALS/ PLANNING	PS:C1	BSMS10 BSMS1 BLS1 BLS9	Individual Counseling, Related Service Meetings, Team Meetings, Group Counseling	Throughout School Year	600	Counseling Office	Four year plan with self- reflection, report card comments, behavior plans, IEPs, 504 plans with observation, long term projects in academic subjects with checklists	Evaluate consequences of decisions and choices, and set a goal for improvement

ACADEMIC (A), SOCIAL/EMOTIONAL (PS) AND CAREER (C) DOMAIN

Grade Level	Lesson Content/ Learning Experience	ASCA Domain/ Standard/ Competency	ASCA Mindset/ Behavior	Format	Timeframe	Approx. # of Students Impacted	Location	Assessment Format	Outcomes Student will...
-------------	---	--	------------------------------	--------	-----------	--------------------------------------	----------	----------------------	-----------------------------

7-8	Positive Relationships PERSONAL GROWTH	PS:A2	BSS3 BSS2 BLS10 M1 M3	Individual Counseling, Consulting with Teachers, Team Meetings	Throughout School Year	600	Throughout the School Building	Interviews, journal entries, participation in Peer Mediation, Natural Helpers, extra- curricular activities, discipline referrals with oral discussion and written response, report card comments	Associate with mentors, positive role models and peer groups
7-8	Self – Reflection PERSONAL GROWTH	PS:A1 PS:B1 PS:C1	M1 BSMS1 BSMS7 BSS5	Individual Counseling, Consulting with Teachers, Team Meetings, Classroom Lessons	Throughout School Year	600	Throughout the School Building	Interviews, journal entries, participation in Peer Mediation, Natural Helpers, extra- curricular activities, discipline referrals with oral discussion and written response,	Utilize self-reflection strategies to enhance personal growth

ACADEMIC (A), SOCIAL/EMOTIONAL (PS) AND CAREER (C) DOMAIN

Grade Level	Lesson Content/ Learning Experience	ASCA Domain/ Standard/ Competency	ASCA Mindset/ Behavior	Format	Timeframe	Approx. # of Students Impacted	Location	Assessment Format	Outcomes Student will...
-------------	--	---	---------------------------	--------	-----------	-----------------------------------	----------	-------------------	--------------------------

								report card comments	
9-12	Communication Skills	PS:A1 PS:A2 PS:B1	B-LS 1 B-LS 2 B-SMS 1 B-SMS 7 B-SS 1 B-SS 2 B-SS 3 B-SS 4 B-SS 5 B-SS 6 B-SS 7 B-SS 8 B-SS 9	Group Counseling and Individual Counseling	Throughout school year	1200-1300	Counseling Office, Classroom	Oral discussion, rubric with observation	Apply effective communication skills in problem-solving, conflict resolution, teamwork and compromise
9-12	Healthy Self Concept	PS:A1 PS:B1 PS:C1	M 1 M 2 B-SS 1	Group Counseling and Individual Counseling	Throughout school year	1200-1300	Counseling Office, Classroom	Oral discussion, rubric with observation	Demonstrate a healthy self-concept to influence desired behaviors and evaluate the impact on your life and world around you
9-12	Coping Skills	PS:A1 PS:B1 PS:C1	M 1 M 2 B-SMS 9 B-SMS 10 B-SS 1 B-SS 8 B-SS 9	Group Counseling, Mediation, and Individual Counseling	Throughout school year	1200-1300	Counseling Office, classroom	Oral discussion, observation, discipline record with oral and written discussion	Consistently apply positive and healthy coping skills in increasingly complex situations
9-12	Self-Advocacy	PS:A1 PS:B1 PS:C1	B-LS 1 B-SMS 1 B-SMS 6 B-SMS 8	Group Counseling and Individual Counseling	Throughout school year	1200-1300	Counseling Office, classroom	Oral discussion, self-assessment (interest inventory), career	Identify personal strengths, assets and areas of growth and advocate for self accordingly

ACADEMIC (A), SOCIAL/EMOTIONAL (PS) AND CAREER (C) DOMAIN

Grade Level	Lesson Content/ Learning Experience	ASCA Domain/ Standard/ Competency	ASCA Mindset/ Behavior	Format	Timeframe	Approx. # of Students Impacted	Location	Assessment Format	Outcomes Student will...
								portfolio, student writing)	
9-12	Change and Transitions	PS:A2 PS:B1 PS:C1	B-SS 10 B-SMS 9	Group Counseling and Individual Counseling	Throughout school year	1200-1300	Counseling Office, classroom	Observation, five week report, report card comments	Demonstrate relevant strategies when encountering change
9-12	Appropriate vs Inappropriate Behavior	PS:A1 PS:B1 PS:C1	B-SS 5 B-SS 9 B-SMS 1 B-SMS 2 B-SMS 4	Individual Counseling	Throughout school year	1200-1300	Throughout the school building	Oral discussion, Simulation	Demonstrate and apply understanding of the difference between appropriate and inappropriate behavior. Evaluate this behavior and make an action plan if necessary with increased independence in more complex situations
9-12	Respect	PS:A1 PS:A2	B-SS 1 B-SS 2 B-SS 3 B-SS 4 B-SS 5 B-SS 6 B-SS 7 B-SS 9	Individual Counseling, Group Counseling, Consult to Teachers	Throughout school year	1200-1300	Throughout the school building, Counseling Office	Observation, oral discussion	Respect personal rights, boundaries, and privacy needs to self in more complex settings with growing independence
9-12	Problem Solving	PS:A1 PS:A2 PS:B1	B-SS 2 B-SS 4 B-SS 6 B-SS 7 B-SS 8 B-SS 9	Individual Counseling, Consult to Teachers	Throughout school year	1200-1300	Throughout the school building, Counseling Office	Rubric, observation, peer assessment, group project	Independently apply effective problem solving and conflict resolution skills to work effectively as a member of a team
9-12	Peer Relationships	PS:A2 PS:B1 PS:C1	B-SS 1 B-SS 2 B-SS 4 B-SS 6	Group Counseling and Individual Counseling Consult to Teachers	Throughout school year	1200-1300	Counseling Office	Oral discussion, observation, self-	Develop and maintain positive peer relationships

ACADEMIC (A), SOCIAL/EMOTIONAL (PS) AND CAREER (C) DOMAIN

Grade Level	Lesson Content/ Learning Experience	ASCA Domain/ Standard/ Competency	ASCA Mindset/ Behavior	Format	Timeframe	Approx. # of Students Impacted	Location	Assessment Format	Outcomes Student will...
			B-SS 7 B-SS 9					reflection, simulation, reports, projects	
9-12	Empathy	PS:A2 PS:B1	B-SS 4	Group Counseling and Individual Counseling	Throughout school year	1200-1300	Counseling Office	Oral discussion, observation, self-reflection, simulation, reports, projects	Express empathy for others consistently
9-12	Respect	PS:A2 PS:B1	B-LS 5 B-SS 1 B-SS 2 B-SS 9	Group Counseling and Individual Counseling Consult to Teachers	Throughout school year	1200-1300	Counseling Office, classroom	Oral discussion, observation, self-reflection, simulation, reports, projects	Respect personal rights, boundaries, and privacy needs of others with growing independence
9-12	Advocacy	PS:A2 PS:C1	B-SS 1 B-SS 2 B-SS 4 B-SS 5 B-SS 8 B-SS 9	Individual Counseling	Throughout school year	1200-1300	Counseling Office, classroom	Oral discussion, observation, self-reflection, simulation, reports, projects	Advocate for others in need
9-12	Non-verbal Communication	PS:A2 PS:C1	M 3 B-SS 1 B-SS 2 B-SS 9	Individual Counseling, Consult to Teachers	Throughout school year	1200-1300	Counseling Office, classroom	Oral discussion, observation, self-reflection, simulation,	Interpret and apply socially acceptable body language and voice (tone, volume, rate)

ACADEMIC (A), SOCIAL/EMOTIONAL (PS) AND CAREER (C) DOMAIN

Grade Level	Lesson Content/ Learning Experience	ASCA Domain/ Standard/ Competency	ASCA Mindset/ Behavior	Format	Timeframe	Approx. # of Students Impacted	Location	Assessment Format	Outcomes Student will...
								reports, projects	
9-12	Cultural Awareness	PS:A2 PS:B1	B-SS 1 B-SS 2 B-SS 3 B-SS 4 B-SS 5 B-SS 7 B-SS 9	Individual Counseling, Consult to Teachers	Throughout school year	1200-1300	Counseling Office, classroom	Oral discussion, observation, self-reflection, simulation, reports, projects	Display acceptance and respect for individual differences and cultural diversity
9-12	Goal Setting	PS:A1 PS:B1	B-LS 7 B-LS 9 B-SMS 5	Group Counseling, Individual Counseling, Group Seminars	Throughout school year	1200-1300	Counseling Office, classroom	Self-assessment, oral discussion, checklists, observations (post high school transition planning)	Produce short term and long term goals and implement an action plan to set and achieve realist goals
9-12	Plan Assessment	PS:A2 PS:B1 PS:C1	B-LS 1 B-SMS 7 B-SS 5	Group Counseling, Individual Counseling, Group Seminars	Throughout school year	1200-1300	Counseling Office, classroom	Self-assessment, oral discussion, checklists, observations (post high school transition planning)	Independently evaluate the effectiveness of a plan and adjust accordingly
9-12	Goal Evaluation	PS:A1 PS:C1	B-LS 1 B-LS 7 B-SMS 7 B-SMS 9	Group Counseling, Individual Counseling, Group Seminars	Throughout school year	1200-1300	Counseling Office, classroom	Self-assessment, oral discussion,	Evaluate consequences of decisions and choices, and set a goal for improvement

ACADEMIC (A), SOCIAL/EMOTIONAL (PS) AND CAREER (C) DOMAIN

Grade Level	Lesson Content/ Learning Experience	ASCA Domain/ Standard/ Competency	ASCA Mindset/ Behavior	Format	Timeframe	Approx. # of Students Impacted	Location	Assessment Format	Outcomes Student will...
			B-SS 5					checklists, observations (post high school transition planning)	
9-12	Positive Relationships	PS:A2 PS:B1 PS:C1	M 6 B-SS 2 B-SS 3	Group Counseling, Individual Counseling, Consult to teachers	Throughout school year	1200-1300	Throughout school building	Oral discussion, problem-solving rubric with oral discussion	Surround self with mentors, positive role models and peer groups
9-12	Self-reflection	PS:A1 PS:B1 PS:C1	M 1 M 2 M 5 M 6	Group Counseling, Individual Counseling	Throughout school year	1200-1300	Throughout school building	Oral discussion, problem-solving rubric with oral discussion	Utilize self-reflection strategies to further enhance personal growth
9-12	Persistence	PS:B1 PS:C1	M 2 M 6 B-SMS 5	Group Counseling, Individual Counseling, Consult to teachers	Throughout school year	1200-1300	Throughout school building	Oral discussion, problem-solving rubric with oral discussion	Utilize persistence and perseverance in overcoming obstacles and achieving success
9-12	Rules and Laws	PS:C1	M 1 B-SMS 9 B-SS 9	Individual Counseling	Throughout school year	1200-1300	Counseling Office	Oral discussion, rubric, discipline record with student writing	Follow safety rules and laws, and demonstrate an understanding of the ramifications for noncompliance in more complex situations

ACADEMIC (A), SOCIAL/EMOTIONAL (PS) AND CAREER (C) DOMAIN

Grade Level	Lesson Content/ Learning Experience	ASCA Domain/ Standard/ Competency	ASCA Mindset/ Behavior	Format	Timeframe	Approx. # of Students Impacted	Location	Assessment Format	Outcomes Student will...
-------------	---	--	------------------------------	--------	-----------	--------------------------------------	----------	----------------------	-----------------------------

9-12	Problem Solving	PS:C1	M 1 M 2 B-LS 1 B-SMS 9 B-SS 9	Individual Counseling	Throughout school year	1200-1300	Counseling Office	Oral discussion, rubric, discipline record with student writing	Analyze problematic or dangerous situations and apply decision-making skills to stay safe
9-12	Sexual Activity	PS:A1 PS:B1 PS:C1	M 1 M 2 B-LS 5 B-SMS 9 B-SS 8 B-SS 9	Individual Counseling	Throughout school year	1200-1300	Counseling Office	Oral discussion, role play	Analyze and evaluate the consequences of sexual activity
9-12	Assertiveness Skills	PS:A1 PS:A2 PS:B1 PS:C1	M 1 M 2 B-LS 5 B-SMS 9 B-SS 8 B-SS 9	Individual Counseling	Throughout school year	1200-1300	Counseling Office	Discussion, self- reflection	Differentiate between appropriate and inappropriate physical contact and assert refusal skills when feeling uncomfortable or threatened in more complex situations
9-12	Advocacy	PS:C1	M 1 B-LS 1 B-SS 1 B-SS 2 B-SS 3 B-SS 9	Individual Counseling, Group Counseling, Consult with Teacher	Throughout school year	1200-1300	Throughout school building	Oral discussion (Health), observation	Seek adult/peer intervention when appropriate
9-12	Resources	PS:C1	M 1 M 2 B-SMS 9 B-SS 1 B-SS 8 B-SS 9	Individual Counseling, Group Counseling, Consult with Teacher	Throughout school year	1200-1300	Throughout school building	Oral discussion (Health), observation	Identify and locate resources within the school and community, and seek help if needed

ACADEMIC (A), SOCIAL/EMOTIONAL (PS) AND CAREER (C) DOMAIN

Grade Level	Lesson Content/ Learning Experience	ASCA Domain/ Standard/ Competency	ASCA Mindset/ Behavior	Format	Timeframe	Approx. # of Students Impacted	Location	Assessment Format	Outcomes Student will...
9-12	Stress	PS:B1 PS:C1	M 1 B-SMS 9 B-SS 9	Individual Counseling, Group Counseling, Consult with Teacher	Throughout school year	1200-1300	Throughout school building	PE, Health, Observation	Evaluate the impact on the mind/body connection to stress and apply appropriate techniques for managing stress
9-12	Social Media	PS:C1	M 1 B-LS 1 B-LS 5 B-SS 8 B-SS 9	Individual Counseling, Group Counseling, Consult with Teacher, Parent Night, Grade level Assemblies	Throughout school year	1200-1300	Throughout the school building	Oral discussion, verbal reflection, observation, discipline folder)	Apply safe use of media and technology (i.e., internet) and understand the ramifications of unsafe use

ACADEMIC (A), SOCIAL/EMOTIONAL (PS) AND CAREER (C) DOMAIN

Grade Level	Lesson Content/ Learning Experience	ASCA Domain/ Standard/ Competency	ASCA Mindset/ Behavior	Format	Timeframe	Approx. # of Students Impacted	Location	Assessment Format	Outcomes Student will...
K-3	Classroom roles and responsibilities CAREER READINESS	C:A1 C:A2	M3	Direct teaching and modeling by classroom teacher, counseling lessons (responsibility, teamwork, careers)	Fall, winter, throughout the school year	900	Classrooms	Extended response, observation	Perform a variety of assigned classroom jobs and explain, orally or in writing, the connection to being a responsible citizen
K-3	Teamwork CAREER READINESS	C:A1	M3 BSS7	Direct teaching and modeling by classroom teacher, counseling lessons (teamwork)	Fall, Throughout the school year	900	Classrooms	Observation, self and teacher assessment	With adult support, display the skills needed to interact and work cooperatively in teams. Explain the relationship between school-related skills of problem-solving, cooperation and communication to work readiness skills.
K-3	Interests and abilities CAREER EXPLORATION	C:A1	M5 BLS7	Direct classroom teaching, counseling lesson	Winter, Throughout the school year	900	Classrooms	Webs, checklists, written response/ illustrations	With adult support, acquire knowledge of personal abilities, skills and interests. Identify a variety of jobs community.
K-3	Extracurricular participation CAREER EXPLORATION	C:A1 C:B2	BLS7	Encouragement from teachers, counselor, parents	Throughout school year	900	APR, Irondequoit community and Greater Rochester community	Participation in extra-curricular activities both in and out of school, Reflections, Evening of Creative & Performance Arts.	Select opportunities for learning about career skills and personal strengths through age-appropriate extracurricular activities.
K-3	Effort and achievement MOTIVATION	C: A2	M1 M5 BLS4 BSMS5	Classroom climate and culture initiatives, meetings with students	Throughout the school year	900	Classrooms and counseling office	Work behavior section of	Describe relationship between working hard and achieving success.

ACADEMIC (A), SOCIAL/EMOTIONAL (PS) AND CAREER (C) DOMAIN

Grade Level	Lesson Content/ Learning Experience	ASCA Domain/ Standard/ Competency	ASCA Mindset/ Behavior	Format	Timeframe	Approx. # of Students Impacted	Location	Assessment Format	Outcomes Student will...
-------------	--	---	---------------------------	--------	-----------	--------------------------------	----------	-------------------	--------------------------

								report card, think aloud. Observation	
K-3	Learning strengths and styles SELF-AWARENESS	C:A1 C:B1	M2 M5	Meetings with students	Throughout the school year	900	Classrooms and counseling office	Webs checklists	Identify academic strengths and needs along with personal preferences.
4-6	Classroom roles and responsibilities CAREER READINESS	C:A1 C:A2	M3 BSMS1 BSS1	Direct teaching and modeling by classroom teacher, counseling lessons (responsibility)	Fall; throughout the school year	800	Classrooms	Observation	Perform a variety of classroom jobs and explain, orally or in writing, the connection to being a responsible citizen in and out of school.
4-6	Teamwork CAREER READINESS	C:A1 C:A2	BLS4 BSS1 BSS2 BSS4 BSS6 BSS7	Direct teaching and modeling by classroom teacher, counseling lessons (teamwork)	Throughout the school year	800	Throughout the school building	Observations, self and teacher assessments, team building	Demonstrate the skills needed to interact and work cooperatively in teams. Refine, apply and self-assess employability skills in and out of school.
4-6	Interests and abilities CAREER EXPLORATION	C:A1	M5 BLS7 BLS10	Classroom lesson, direct classroom teaching	Fall; throughout the school year	800	Classrooms and counseling office	Level of participation of participation in extra-curricular activities.	Acquire knowledge of personal abilities skills and interest. Identify a variety of careers in society.
4-6	Career decision-making CAREER DEVELOPMENT	C:B1	BLS2 BLS7 BSMS5 BSS5	Classroom lesson, direct classroom teaching	Spring; throughout the school year	800	Classrooms and counseling office	Oral and written short answers interest and	Apply decision making and problem solving skills to career exploration and academic planning.

ACADEMIC (A), SOCIAL/EMOTIONAL (PS) AND CAREER (C) DOMAIN

Grade Level	Lesson Content/ Learning Experience	ASCA Domain/ Standard/ Competency	ASCA Mindset/ Behavior	Format	Timeframe	Approx. # of Students Impacted	Location	Assessment Format	Outcomes Student will...
								learning styles inventories.	
	Career preparation CAREER DEVELOPMENT	C:A2 C:B1 C:B2	BLS8 BLS10	Direct classroom teaching, individual meetings with students	Throughout the school year	800	Classrooms and counseling office	Participation in extra-curricular activities both in and out of school, Reflections, talent show, observation.	Choose opportunities for learning about career skills and personal strengths through age-appropriate extracurricular activities.
4-6	Effort and achievement MOTIVATION	C:A2	M1 M4 M5 BLS4 BSMS5	Classroom climate and culture initiatives, individual meetings with students	Throughout the school year	800	Classrooms and counseling office	Rubric-self and teacher evaluation and observation.	<i>Understand relationship between work ethic, intrinsic MOTIVATION and achieving goals.</i>
7-8	Workplace Skills CAREER READINESS	C:A1 C:A2 C:C2	BSS3 BLS10 BLS9 BLS8 BLS4 BLS1 M6	Individual Counseling, Team Meeting, Consult with Teachers, Related Services Meetings	Throughout the School Year	600	Counseling Office, Classroom	Oral Discussion, Observations, Naviance Inventory	Participate in a variety of roles in the classroom, school and community in order to increase awareness of the various skills needed in the workplace,
7-8	Interpersonal Skills CAREER READINESS	C:A1 C:A2 C:B2 C:C2	M1 M4 BLS7 BSS9	Individual Counseling, Team Meeting, Consult with Teachers, Related Services Meetings	Throughout the School Year	600	Throughout the School Building and Community	Observations, 4-year plan, Service Learning, report cards, attendance reports with student	Identify and employ interpersonal skills in order to be a productive team member. Synthesize employability and job readiness skills in and out of school.

ACADEMIC (A), SOCIAL/EMOTIONAL (PS) AND CAREER (C) DOMAIN

Grade Level	Lesson Content/ Learning Experience	ASCA Domain/ Standard/ Competency	ASCA Mindset/ Behavior	Format	Timeframe	Approx. # of Students Impacted	Location	Assessment Format	Outcomes Student will...
-------------	--	---	---------------------------	--------	-----------	-----------------------------------	----------	-------------------	--------------------------

								reflection, extra-curricular participation	
7-8	Career Goals CAREER READINESS	C:A1 C:A2	M4 BLS7 BLS9	Individual Counseling, Classroom Lessons	Throughout the School Year	600	Counseling Office, Health/ FACS Classroom	Cross-walking Classroom Responses, Observations	Identify the education and training necessary to achieve various career goals.
7-8	Interest and Abilities CAREER EXPLORATION	C:A1	BLSS10 BLS3 BLS4 BLS9 M1	Individual Counseling, Classroom Lessons	Throughout the School Year	600	Counseling Office, Health/ FACS Classroom	Cross-walking Classroom Responses, Observations	Identify personal interests and abilities as they relate to possible career choices. Evaluate resources needed to increase awareness of career opportunities.
7-8	Problem Solving CAREER EXPLORATION	C:B1 C:B2	BSS6 BSMS7 BSMS8 BLS9	Individual Counseling, Classroom Lessons	Throughout the School Year	600	Counseling Office, Health/ FACS Classroom	Cross-walking Classroom Responses, Observations, 4 year plans	Apply decision making and problem solving skills to career planning and course selection. Incorporating the understanding of how individuals' strengths and weaknesses impact these choices.
7-8	Personal Strengths and Skills CAREER EXPLORATION	C:A1	BLS6 BLS10 BLS9 M1 M4	Individual Counseling, Classroom Lessons	Throughout the School Year	600	Throughout the School Building	Cross-walking Classroom Responses, Observations, 4 year plans	Choose opportunities for learning about career skills and personal strengths through age-appropriate extracurricular activities and community based experiences.
7-8	Making Connections	C:A2 C:C1	M1 M3 M4	Individual Counseling, Group Counseling, Team Meetings, Orientations,	Throughout the School Year	600	Counseling Office, Classrooms	Report card comments, self-	Analyze the connection between work ethic and achieving success. Then begin to use this information to

ACADEMIC (A), SOCIAL/EMOTIONAL (PS) AND CAREER (C) DOMAIN

Grade Level	Lesson Content/ Learning Experience	ASCA Domain/ Standard/ Competency	ASCA Mindset/ Behavior	Format	Timeframe	Approx. # of Students Impacted	Location	Assessment Format	Outcomes Student will...
-------------	---	--	------------------------------	--------	-----------	--------------------------------------	----------	----------------------	-----------------------------

	MOTIVATION		M5 BSS6 BSS2 BSS3	Grade Level Information Nights				assessment on improve- ment plan goals, attendance report.	modify behavior to improve achievement.
7-8	Analyzing SELF- AWARENESS	C:A1 C B1 C:B2 C:C1	M1 M6 BLS1 BLS4 BLS9	Individual Counseling, Group Counseling, Team Meetings, Orientations, Grade Level Information Nights	Throughout the School Year	600	Counseling Office, Classrooms	Naviance inventories, Oral Discussions	Analyze strengths, personal preferences and interests which influence career choice and success.
7-8	Job Performance SELF- AWARENESS	C:C1 C:C2	BSMS8 BLS10 BLS9 BLS1 M4	Individual Counseling, Group Counseling, Team Meetings, Orientations, Grade Level Information Nights	Throughout the School Year	600	Counseling Office, Classrooms	Naviance inventories	Analyze the impact of job performance/satisfaction on one's lifestyle.
7-8	Reflection SELF- AWARENESS	C:A1 C:B1 C:B2 C:C1	M1 BLS1 BLS4 BLS9	Individual Counseling, Group Counseling, Team Meetings, Orientations, Grade Level Information Nights	Throughout the School Year	600	Counseling Office, Classrooms	Naviance, 4 year plan	Reflect on work based experiences to realign career goals when necessary.
7-8	Career Research SELF- AWARENESS	C:B1 C:C1	BLS10 BLS9 BLS7 BLS5 BLS1	Individual Counseling, Career Classroom Lessons	Throughout the School Year	600	Counseling Office, Classrooms	Naviance inventories	Research various careers in the changing workplace in order to make informed career decisions.
9-12	Work place skills	C:A1 C:A2 C:C2	M 6 B-LS 10	Individual Counseling, Consult with Teachers, transition meetings	Throughout the school year	1200-1300	Throughout the school and community	Oral discussions, obser- vations, simulations, i.e. career connections	Participate in a variety of roles in the classroom, school and community and transfer these skills to current and future work experiences.

ACADEMIC (A), SOCIAL/EMOTIONAL (PS) AND CAREER (C) DOMAIN

Grade Level	Lesson Content/ Learning Experience	ASCA Domain/ Standard/ Competency	ASCA Mindset/ Behavior	Format	Timeframe	Approx. # of Students Impacted	Location	Assessment Format	Outcomes Student will...
-------------	---	--	------------------------------	--------	-----------	--------------------------------------	----------	----------------------	-----------------------------

	CAREER READINESS							with employer evaluation, portfolio- Naviance inventories.	
9-12	Interpersonal skills	C:A1 C:A2 C:B2 C:C2	M 5 M 6 B-LS 10 B-SS 1 B-SS 6 B-SS 9	Individual Counseling, Consult with Teachers, transition meetings	Throughout the school year	1200-1300	Throughout the school and community	Obser- vations, checklist ex. Career connections with employer evaluation.	Identify and employ interpersonal skills to be a productive member of society. Synthesize employability and job readiness skills in internship, mentoring, shadowing and/or other work experience.
	CAREER READINESS								
9-12	Career Goals	C:A1 C:B1 C:B2 C:C1 C:C2	M 4 M 5 M 6 B-LS 4 B-LS 6 B-LS 7 B-LS 8 B-LS 10	Individual Counseling, Consult with Teachers, transition meetings	Throughout the school year	1200-1300	Throughout the school and community	Program planning form, Naviance	Select and participate in challenging coursework and activities that will maximize and expand post high school opportunities, and enhance career decision-making.
	CAREER READINESS								

ACADEMIC (A), SOCIAL/EMOTIONAL (PS) AND CAREER (C) DOMAIN

Grade Level	Lesson Content/ Learning Experience	ASCA Domain/ Standard/ Competency	ASCA Mindset/ Behavior	Format	Timeframe	Approx. # of Students Impacted	Location	Assessment Format	Outcomes Student will...
9-12	Interest and Abilities	C:A1 C:B1 C:B2 C:C1 C:C2	M 1 B-LS 1 B-LS 5 B-LS 7	Individual Counseling, Consult with Teachers, transition meetings	Throughout the school year	1200-1300	Throughout the school and community	Self-assessment (interest inventory), Naviance	Identify personal interests and abilities and begin to formulate a plan for possible career choices. Research and select specific career information from a variety of resources.
	CAREER EXPLORATION								
9-12	Problem solving	C:B1 C:B2	M 1 B-LS 1 B-LS 2 B-LS 7 B-LS 9 B-SMS 10	Individual Counseling, Consult with Teachers, transition meetings	Throughout the school year	1200-1300	Throughout the school and community	Oral discussion, performance based (role play, simulations rubric, Naviance	Apply decision making skills and problem solving skills to career planning course selection and career transition
	CAREER EXPLORATION								
9-12	Self-reflection	C:A1 C:A2 C:B1 C:B2 C:C1 C:C2	M 1 M 4 M 6 B-LS 4 B-LS 7 B-SMS 10	Individual Counseling, Consult with Teachers, transition meetings	Throughout the school year	1200-1300	Throughout the school and community	Oral discussion, Naviance, student writing	Maintain/modify career plan upon self-reflection on experiences gained through academic program, community experiences and extracurricular activities.
	CAREER EXPLORATION								
9-12	Making Connections	C:A2 C:C1	M 4 M 5 M 6	Individual Counseling	Throughout the school year	1200-1300	Counseling Office, classroom	Report cards, oral discussion re: attendance, 5 week reports, observation	Demonstrate understanding of the connection between work ethic and achieving success
	Motivation								

ACADEMIC (A), SOCIAL/EMOTIONAL (PS) AND CAREER (C) DOMAIN

Grade Level	Lesson Content/ Learning Experience	ASCA Domain/ Standard/ Competency	ASCA Mindset/ Behavior	Format	Timeframe	Approx. # of Students Impacted	Location	Assessment Format	Outcomes Student will...
9-12	POST HIGH SCHOOL PLANNING Self-Awareness	C:A1 C:A2 C:B1 C:B2 C:C1 C:C2	M 2 M 4 M 5 M 6 B-LS 1 B-LS 2 B-LS 4 B-LS 6 B-LS 7 B-LS 8 B-LS 9 B-LS 10	Individual counseling and Group Seminars	Throughout the school year	1200-1300	Counseling Office, classroom	Oral discussion, verbal reflection with counselor, Naviance	Synthesize knowledge of strength, personal preferences and interests to make a career choice and make academic decisions based upon career choice. Evaluate the impact of one's own decisions regarding school and work experience when necessary. Evaluate one's potential career decision in order to implement a post high school plan.

Problem-Solving Rubric Grades K-3

	Mastery	Proficient	Novice
Awareness	<p>I fully identify the problem</p> <p>I explain my role in the problem and know what I did and what others did</p> <p>I know the steps of the problem-solving model and I know where it broke down for me</p> <p>I understand what will happen if I don't solve this problem</p>	<p>I know what the problem is or have <i>some</i> idea of what the problem is</p> <p>I know there are different roles and that I played a part in the problem</p> <p>I know some of the steps of the problem-solving model and that it should be used in this situation</p> <p>I understand some of what will happen if I do not solve this problem</p>	<p>I have little or no knowledge of a problem</p> <p>I am unsure about my role in this problem</p> <p>I do not understand the problem-solving model or how to use it</p> <p>I am not sure what will happen if I do not solve this problem</p>
Action Planning	<p>I thought of several solutions to the problem, and they are...</p> <p>I evaluated the possible consequences so that I could make a decision</p> <p>I chose a solution and developed steps to carry out that solution</p> <p>I chose a solution that was respectful of my needs and considered others' feelings as well</p>	<p>I can come up with at least one solution to the problem</p> <p>I can come up with some of the consequences for my choices</p> <p>I chose a solution and can develop steps with help</p> <p>I chose a solution that was mostly respectful of myself and others</p>	<p>I can come up with solutions with help, and they are...</p> <p>I need help to think about the possible consequences</p> <p>I need help to choose a solution</p>
Application	<p>I carried out my solution</p> <p>I will remember this situation and solution the next time I have a problem</p>	<p>I carried out most steps of my solution</p> <p>I may remember this situation and solution the next time I have a problem</p>	<p>I needed help to carry out my action plan</p> <p>I will most likely need help the next time this situation comes up</p>
Analysis	<p>I thought about the consequences of my solution</p> <p>I use the problem-solving process flexibly and where necessary</p>	<p>I understand how some of the consequences are connected to my solution</p> <p>I can use the problem-solving process at times when I need it</p>	<p>With help, I connect the consequences with my solution</p> <p>With help, I can use the problem-solving process at times when I need it</p>

Problem-Solving Rubric Grades 4-12

	Mastery	Proficient	Novice
Awareness	<p>Accurately identify the problem (who, what where, why, when)</p> <p>Accurately explain one's roles in the situation and distinguish between what is and what is not in one's control</p> <p>Describe the problem solving model in detail and its application to the situation</p> <p>Thoroughly understands and articulates all consequences (to self and others) of not resolving the problem</p>	<p>Identify that a problem exists</p> <p>Explain various roles in the situation and explore the difference between what is and what is not in one's control</p> <p>Demonstrate a basic understanding of the problem solving model and its application to the situation</p> <p>Understands and articulates some consequences (to self and others) of not resolving the problem</p>	<p>Little or no awareness that a problem exists</p> <p>Limited ability to recognize one's role in the situation</p> <p>Demonstrates little or no understanding of the problem solving model and/or its application to the situation</p> <p>Exhibits limited awareness of consequences (to self and others) of not resolving the problem</p>
Action Planning	<p>Develop a comprehensive list of solutions and critique the possible consequences of each</p> <p>Choose appropriate solutions and create a comprehensive plan of action considering relevant stakeholders</p>	<p>Develop a partial list of possible solutions and identify consequences of each</p> <p>Choose solution and create a plan of action</p>	<p>Lists few solutions with limited understanding of consequences</p> <p>Selects a solution from a list of appropriate solutions and begins to develop a plan of action</p>
Application	<p>Implement chosen solution/action plan</p> <p>Continually transfers best practice of the ps model to a variety of situations</p>	<p>Implement a basic action plan</p> <p>Intermittently transfers problem solving model</p>	<p>Explore a basic action plan with guidance</p> <p>Applies basic problem solving steps with guidance</p>
Analysis	<p>Evaluate the outcome</p> <p>Revisit the problem solving process and adjust and persist where necessary</p>	<p>Evaluate the outcome</p> <p>Revisit the problem solving process and adjust where necessary</p>	<p>Identify the outcome</p> <p>Revisit the problem solving process with guidance and adjust where necessary</p>

Problem Solving Model

(Identify the problem, brainstorm multiple solutions, think about the consequences, determine the appropriate choice, evaluate)