2011-15

School Counseling Curriculum

K - 12

A comprehensive, developmental guidance and counseling program
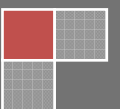
Hinsdale School District

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Introduction

The State of New Hampshire Department of Education (NH DOE) governs the rules for education in the public schools in the state. The "Administration of Minimum Standards in Public Schools" (http://www.gencourt.state.nh.us/rules/state_agencies/ed300.html) includes Ed. 306.39: Guidance and Counseling Programs (see pgs. 16-17 of this document).

In general, this rule states that the local school board shall require that each school in its district provides for the implementation of a comprehensive developmental school guidance and counseling program based on Ed 306.39 and "The ASCA National Model: A Foundation for School Counseling Program," published by the American School Counselor Association (ASCA) in 2003. The school counseling and guidance programs are to be an integral part of the total education program.

This curriculum guide has been designed to describe the manner in which the Hinsdale School District (HSD) will implement a K-12 comprehensive developmental school counseling and guidance program. This program will implement the ASCA National Standards with regard to students' academic, career, and personal/social development, and will also address many of the curriculum standards in the New Hampshire K-12 Career Development Curriculum Framework.

The Hinsdale School District employs one full-time school counselor for grades Pre-K – 5, one full-time school counselor for grades 6-8, and one full-time counselor for grades 9-12. Though not included in this plan, the school district also employs a full-time Licensed Clinical Social Worker (LICSW) who is available to work with elementary students and families on a more intensive basis regarding social/emotional and mental health issues. In addition there is a Student Assistance Counselor located at the middle/high school who is employed by Monadnock Family Services and is available to any student (via referral by the school counselor) for at-risk behaviors and/or ongoing mental health issues.

Counseling Program Mission Statement

Our mission as school counselors is to provide a comprehensive guidance program that will assist all students in acquiring the skills, knowledge, and attitudes needed to become effective students, responsible citizens, productive workers and lifelong learners.

Response to Intervention (RtI)

American School Counselor Association (ASCA) Position (adopted 2008):
Professional school counselors are stakeholders in the development and implementation of the Response to Intervention (RTI) process. Professional school counselors align with the RTI process through the implementation of a comprehensive school counseling program designed to improve student achievement and behavior.

The Professional School Counselor's Role
Professional school counselors assist in the academic and behavioral development of students through the implementation of a comprehensive developmental school counseling program based on the ASCA National Model by:

- Providing all students with a standards-based guidance curriculum to address universal academic, career and personal/social development
- Analyzing academic and behavioral data to identify struggling students
- Identifying and collaborating on research-based intervention strategies that are implemented by school staff
- Evaluating academic and behavioral progress after interventions
- Revising interventions as appropriate
- Referring to school and community services as appropriate
- Collaborating with administrators about RTI design and implementation
- Advocating for equitable education for all students and working to remove systemic barriers

The following chart shows how a comprehensive school counseling program aligns with the RtI process:

RtI Process	Role of the School Counselor
Tier 1 Universal Core Instructional Interventions. • All Students • Preventive and Proactive	1. Standards and Competencies (Foundation) 2. Guidance Curriculum (Delivery System) 3. Individual Student Planning (Delivery) 4. Curriculum Action Plan (Management) 5. Curriculum Results Report (Accountability)

Tier 2
Supplemental/Strategic Interventions
• Students at Some Risk
	1. Standards and Competencies (Foundation)
	2. Individual Student Planning (Delivery)
	   • Small group appraisal
	   • Small group advisement
	3. Responsive Services (Delivery)
	   • Consultation
	   • Individual counseling
	   • Small group counseling
	4. Closing the Gap Action Plan (Management)
	5. Closing the Gap Results Report (Accountability)

Tier 3
Intensive, Individual Interventions
• Students at High Risk
	1. Standards and Competencies (Foundation)
	2. Responsive Services (Delivery)
	   • Consultation
	   • Individual counseling
	   • Small group counseling
	   • Referral to school or community services
	3. Closing the Gap Action Plan (Management)
	4. Closing the Gap Results Report (Accountability)

ASCA National Standards for Students – One Vision, One Voice

Professional school counselors everywhere proudly share the same simple vision — to prepare today's students to become tomorrow's adults. The American School Counselor Association (ASCA) not only supports this idea, it has made it the Association's mission.

Educational reform movements of the late 20th and early 21st centuries, such as standards-based education and the No Child Left Behind legislation, focused on raising teacher quality and academic achievement. Unfortunately, these efforts ignored the emotional, physical, social and economic barriers that can inhibit student success. This is where school counselors make a difference. School counselors are actively committed to eliminating these obstacles and to helping students understand that the choices they make now will affect their educational and career options in the future.

ASCA National Standards for Students was established to help school counselors help students. ASCA National Standards identify and prioritize the specific attitudes, knowledge and skills that students should be able to demonstrate as a result of participating in a school counseling program. Best of all, by adopting and implementing ASCA National Standards, school counselors change the way school counseling programs are designed and delivered across our country.

The Development of Standards
The development of ASCA National Standards for Students required an examination of theory, research and practice to ensure that all aspects of school counseling were considered. The process solicited broad-based involvement from all segments of the school counseling community to determine what purpose the Standards would serve and what their content would be. Through pilot surveys at ASCA's national Delegate Assembly in April 1995 and a revised survey to more than 2,000 ASCA members in September of that year, ASCA was able to gather input on school counselor attitudes and to initiate the movement toward adopting National Standards.

The standards movement has provided ASCA with a timely opportunity to better define the role of school counseling in the American educational system and establish similar goals, expectations, support systems and experiences for all students across the country. Additionally, on the local level, National Standards offer an opportunity for school counselors, school administrators, faculty, parents, businesses and the community to engage in conversations about expectations for students' academic success and the role of counseling programs in enhancing student learning.

Finally, ASCA National Standards for Students serves as the foundation for The ASCA National Model: A Framework for School Counseling Programs. Representing more than 50 years of research, theory and practice, the National Model helps school counselors design and implement programs that meet the National Standards and establish school counseling as an integral component of the academic mission of their schools. ASCA's decision to participate in this educational reform agenda through the development of National Standards for Students offers an opportunity for the school counseling profession to implement the goals deemed important by the profession, to promote its mission in educational reform and to ensure that all students have access to comprehensive school counseling programs as part of the learning experience.

We look forward to having you join us on this mission!

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 forhelp 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

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 work-based learning situations such as internships, shadowing and/or mentoring experiences

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

Student Services Organizational Chart

From the American School Counselor Association (ASCA) Position Statement

Guidance Curriculum	Responsive Services	Individual Student Planning	System Support
Recommended Time *35%-45% Elementary* *25%-35% Middle* *15% - 25% High*	**Recommended Time** *30%-40% Elementary* *30%-40% Middle* *25%-35% High*	**Recommended Time** *5%-10% Elementary* *15% - 25% Middle* *25%-35% High*	**Recommended Time** *10%-15% Elementary* *10%-15% Middle* *15%-20% High*
Provides developmental, comprehensive guidance program content in a systematic way to all students K-12	Addresses students' immediate concerns	Assists students and parents in development of academic and career plans	Includes program, staff and school support activities and services
Purpose Student awareness, skill development and application of skills needed in everyday life.	**Purpose** Prevention and intervention.	**Purpose** Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions.	**Purpose** Program delivery and support.
Academic • Effective learning in school and across the life span • Academic preparation for post-secondary options • Relationship of academics, work, family and community	**Academic** • Any immediate academic concerns • School-related concerns including tardiness, absences and truancy, misbehavior, school avoidance, dropout, suspensions, etc.	**Academic** • Facilitation and/or interpretation of criterion and norm-referenced tests • Academic preparation essential for post-secondary options • Understanding academic strengths related to occupations • Development of an educational plan beyond high school including post-secondary selection/financial aid/scholarships • Use of diverse assessment results	**Total Program** • Professional development • Advocacy and public relations for comprehensive school counseling programs • Program planning and development • Evaluation and assessment of comprehensive school counseling program, personnel and student results • Documentation of how comprehensive school counseling programs contribute to student achievement

Student Services Organizational Chart, *continued*

Guidance Curriculum	Responsive Service	Individual Student Planning	System Support
Career • Investigate the world of work to make informed decisions • Strategies to achieve future career goals • Relationship of personal qualities, education, training and work		**Career** • Utilize career information resources in school and community • Explore career clusters • Interest and skill inventories • Occupation searches • Self-knowledge relating to career choices	**Total Program** • School improvement planning • Integration of guidance essential teachings across the school curriculum • Parent involvement and education • Consultation with staff and community • Instructing on age-appropriate issues with staff and community • Community outreach and involvement
Personal/Social • Interpersonal skills to respect self and others • Decision-making, setting goals and taking action to achieve goals • Understanding everyday safety and survival skills	**Personal/Social** • Physical, sexual or emotional abuse and issues • Crises • Grief, loss and death • Substance abuse • Family issues • Coping with stress • Relationship concerns • Divorce • Referral plan • Contact and develop relationships with mental health resources in the area	**Personal/Social** • Skills and competencies related to student and employee success	**Total Program** • Professional development • Maintaining updated information regarding community resources for students and families • Document issues and interventions as appropriate
Counselor Role • Classroom Guidance curriculum implementation • Consultation	**Counselor Role** • Individual counseling • Small-group counseling • Referral • Consultation	**Counselor Role** • Assessment • Planning • Placement • Consultation	**Counselor Role** • Develop and manage program • Develop relationships and partnerships • Consultation

Counseling Department Master Calendars

SITE: ___Hinsdale Elementary School___

The following calendars indicate the guidance curriculum activities that counselors coordinate and/or implement at specific times during the year. This **does not** include responsive services such as crisis intervention, nor does it include Tier 2 interventions such as individual or small group counseling that arise in response to a specific student need.

August/September	February
Open House MAP Testing Classroom Guidance – all grades Small Group – lunch with the counselor (grades 1-5)	Gr. 4 NAEP Testing – every other year (odd years) Classroom Guidance – all grades Small Group – lunch with the counselor (grades 1-5)
October	March
NECAP Testing, Gr. 3-5 Red Ribbon Week Classroom Guidance – all grades Small Group – lunch with the counselor (grades 1-5)	Classroom Guidance – all grades Small Group – lunch with the counselor (grades 1-5)
November	April
Parent-Teacher Conferences Classroom Guidance – all grades Small Group – lunch with the counselor (grades 1-5)	Kindergarten Registration Classroom Guidance – all grades Small Group – lunch with the counselor (grades 1-5)
December	May
Classroom Guidance – all grades Small Group – lunch with the counselor (grades 1-5)	Science NECAP Testing – Gr. 4 Grade 5 Transition MAP Testing Classroom Guidance – all grades Small Group – lunch with the counselor (grades 1-5)
January	June
MAP Testing Classroom Guidance – all grades Small Group – lunch with the counselor (grades 1-5)	Classroom Guidance – all grades Small Group – lunch with the counselor (grades 1-5) Grade 5 Recognition

SITE: Hinsdale Middle School

August/September	February
6th Grade Orientation MAP Testing Bullying	Bullying Report Card Reviews/meetings with students
October	March
NECAP Testing, Gr. 6-8 Sexual Harassment Women Can Do Conference Internet Safety	Course Registration Sexual Harassment
November	April
Report Card Reviews/meetings with students	Internet Safety Report Card Reviews/meetings with students
December	May
Tobacco - prevention	MAP Testing 5th Grade Transition
January	June
MAP Testing Drug and Alcohol - prevention	Tobacco - prevention Drug and Alcohol - prevention

SITE: Hinsdale High School

August/September	February
MAP Testing College Fair SAT and College Application Advisement	WRCC Tour
October	March
PSAT, MAP, and NECAP Testing SAT and College Application Advisement	Course Registration
November	April
SAT Advisement SAT and College Application Advisement	Career Fair College Acceptance & Award Letters Advisement
December	May
Financial Aid Night	MAP, NECAP, and AP Testing College Acceptance & Award Letters Advisement
January	June
Teen Institute	MAP Testing Graduation

Appendices

Ed 306.39 Guidance and Counseling Program

(a) The local school board shall require that each school in its district provides for the implementation of a comprehensive developmental school guidance and counseling program based on Ed 306.39 and "The ASCA National Model: A Foundation for School Counseling Program," published by the American School Counselor Association (ASCA) in 2003 as an integral part of the total educational program.

(b) The department shall develop and distribute a comprehensive school guidance and counseling program model implementation manual that may be used by schools and districts as a resource in professional development and planning activities.

(c) The local school board shall require that each district develop, and have on file a comprehensive K-12 developmental school guidance and counseling policy and implementation plan.

(d) This policy and plan shall:
(1) Address the applicable state frameworks consistent with RSA 193-C:3, III;
(2) Be based on Ed 306.39 and "The ASCA National Model: A Foundation for School Counseling Program," published by the American School Counselor Association (ASCA) in 2003;
(3) Support the local school district's improvement plans and goals; and
(4) Identify measures of success for student competencies in each of the 3 areas of academic, individual/social, and career learning, based on planned and periodic assessment of the comprehensive developmental school guidance and counseling program.

(e) The comprehensive school guidance and counseling plan shall include:
(1) A guidance curriculum that provides all K-12 students the knowledge and skills appropriate to their developmental level through a collaborative model of delivery involving the school counselor, classroom teachers, and other appropriate education professionals, and including prevention and pre-referral activities;
(2) Individual planning with all students to assist in establishing individual goals and developing future plans through coordinated, ongoing systemic activities, including personalized, individual goal setting and parental involvement;
(3) A responsive services component of supportive, short-term counseling with the goal of facilitating the educational functioning or academic achievement of all students K-12, or both, including:
a. Individual and group counseling;
b. Crisis assessment and referral;
c. Consultation with school personnel, parents, local agencies, or appropriate others;
d. Conflict resolution;
e. Drop out prevention;
f. Substance and abuse issues;
g. College and career counseling; and
h. Individual, school, family, or peer issues impacting the educational environment; and

(4) A systems support component that establishes, maintains, and enhances the total school guidance and counseling program, including:

> a. The maintenance of organized, clear, and useful records in a confidential manner, utilizing technology relevant to provision of services in a confidential manner;
> b. The maintenance of records in a manner compliant with current state and federal laws, rules, policies, and standards, and with Ethical Standards for School Counselors as adopted by the American School Counselor Association (ASCA) Delegate Assembly March 19, 1984, revised March 27, 1992, June 25, 1998, and June 26, 2004 for school counseling, as they apply to the implementation of comprehensive school guidance and counseling services within a school setting;
> c. Systematic, goal oriented professional development directly applicable to the goals and outcomes of implementing a comprehensive school guidance and counseling program and school and district improvement goals;
> d. Counselor evaluation based on the professional competencies of the school counseling profession; and
> e. Program evaluation based on student outcomes, stakeholder surveys, and self-assessment against national model recommendations.

(f) The staff requirements for provision of the comprehensive developmental guidance and counseling program shall be as follows:

> (1) The counseling load in each elementary school shall not exceed the equivalent of one full time guidance counselor per 500 students enrolled;
> (2) The counseling load in each middle school and each high school shall not exceed the equivalent of one full time guidance counselor per 300 students enrolled;
> (3) High schools with more than 4 guidance counselors shall provide a high school level director of school guidance and counseling, unless (4) below applies; and
> (4) District level directors of school guidance and counseling shall be provided in districts where the number of guidance counselors across all schools exceeds 10.

Hinsdale School District Policy

JLD - SCHOOL GUIDANCE PROGRAMS AND SERVICES

Category Priority-*The subject matter of these policies is required by state and or federal law.*

The School Board is committed to ensuring a high quality school guidance program that is comprehensive, developmentally appropriate, fosters academic achievement and personal growth, and is provided to all District students in an equitable manner.

The program will include the following:

- Distribution of information and support to students and families about academic programming, community supports, and other relevant information.
- Coordination with national standards.
- Prevention, intervention, and crisis response services.
- Promotion of personal, interpersonal, health, academic, and career development for all students through classroom programs and other services.
- All provisions of NH Administrative Rules, Section Ed 306, Minimum Standards for Public School Approval.

It is the policy of this Board that at all grade levels, school counselors collaborate with parents, students, staff, and community to remove barriers to learning and provide opportunities and supports to empower students to embrace their full potential and achieve their academic and personal aspirations.

The guidance counselor is responsible for developing a program or plan that identifies student success in academic performance, social awareness, and career planning.

This policy will be reviewed in accordance with the Board's policy review process.

Legal References:
NH Code of Administrative Rules, Section Ed 306.13, Guidance Plan
NH Code of Administrative Rules, Section Ed 306.15(b), Provision of Staff, Guidance
NH Code of Administrative Rules, Section Ed 306.39(c) and 306.39(d), Guidance Program

Revised: May 2008
New Policy: October 2005
Reviewed and accepted by the Hinsdale School Board November 12, 2008

School and District Goals

The goal of the Hinsdale Elementary School, as stated in the school handbook, is to provide an excellent education for all students.

Furthermore, the members of the Hinsdale School District are committed to meeting the needs of all students in a respectful, safe, and secure environment that encourages individual learning and instills the learning process. Together, school and community strive to nurture life-long learning to promote an informed society.

As such, the Hinsdale School Student will:

Academic
- Develop the necessary reading skills to make them life-long learners.
- Be a mathematical problem solver.
- Effectively communicate in both written and verbal forms.
- Explore the expressive and creative arts.
- Understand and use the principles of scientific inquiry.
- Be able to use the current technologies and develop skills to adapt to today's rapidly changing technologies.
- Understand the principles of democracy and practice them.
- Be able to gather information, analyze the information and make an informed decision.
- Have the opportunity to pursue fluency in a world language.
- Experience a variety of practices to develop and maintain a healthy lifestyle.

Social
- Contribute to our society through participation in meaningful community and/or school activities.
- Take responsibility for their own behavior.
- Learn from their successes and failures.

Civic
- Understand individual's rights, responsibilities, and roles in the community.
- Respect and understand people of different backgrounds in our diverse society.

Student Referral Process

Students are referred to school guidance counselors in a number of ways. Referrals may be made by: a student (self or peer), teacher(s), parent/guardian or community agency/court. In addition, counselors seek out students who exhibit signs of academic and/or social difficulty.

Teachers and other school staff who refer a student to the school counselor will complete a Counseling Office Referral form.

Referrals from other sources may be taken verbally and/or in writing, at which point the counselor will complete Counseling Office Referral form and will note on the form the source of the concern.

Depending on the concern, there are a number of outcomes that might result from a Counseling Office Referral. Many of these outcomes are listed on the form. The counselor will act on the referral in a timely manner and document the outcome on the form.

A copy of the completed referral form will be filed in the student's school file.

Hinsdale Elementary School – Sample Child Concern Referral Form

Student Name: _____   Teacher/Grade: _____

Referring Teacher: _____   Date: _____

Specific reason for referral: What type of difficulty is the student experiencing?

        ___ Academic   ___ Behavioral   ___Social   ___ Other

1. Describe your concerns. Please include your hypothesis about **why** the student is exhibiting this difficulty.

_____

_____

2. Academic Achievement Data: List (or attach) most recent achievement data.

Assessment Name	Date	Percentile Rank Score

3. Check/explain interventions that are **currently** in place and **dates started**:

Date Started	Intervention	Date Started	Intervention
_____	Title Reading	_____	Fast ForWord
_____	Title Math	_____	Reading Assistant
_____	Sidewalks	_____	Strategic intervention (small group) in classroom
_____	Fundations	_____	Classroom Consequences (loss of recess, etc.)
_____	Reading Recovery	_____	Planning Room
_____	Other: _____		

4. If you are aware of any previous interventions that have occurred, please list names and approximate dates/years:

_____

_____

_____

5. Describe the contact you have had to date with this student's parent/guardian regarding this issue, including dates, as well as the parent/guardian response:

_____

_____

_____

rev. 03/18/11   *cc: referring teacher*

Response(s) to Child Concern Referral
To be completed by CCT Chair - attach completed counseling referral form

Student Name: _____

Date of Referral: _____   Submitted by: _____

Action Taken:

_____   Add intervention(s): _____

_____

_____   Recommended action for parent/guardian : _____

_____

Monitor and check data again on: _____

_____

_____   Conduct screening(s) to gather more data

_____   Schedule an in-house meeting

_____   Meeting with parent/guardian to discuss concerns

_____   Schedule a formal CCT meeting to discuss possible SPED referral

_____   Schedule a 504 Eligibility meeting

_____   Refer for SPED Eligibility

_____   No action necessary at this time

_____   Other: _____

☐ Tier 1: _____   ☐ Tier 2: _____   ☐ Tier 3: _____

Date	Follow-up / Notes

Hinsdale Middle/High School Counseling Office Referral Form

Student Name _____   Grade _____

Referring Teacher _____   Date _____

What types of difficulty is the student experiencing?

_____Academic   _____Behavioral   _____Social   _____Other

Description of your concerns: Use back if necessary.

_____

_____

_____

Describe the contact you have had with this student's parent/guardian regarding this issue, including

parental response. _____

_____

_____

Response to Referral (to be completed by counselor)

_____ Add intervention(s): _____

_____

_____Contact with parent/guardian to discuss concerns (Date _____)

_____Recommended action for parent/guardian: _____

_____

_____Schedule an in-house meeting

_____Schedule a Student Concern Team Meeting

_____No action necessary at this time

_____Other _____

Hinsdale School District Policy

JLF - REPORTING CHILD ABUSE

Category Priority*-The subject matter of these policies is required by state and or federal law.*

Any school employee having reason to suspect that a child is being or has been abused or neglected shall immediately report his/her suspicions to the building principal. The principal shall then immediately notify the appropriate state officials at the New Hampshire Department of Health and Human Services. The principal will then notify the Superintendent that such a report to Health and Human Services has been made.

A written report shall be made by the principal within 24 hours. The report should contain the name and address of the child suspected of being abused or neglected, the person responsible for the child's welfare, the specific information indicating neglect/abuse or the nature and extent of the child's injuries (including any evidence of previous injuries), the identity of the person or persons suspected of being responsible for such neglect or abuse, and any other information that might be helpful in establishing neglect or abuse or that may be required by the Department of Health and Human Services.

The Board recommends all school district employees receive routine training or information on how to identify child abuse and neglect.

Legal References:
NH Code of Administrative Rules, Section Ed 306.04(a)(10), Reporting of Suspected Abuse or Neglect
RSA 169-C:29, Persons Required to Report
RSA 169-C:30, Nature and Content of Report
RSA 169-C:31, Immunity from Liability
RSA 169-C:34, III, Duties of the Department of Health and Human Services

Revised: May 2008
Reviewed: October 2004
Revised: July 1998, November 1999, October 2004
    Reviewed and accepted by the Hinsdale School Board November 12, 2008

K-12 Career Development Curriculum Framework

Hinsdale School District

May, 2011

This framework is based on the significant body of research in career development and the best instructional and guidance practice carried out over the past twenty-five years. The Department of Education is committed to using the results of this research for systematic educational improvement and change. As required by RSA 193-C, this framework represents broad consensus among educators, business people, government officials, community representatives, and parents about what students should know and be able to do in the area of career development. Career, in this framework, refers to work both for economic gain, as well as work done for family, home, and community.

What is the purpose of this K-12 Career Development Framework?

In accordance with RSA 193-C relative to the New Hampshire Educational Improvement and Assessment Program (NHEIAP), the purpose of this framework is to: (1) establish high standards for career development; and (2) serve as a guide for making local decisions about curriculum development, delivery, and assessment in this important area.

As specified in RSA 193-C: 1, this framework *does not* establish a statewide curriculum with designated course offerings/activities, teaching methods, or materials. It *does* establish educational standards that define what New Hampshire students should know and be able to do relative to career development. It is the responsibility of teachers, administrators, and school board members to communicate these standards to students and parents, and to identify and implement methods to enable students to acquire the requisite knowledge and skills. Curriculum decisions, including overall organization, specific grade level and course offerings/activities, and methods, and materials, remain the responsibility of local educators and school board members.

Proficiency Standards.

These standards establish specific expectations for the assessment of cumulative learning at the end of grades four, eight, ten and twelve. They are meant to establish what the student should know and be able to do, not dictate how that competency is taught. The proficiency standards are additionally designed to be inclusive of ALL students. Proficiencies presented in each cluster of grades build on the skills and knowledge gained in the ones preceding

It is also understood that knowledge, skills, and attitudes essential for career development are presented across a school's entire curriculum, integrating the goals of New Hampshire's 6 curriculum frameworks. Therefore curriculum planners should also consult the following: K-12 English Language Arts Curriculum Framework; K-12 Arts Curriculum Framework; K-12 Mathematics Curriculum Framework; K-12 Science Curriculum Framework; K-12 Social Studies Curriculum Framework.

The information in the following chart was compiled in the spring of 2011 by all three school counselors and several teachers at every grade level in the Hinsdale School District. It is intended to identify the areas in which we are meeting the standards defined in the framework, and in which areas we need to develop our curriculum.

☐ = Delivered by regular education teachers   ▨ = Delivered by school counselor   ▨ = Not being delivered

Curriculum Standard 1: Students will demonstrate a firm grounding in the interactive language processes of reading, writing, speaking, listening, and viewing, as well as the ability to use those skills to communicate effectively.

Proficiency Standards: **End-of-Grade 4**

Students will be able to …	K	1	2	3	4
A) Demonstrate effective study and information-seeking habits.	[Not being delivered]	[Not being delivered]	Reading Street	Reading Street	Reading Street
B) Demonstrate the capacity to use a variety of basic reference tools, such as dictionaries, maps and globes, encyclopedias, newspapers, and magazines.	Soc. Studies	Reading Street; Scholastic News	Reading Street; Scholastic News; Everyday Math	Reading Street; Everyday Math	Reading Street
C) Present ideas appropriately, including the use of visual techniques.	Collins Writing	Thinking Maps	Thinking Maps; Science	Reading Street; Science	Reading Street; Science
D) Use appropriate forms of language to formulate and articulate effective oral and/or written responses.	Reading Street; Collins Writing	Collins Writing; Reading Street	Reading Street; Collins Writing	Reading Street; Collins Writing; Everyday Math	Reading Street; Collins Writing
E) Demonstrate, using a wide variety of communication tools, an understanding of the various roles an individual may have (friend, student, worker, family member).	Soc. Studies; Reading Street; 2nd Step	[Not being delivered]	Social Studies; 2nd Step	Social Studies; 2nd Step	2nd Step
F) Demonstrate the capacity to communicate constructively with peers and adults.	2nd Step	Morning Meeting; 2nd Step	Collins Writing; 2nd Step	2nd Step	2nd Step
G) Actively seek response, advice, and critique from others.	Collins Writing	Collins Writing	Classroom Procedures	2nd Step	Collins Writing

☐ = Delivered by regular education teachers   ▨ = Delivered by school counselor   ▨ = Not being delivered

Curriculum Standard 2: Students will demonstrate a firm grounding in essential computational skills as well as strong problem-solving and reasoning abilities.

Proficiency Standards: **End-of-Grade 4**

Students will be able to …	K	1	2	3	4
A) Demonstrate an understanding of the basic mathematical operations of addition, subtraction, multiplication, and division.	Everyday Math	Everyday Math	Everyday Math	Everyday Math	Everyday Math
B) Describe steps needed to solve a problem.	Classroom Routines; Thinking Maps	Everyday Math	Everyday Math	Everyday Math	Everyday Math
C) Demonstrate that a problem may be solved in more than one way.	Everyday Math	Everyday Math	Everyday Math	Everyday Math; Science	Everyday Math
D) Identify patterns and relationships in computation and problem-solving.	Everyday Math; Calendar	Everyday Math	Everyday Math	Everyday Math	Everyday Math
E) Use inductive reasoning to draw conclusions.	Everyday Math	Everyday Math	Everyday Math; Reading Street; Science	Everyday Math; Science	Everyday Math; Science
F) Use models, known facts, properties, and relationships to explain their thinking.	Everyday Math	Everyday Math; Thinking Maps	Everyday Math	Everyday Math; Science	Everyday Math; Science

☐ = Delivered by regular education teachers   ▨(grey) = Delivered by school counselor   ▨ = Not being delivered

Curriculum Standard 3: Students will take an active role in their own learning.

Proficiency Standards: **End-of-Grade 4**

Students will be able to …		K	1	2	3	4
A)	Self-monitor progress in achievement of tasks by setting time limits.					Classroom Routines; Independent Work
B)	Establish expectations for achievement and use evaluation tools.	Classroom Rules & Routines	Classroom Rules & Routines	Classroom Rules & Routines	Everyday Math self-assessments	Everyday Math self-assessments; Reading Street rubrics
C)	Demonstrate an understanding of the importance of observation, practice, effort, and learning.	Classroom Rules & Routines	Classroom Rules & Routines	Classroom Rules & Routines	Science; Homework	Science; Homework
D)	Demonstrate self-direction in their learning and work.	Independent Work	Independent Work	Independent Work	Independent Work	Independent Work

☐ = Delivered by regular education teachers	▨ = Delivered by school counselor	▨ = Not being delivered

Curriculum Standard 4: The student will develop characteristics and behaviors necessary for success in school, work, and everyday settings.

Proficiency Standards: **End-of-Grade 4**

Students will be able to …	K	1	2	3	4
A) Identify and appreciate individual characteristics and differences (i.e., likes, dislikes, interests, abilities, skills, etc.).	School Counseling Curriculum; 2nd Step	School Counseling Curriculum; 2nd Step	School Counseling Curriculum; 2nd Step; Reading Street	School Counseling Curriculum; 2nd Step	School Counseling Curriculum; 2nd Step
B) Identify healthy ways of dealing with conflict and stress.	2nd Step	2nd Step	2nd Step	2nd Step	2nd Step
C) Demonstrate an awareness of how one is seen by others.	2nd Step	2nd Step	2nd Step	2nd Step	2nd Step
D) Demonstrate positive attitudes about self.	2nd Step	2nd Step	2nd Step	2nd Step	2nd Step; Growth & Health lesson
E) Demonstrate knowledge of good health habits.	Dental Program; Nutrition Program	Dental Program; Nutrition Program	Dental Program; Nutrition Program	Dental Program	Nutrition Program; Growth & Health lesson
F) Identify the impact of individual behaviors.	2nd Step	2nd Step	2nd Step	2nd Step	2nd Step
G) Describe how work can satisfy individual needs.	School Counseling Curriculum	School Counseling Curriculum	School Counseling Curriculum	School Counseling Curriculum	School Counseling Curriculum

- Dental program provided by Cheshire Smiles
- Nutrition program provided by UNH Cooperative Extension
- Growth and Health lesson provided by school nurse and P.E. teacher; parents can opt-out

☐ = Delivered by regular education teachers   ▨ = Delivered by school counselor   ▧ = Not being delivered

Curriculum Standard 5: The student will demonstrate skills in working cooperatively and collaboratively with others.

Proficiency Standards: **End-of-Grade 4**

Students will be able to …	K	1	2	3	4
A) Demonstrate the ability to participate in forming a team and identifying a common goal.	Science	Reading Street; Social Studies; Science	Everyday Math; Science	Reading Street; Everyday Math; Science	Science
B) Work toward a common goal as a member of a team.	Kindness Jar; Science	Reading Street; Social Studies; Science	Everyday Math; Science	Science	Science
C) Identify and practice the skills needed to resolve conflicts with other people.	2nd Step	2nd Step	2nd Step	2nd Step	2nd Step
D) Demonstrate an understanding of, appreciation for, and sensitivity to a multicultural world.	Social Studies	Social Studies; Scholastic News	Reading Street; Social Studies	Reading Street	School Counseling Curriculum
E) Demonstrate how to express feelings, reactions, and ideas in an appropriate manner.	2nd Step	2nd Step	2nd Step	2nd Step	2nd Step

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Curriculum Standard 6: Students will acquire the knowledge, attitudes, and skills to make a successful transition from school to the world of work and adult life.					

Proficiency Standards: **End-of-Grade 4**

Students will be able to …	K	1	2	3	4
A) Demonstrate an awareness and knowledge of the work of family members, school personnel, and community workers.	Social Studies	Reading Street; Social Studies	Social Studies	Social Studies	School Counseling Curriculum
B) Demonstrate the ability to obtain information about jobs from parents, relatives, adult friends and/or neighbors and share that information with classmates.	▨	School Counseling Curriculum	School Counseling Curriculum	School Counseling Curriculum	School Counseling Curriculum
C) Describe jobs that are present in the community or region.	Social Studies	Reading Street; Social Studies	Reading Street; Social Studies	Social Studies	School Counseling Curriculum
D) Demonstrate an understanding of how work is important to all people.	▨	Reading Street; Social Studies	School Counseling Curriculum	Social Studies	School Counseling Curriculum
E) Use media and technology to identify a variety of occupations.	▨	▨	▨	▨	▨

E) Is an area of <u>critical need</u> – the school counselor has limited access to computers and smart boards for use with large groups of students.

☐ = Delivered by regular education teachers   ▨ = Delivered by school counselor   ▨ = Not being delivered

Curriculum Standard 7: Students will understand the relationship between individual qualities, education and training, and the world of work.

Proficiency Standards: **End-of-Grade 4**

Students will be able to …	K	1	2	3	4
A) Identify individual qualities and relate them to successful completion of schoolwork.	Classroom Rules & Routines	Classroom Rules & Routines	Classroom Rules & Routines	Classroom Rules & Routines	Classroom Rules & Routines
B) Develop a positive attitude toward learning.	Classroom Environment; Incentives, Rewards, etc.	Classroom Environment; Incentives, Rewards, etc.	Classroom Environment; Incentives, Rewards, etc.	Classroom Environment; Incentives, Rewards, etc.	Classroom Environment; Incentives, Rewards, etc.
C) Develop a positive attitude toward work.	Classroom Environment; Positive Reinforcement	Classroom Environment; Positive Reinforcement	Classroom Environment; Positive Reinforcement	Classroom Environment; Positive Reinforcement	Classroom Environment; Positive Reinforcement
D) Describe and demonstrate the importance of planning.	Classroom Rules & Routines; Thinking Maps	Classroom Rules & Routines; Thinking Maps	Classroom Rules & Routines; Thinking Maps	Classroom Rules & Routines; Thinking Maps	Classroom Rules & Routines; Thinking Maps
E) Demonstrate appropriate safety practices in the school setting.	Classroom and Building Rules & Routines	Classroom and Building Rules & Routines	Classroom and Building Rules & Routines	Classroom and Building Rules & Routines	Classroom and Building Rules & Routines

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Curriculum Standard 1: Students will demonstrate a firm grounding in the interactive language processes of reading, writing, speaking, listening, and viewing, as well as the ability to use those skills to communicate effectively.

Proficiency Standards: **End-of-Grade 8**

Students will be able to …		5	6	7	8
A)	Demonstrate the capacity to use a variety of tools, such as libraries, museums, technology, etc., to enhance learning.	*(hatched box)*	Library Projects; Computers	English; Reading; Science	English; Social Studies
B)	Demonstrate the ability to compare, contrast, and use information presented in written, oral, audio-visual, and graphic forms.	Reading Street; Social Studies	Reading; English; Social Studies; Science	Thinking Maps; Graphic Organizers; Smart Board	All Content Areas
C)	Distinguish facts from opinions in a variety of communication forms.	Reading Street; Social Studies	Reading; English	English; Reading; Social Studies	English; Social Studies; Science
D)	Express ideas clearly and concisely.	Collins Writing	Reading; Collins Writing	English; Science; Collins Writing	Collins Writing
E)	Recognize when an individual or group does not understand their message and respond appropriately.	*(hatched box)*	*(hatched box)*	Math	All Content Areas
F)	Communicate and work effectively with others as active participants and responsive listeners.	Group work in all content areas	Group work in all content areas	Science Labs; Pair/Share Reading	Group work in all content areas

☐ = Delivered by regular education teachers   ▨ = Delivered by school counselor   ▨ = Not being delivered

Curriculum Standard 2: Students will demonstrate a firm grounding in essential computational skills as well as strong problem-solving and reasoning abilities.

Proficiency Standards: **End-of-Grade 8**

Students will be able to …	5	6	7	8
A) Select appropriate computational techniques to help solve problems and, if appropriate, use mental computation and estimation strategies to check the reasonableness of results.	Everyday Math	Math	Math Skills Set; Science	Math; Science
B) Describe the process used to solve a problem and apply the process to a new problem.	Everyday Math; Science	Math	Math; Science	Math; Science
C) Use problem solving in civic, social, and everyday settings.	DARE	Math; Guidance Class	English; Social Studies	All Content Areas
D) Identify when there is enough information to propose a solution to a problem.	Science; DARE	Math; Science; Guidance Class	Science; Social Studies	Math; Science; Social Studies
E) Identify the operating principles underlying a system (people, machines, processes) and evaluate the operation of a system.	Social Studies; Science	Social Studies	Science; Social Studies	Science; Social Studies
F) Use deductive reasoning and reasoning by analogy to solve problems.	Science; Bridge Maps; Spelling		English; Reading; Math; Social Studies; Science	English; Math; Science

- DARE Program provided by the Hinsdale Police department

□ = Delivered by regular education teachers	▨ = Delivered by school counselor	▨ = Not being delivered

Curriculum Standard 3: Students will take an active role in their own learning.

Proficiency Standards: **End-of-Grade 8**

Students will be able to …	5	6	7	8
A) Establish learning goals around interests, abilities, and achievements.			English; Math Skills Set; MAP Goals	English; Math; Science
B) Plan activities to achieve learning goals.		Science; Social Studies	Assignment Journals	
C) Monitor their own learning process and revise activities accordingly, considering strategies for improving academic skills.			English	English Skills Set
D) Identify and understand the impact of their preferred learning style on their ability to receive and process information.	Science		English; Science; Smart Board	English
E) Devise a system, such as a flow chart or log, for keeping track of progress and goals, and adjust priorities to meet deadlines and manage time, according to this system.	Science			Skills Set
F) Demonstrate knowledge of school tasks that are similar to skills essential for job success.	School Counseling Curriculum			

☐ = Delivered by regular education teachers   ▨ (gray) = Delivered by school counselor   ▨ (hatched) = Not being delivered

Curriculum Standard 4: The student will develop characteristics and behaviors necessary for success in school, work, and everyday settings.

Proficiency Standards: **End-of-Grade 8**

Students will be able to …	5	6	7	8
A) Describe the individual concepts and interests that influence one's decisions.	DARE			English; Science; Social Studies
B) Identify how experience influences attitudes, behavior, and aptitudes.	DARE			English; Social Studies
C) Demonstrate an awareness of the importance of maintaining physical and emotional health.	DARE			English; Science; Social Studies

- DARE Program provided by the Hinsdale Police department
- **C) is an area of <u>critical need</u>**

☐ = Delivered by regular education teachers   ▨ = Delivered by school counselor   ▨ = Not being delivered

Curriculum Standard 5: The student will demonstrate skills in working cooperatively and collaboratively with others.

Proficiency Standards: **End-of-Grade 8**

Students will be able to …	5	6	7	8
A) Demonstrate skills in working cooperatively/collaboratively with others.	Group work in all content areas	Group work in all content areas	Group work in all content areas	Group work in all content areas
B) Identify and demonstrate team skills that lead to the successful accomplishment of a common goal.	Science	Group work in all content areas	Group work in all content areas	All Classes
C) Identify sources and effects of peer pressure.	DARE	Guidance Class	Guidance Class	All Classes
D) Demonstrate the ability to work with people who are different from oneself (race, age, gender).	School Counseling Curriculum	All Classes	All Classes	All Classes
E) Demonstrate tolerance and respect in interpersonal and group settings.	Group work in all content areas	All Classes	All Classes	All Classes
F) Demonstrate the ability to present facts that support opinion, to listen to dissenting points of view, and to reach a shared decision.		All Classes	All Classes	All Classes
G) Provide honest and helpful feedback to others in a group project.	Group work in all content areas	All Classes	All Classes	All Classes

- DARE Program provided by the Hinsdale Police department

[ ] = Delivered by regular education teachers   [grey] = Delivered by school counselor   [hatched] = Not being delivered

Curriculum Standard 6: Students will acquire the knowledge, attitudes, and skills to make a successful transition from school to the world of work and adult life.

Proficiency Standards: **End-of-Grade 8**

Students will be able to …	5	6	7	8
A) Describe the importance of individual characteristics in getting and keeping a job.				Math; Science
B) Describe how contributions of individuals both inside and outside the home are important.				Math; Science
C) Use interest inventories to identify a number of occupational groups for exploration.				
D) Demonstrate an understanding of career clusters and career ladders.				
E) Explore the educational requirements for various occupations.				Science
F) Make decisions and set appropriate career goals.				

- All proficiency standards on this page (A – F) are an area of **critical need**

☐ = Delivered by regular education teachers   ▨ = Delivered by school counselor   ▨ = Not being delivered

Curriculum Standard 7: Students will understand the relationship between individual qualities, education and training, and the world of work.

Proficiency Standards: **End-of-Grade 8**

Students will be able to …	5	6	7	8
A) Explain the relationship between educational achievement and career planning.				Science
B) Describe, either orally, visually or in writing, how individual preferences and interests influence career choices and success.				
C) Describe individual skills required to fulfill different life roles.				Science
D) Demonstrate knowledge of learning opportunities offered at the high school level.				School Counseling Curriculum
E) Develop an individual educational and career plan that integrates interests, abilities, and skills, supports the identification of one or more career pathways, and that includes tentative decisions and planning for high school and beyond.				
F) Employ appropriate safety practices related to the world of work.				

- All proficiency standards on this page (A – F) are an area of **critical need**

☐ = Delivered by regular education teachers   ▨ = Delivered by school counselor   ▨ = Not being delivered

Curriculum Standard 1: Students will demonstrate a firm grounding in the interactive language processes of reading, writing, speaking, listening, and viewing, as well as the ability to use those skills to communicate effectively.

Proficiency Standards: **End-of-Grade 10**

Students will be able to …	9	10
A) Access information from multiple sources and information-retrieval systems.	English	English
B) Distinguish between informative and persuasive messages.	English	English
C) Demonstrate the ability to summarize ideas and information.	English	English
D) Demonstrate the ability to use a variety of organizational structures such as cause and effect patterns, paraphrasing, and charts and graphs to communicate ideas and information.	English	English
E) Demonstrate the ability to effectively and logically support individual ideas.	English	English
F) Use cross-referencing while gathering information.	English	English
G) Credit sources and cite references appropriately.	English	English
H) Recognize, evaluate, and respond appropriately to persuasive forms of communication.	English	English

☐ = Delivered by regular education teachers   ▨ = Delivered by school counselor   ▨ = Not being delivered

Curriculum Standard 2: Students will demonstrate a firm grounding in essential computational skills as well as strong problem-solving and reasoning abilities.

Proficiency Standards: **End-of-Grade 10**

Students will be able to …	9	10
A) Perform the four basic mathematical operations with rational numbers.	Math	Math
B) Identify the issues involved in making a decision or solving a problem.	Math	Math
C) Gather and use appropriate materials and resources in making individual and career decisions, included printed materials, human resources, and information accessed through technology.	▨	▨
D) Use logic to draw conclusions from available information.	Math	Math
E) Develop a plan that reflects research and builds on relevant precedents.	▨	▨
F) Evaluate an event or activity in terms of expressed purpose.	Math	Math
G) Generalize rules or principles (underlying patterns and relationships) from a set of conclusions, objective data, written text or system's review and apply those rules and principles to a new situation.	Math	Math
H) Devise strategies for improving the performance of a system.	Math	Math
I) Test the effectiveness of strategies employed.	Math	Math

☐ = Delivered by regular education teachers   ▨ = Delivered by school counselor   ▨ = Not being delivered

Curriculum Standard 3: Students will take an active role in their own learning.

Proficiency Standards: **End-of-Grade 10**

Students will be able to …	9	10
A) Independently identify resources and tools needed to achieve learning goals.	Independent work in all courses	Independent work in all courses
B) Demonstrate an understanding of how courses of study relate to the selection of college majors, further training, and/or entry to the job market.	School Counseling Curriculum	School Counseling Curriculum
C) Describe how skills developed in academic and vocational programs relate to career goals.		School Counseling Curriculum

☐ = Delivered by regular education teachers   ▨ = Delivered by school counselor   ▨ = Not being delivered

Curriculum Standard 4: The student will develop characteristics and behaviors necessary for success in school, work, and everyday settings.		
Proficiency Standards: **End-of-Grade 10**		
Students will be able to …	9	10
A) Demonstrate the ability to use peer and adult feedback.	Classroom and building rules and routines	Classroom and building rules and routines
B) Demonstrate an understanding of how individual characteristics relate to achieving individual, social, educational, and career goals.	Classroom and building rules and routines	Classroom and building rules and routines
C) Demonstrate the importance of responsibility, dependability, punctuality and integrity in school, the workplace, and adult life.	Classroom and building rules and routines	Classroom and building rules and routines
D) Demonstrate the ability to take leadership roles when appropriate.	Classroom and building rules and routines	Classroom and building rules and routines
E) Apply decision-making skills to career planning and career transitions.	▨	▨

☐ = Delivered by regular education teachers   ▨ = Delivered by school counselor   ▨ = Not being delivered

Curriculum Standard 5: The student will demonstrate skills in working cooperatively and collaboratively with others.

Proficiency Standards: **End-of-Grade 10**

Students will be able to …	9	10
A) Demonstrate confidence and positive self-concept in beginning work-related experiences, practice or actual.		
B) Demonstrate the ability to lead others as well as to support the leadership of a team.	Phys Ed	Phys Ed
C) Develop the ability to use constructive criticism.	School Counseling Curriculum	School Counseling Curriculum

☐ = Delivered by regular education teachers   ▨ = Delivered by school counselor   ▨ = Not being delivered
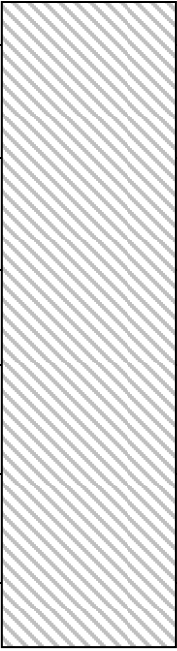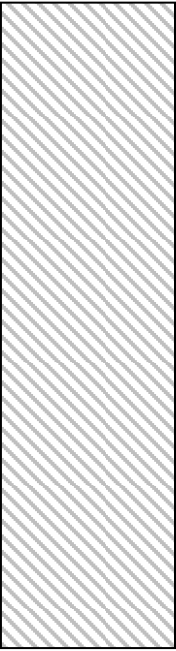
Curriculum Standard 6: Students will acquire the knowledge, attitudes, and skills to make a successful transition from school to the world of work and adult life.

Proficiency Standards: **End-of-Grade 10**

Students will be able to …	9	10
A) Locate, evaluate, and interpret career information.		
B) Identify and explain the rights and responsibilities of employers and employees.		
C) Demonstrate an understanding of how employers and employees organize to improve the quality of goods, services, and working conditions.		
D) Demonstrate the use of a range of resources to gather information about careers.		
E) Identify individuals in selected occupations as possible information sources, role models, or mentors.		
F) Consult with and observe adult role models at work to identify elements of their work and to determine the need for specific knowledge and skills.		
G) Demonstrate skills and behaviors necessary for a successful interview.		

- All proficiency standards on this page (A – G) are an area of **critical need**

☐ = Delivered by regular education teachers   ▨ = Delivered by school counselor   ▨ = Not being delivered

Curriculum Standard 7: Students will understand the relationship between individual qualities, education and training, and the world of work.

Proficiency Standards: **End-of-Grade 10**

Students will be able to …	9	10
A) Evaluate the relationship between their individual interests, abilities, and skills and achieving individual, social, educational, and career goals.	School Counseling Curriculum	School Counseling Curriculum
B) Demonstrate a positive attitude toward work and learning.	Classroom and building rules and routines	Classroom and building rules and routines
C) Review and update their individual educational and career plan based on progress, continued and changing development of interests, and an awareness of the importance of lifelong learning.		
D) Apply employability and job readiness skills to internship, mentoring, shadowing and/or other world-of-work related experiences.		
E) Demonstrate knowledge and application of safety standards to work setting.		

☐ = Delivered by regular education teachers   ▨ = Delivered by school counselor   ▨ = Not being delivered

Curriculum Standard 1: Students will demonstrate a firm grounding in the interactive language processes of reading, writing, speaking, listening, and viewing, as well as the ability to use those skills to communicate effectively.

Proficiency Standards: **End-of-Grade 12**

Students will be able to …	11	12
A) Utilize others' critique as a resource in achieving goals.	English	English
B) Demonstrate the ability to analyze how well evidence supports a conclusion or thesis.	English	English
C) Present, explain, and defend positions, using visual aids when appropriate.	English	English
D) Demonstrate the effective use of the conventions of English language in communications.	English	English
E) Demonstrate the ability to adjust communication style and language so that it is appropriate to the situation, topic, purpose, and audience.	English	English

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Curriculum Standard 2: Students will demonstrate a firm grounding in essential computational skills as well as strong problem-solving and reasoning abilities.

Proficiency Standards: **End-of-Grade 12**

Students will be able to …	11	12
A) Apply decision-making skills in a wide variety of situations.	Math	▨
B) Analyze the design and management of a system.	Math	▨
C) Develop a systemic plan and communicate the plan clearly.	Math	▨
D) Develop and test strategies to optimize the performance of a system.	Math	▨
E) Demonstrate how to analyze the interrelationships of events/ideas from several perspectives.	Classroom and building rules and routines	Classroom and building rules and routines
F) Demonstrate skills necessary to function as a consumer and manage financial resources.	Personal Finance	Personal Finance

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Curriculum Standard 3: Students will take an active role in their own learning.		
Proficiency Standards: **End-of-Grade 12**		
Students will be able to …	11	12
A) Evaluate the processes used to achieve goals and improve the qualities of resulting products.	Classroom and building rules and routines	Classroom and building rules and routines
B) Show evidence of effective time management.	Classroom and building rules and routines	Classroom and building rules and routines

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Curriculum Standard 4: The student will develop characteristics and behaviors necessary for success in school, work, and everyday settings.		
Proficiency Standards: **End-of-Grade 12**		
Students will be able to …	11	12
A) Demonstrate behaviors that maintain physical and emotional health.	Classroom and building rules and routines	Classroom and building rules and routines
B) Demonstrate knowledge of how individuals grow and develop throughout their lives.	Classroom and building rules and routines	Classroom and building rules and routines
C) Describe the contribution of work to a productive life.	▨	▨
D) Demonstrate the ability to make decisions consistent with one's own belief system.	Classroom and building rules and routines	Classroom and building rules and routines

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Curriculum Standard 5: The student will demonstrate skills in working cooperatively and collaboratively with others.

Proficiency Standards: **End-of-Grade 12**

Students will be able to …	11	12
A) Demonstrate consistent, responsive and caring behavior.	Classroom and building rules and routines	Classroom and building rules and routines
B) Demonstrate the ability to respect the rights of, and accept responsibility for, self and others.	Classroom and building rules and routines	Classroom and building rules and routines
C) Demonstrate effective and flexible team skills as team member or leader.	Classroom and building rules and routines	Classroom and building rules and routines

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Curriculum Standard 6: Students will acquire the knowledge, attitudes, and skills to make a successful transition from school to the world of work and adult life.

Proficiency Standards: **End-of-Grade 12**

Students will be able to …	11	12
A) Use their analyses of role models to improve planning and implementation of projects.	School Counseling Curriculum	School Counseling Curriculum
B) Explain the importance of balance between work and leisure time.	School Counseling Curriculum	School Counseling Curriculum
C) Demonstrate knowledge of how occupational skills and knowledge can be acquired through leisure activities.	School Counseling Curriculum	School Counseling Curriculum
D) Explain how the changing workplace requires lifelong learning and upgrading of skills.	▨	▨
E) Analyze the effects of the changing workplace on the individual, employers, workers, labor organizations, the economy, and society.	▨	▨
F) Explain how employment opportunities relate to education and training.	School Counseling Curriculum	School Counseling Curriculum
G) Demonstrate skills in preparing a resume and completing job applications.	▨	▨
H) Describe the impact of factors such as population, economic and societal trends, and geographic location on occupational opportunities.	▨	▨
I) Demonstrate an understanding of the ways in which work, family, and leisure roles are interrelated.	▨	▨

- **G) is an area of <u>critical need</u>**

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Curriculum Standard 7: Students will understand the relationship between individual qualities, education and training, and the world of work.

Proficiency Standards: **End-of-Grade 12**

Students will be able to …	11	12
A) Analyze the issue of gender equity and traditional and nontraditional occupations and how these relate to career choice and a positive workplace environment.	School Counseling Curriculum	School Counseling Curriculum
B) Share and discuss their individual education and career plan, including decisions to be implemented after high school.	School Counseling Curriculum	School Counseling Curriculum
C) Display knowledge of the placement services available to assist the transition from high school to employment or the armed services.		
D) Identify the steps required for transition from high school to entry into postsecondary education, training, and/or employment.	School Counseling Curriculum	School Counseling Curriculum
E) Apply job readiness skills to seek employment opportunities.		

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