



SALMON RIVER CENTRAL SCHOOL DISTRICT
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K-12 Comprehensive School Counseling Plan



TABLE OF CONTENTS

Development Team

Introduction

Foundation

- SRCS Mission
- Counseling Mission
- Counseling Vision

New York State Part 100 Regulations

- The Program
- The Service
- The Plan
- Counseling Advisory Council

Salmon River's 21st Century Counseling Plan

The Comprehensive Model

SRCS Management System

- Program Implementation
- Use of Time
- Use of Calendar
- Use of Data

SRCS Delivery System

- Direct Student Services
- Individual Student Planning
- Responsive Services
- Indirect Student Services
- System Support

SRCS Accountability System

- Data
- Program Results
- Evaluation and Improvement

New York State and School Counseling Domains

Professional Competencies

Program Activity Service

Scope and Sequence

- Elementary
- Mohawk School
- Middle School
- High School

References

Comprehensive School Counseling Development Team

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Introduction

School counselors play a significant role in improving student achievement and serve as advocates to students and families. School counselors work with all students, school staff, families and members of the community as an integral part of the education program.

Through a comprehensive school counseling program of developmental, preventive, remedial and responsive services, school counselors address academic development, career development and personal/social development of students.

School Counselors will use data to drive program and activity development which will enable them to meet the needs of all students and help to support the needs of the school district. The school counseling program will be data driven and will be evaluated annually and modified based on results to ensure that every student achieves success. School counselors will follow the recommended practice of providing: Counseling, Coordination, Consultation, Advocacy, Teaming and Collaboration.

The Salmon River Central School Counseling Department has examined their current counseling practices and services and has aligned them with the American School Counseling Association (ASCA), New York State School Counseling Association (NYSSCA), the ASCA National Model and the expectations of the New York State Education Department.

Due to the CoronaVirus Pandemic across the nation all of New York State School Districts were closed on March 17, 2020, for the health and safety of the public. As September approaches, all School Districts have been mandated by the Governor to develop reopening plans for schools returning in the fall that ensure the health and safety of everyone in our schools. While no one can predict the challenges we will face over the coming school year, it is extremely essential that we plan for a safe and orderly return to school whether that be virtual, hybrid or face to face.

Foundation

Salmon River Central School Mission

The Salmon River Central School values academic achievement, cultural diversity, and celebrates individuality within a safe, supportive learning environment. To achieve its mission, the school district is committed to creating a framework that supports the academic, physical, and social/emotional development of all its students. The School Counseling Department is an essential component of the framework. At all grade levels, the district's school counseling department provides a variety of support and services to students, parents, teachers and community members. Though the role of the counselor is flexible and adaptable to support the individual needs of our students, the purpose of this plan is to outline the services and programs that are offered by our district.

Counseling Mission Statement

The mission of the Salmon River School Counseling Department is to meet the individual needs of all students while supporting the social, academic and physical development of all students by providing students with information, resources, and guidance through a comprehensive developmental school counseling program. The services provided by the school counselors empower students to develop the knowledge, skills, abilities and character needed to demonstrate college, career and civic readiness.

Counseling Vision Statement

The Salmon River Central School Counseling Department will empower all students to reach their maximum potential by using a comprehensive program that addresses academic, social/emotional, and career goals. Benefiting from the activities, instruction and skill development built into the program, students will demonstrate career, college and civic readiness and become contributing members of a competitive global society.

New York State Part 100 Regulations - School Counseling Programs

The Salmon River Central School Comprehensive Counseling Plan aligns with the amended Part 100 of the Commissioner's Regulations.

The Program

1. The Salmon River Central School District's comprehensive developmental counseling program includes all students K-12.
2. All Salmon River Central students K-12 have access to a certified school counselor.
3. The Salmon River Central K-12 counseling program is designed in coordination with the teaching staff to prepare students to effectively participate in their current and future educational programs; address multiple student competencies including career/college readiness standards, academic, and social/emotional development standards. For students in grades K-5, the program is designed by a certified school counselor in coordination with instructional staff.

The Services

1. Certified school counselors provide students at Salmon River grades 6-12 with an annual individual progress review plan, which reflects each student's educational progress and career plans; for a student with a disability, the plan shall be consistent with the student's individual education program.
2. For students in all grades K-12 the program includes the following activities or services.
 - a. School counseling core curriculum instruction for the purpose of addressing student competencies related to career/college readiness, academic skills, and social/emotional development by a certified school counselor.
 - b. Direct student services to enable students to benefit from the curriculum
 - i. Responsive services
 - ii. Crisis response
 - iii. Group counseling

- iv. Individual counseling, appraisal, assessment and advisement
- v. Assisting students to develop and implement postsecondary education and career plans
- vi. Assisting students who exhibit attendance, academic, behavioral or adjustment concerns
- vii. Encouraging parental involvement
- c. Indirect student services that enable student to benefit from their education
 - i. Referrals to appropriately licensed or certified individuals
 - ii. Consultation and/ or collaboration with others
 - iii. Leadership, advocacy, and teaming activities

The Plan

1. The Salmon River CSD has developed a district-wide & building level comprehensive school counseling plan that complies with the regulation requirements and is in accordance with the following:
 - a. Developed by or under the direction of a certified school counselor
 - b. The plan will be updated annually and a report will be presented to the board of education once per year
 - a. The plan is filed in the district office and is available for review by any individual as well as available on the school's website.
 - b. The plan presents program objectives, SMART goals and assessments to collect data. Our current goals for 2020-2021 revolve around
 - Graduation rate
 - Current grade 12 students
 - Parent engagement
 - Chronically absent students

Counseling Advisory Council (CAC)

1. The Salmon River CSD will develop and maintain a counseling program advisory council.
 - a. Membership will include representative stakeholders (such as parents, members of the board of education, school building and/or district leaders, community-based service providers, teachers, certified school counselors and other pupil personnel service providers in the district).
 - b. The advisory council shall meet no less than twice a year for the purpose of reviewing the comprehensive developmental school counseling/guidance program plan and advising on the implementation of the school counseling/guidance program.
2. The purpose of the council is to provide feedback on program goals (developed and explained by the school counselor), review program results (based on data

presentations by school counselors), make recommendations about the school counseling program, and serve as advocates for the program.

3. Recommendations shall be formulated, documented and made available to the school administration and counseling staff to solidify a plan for completion. Further, the recommendations and corresponding action plan shall be shared with the superintendent, who shall then share said documentation with the Board of Education.
4. The CAC shall present at a designated Board of Education meeting twice (2) per year, providing an overview of progress and plans for continued work of the CAC.

Salmon River's 21st Century School Counseling Plan

School Counselors are influential in helping students reach their postsecondary, career, and personal/social goals. In addition to our roles in counseling and coordination, school counselors at Salmon River are leaders, advocates, and collaborators. This plan has been designed to meet the educational demands of the 21st century in order to better serve the Salmon River school community. A 21st century counseling program is one that is results-based, comprehensive, developmentally-appropriate, proactive in nature, and designed to reach every student. When developing and implementing such a program, it is necessary that school counselors hold a wide range of skills that go beyond the essential counseling skills. In order to provide a data-driven program that aims to improve student achievement, school counselors must demonstrate the skills of leadership, advocacy, collaborations and data analysis. With this in mind, the Salmon River school counselors have utilized a variety of professional development opportunities to further develop their skills. By focusing on these areas they are also capable of carrying out the needs of a 21st Century school counseling plan.

The Salmon River school counselors are divided among three buildings, ranging from elementary school to high school. Our counselors are seen as leaders, advocates and vital educators in not only their assigned building, but within the entire Salmon River school community as well. This is because counselors are held to high standards of

collaboration when it comes to the planning and implementation of our comprehensive school counseling program. This collaboration is guided by the belief that students should always be put first, a belief that has been woven into every aspect of the school counseling plan. In order to promote student success and close existing achievement gaps, the comprehensive plan incorporates a variety of direct and indirect support services, academic advising, skill development supports, and classroom guidance plans.

Our comprehensive school counseling model values content, process and accountability. School counselors are integral participants in collaborative programs that guide student achievement. Collaborating with teachers, administrators, community members, and families provides school counselors with information that can direct their programs. New York State school counselors with the support of superintendents, principals, and local boards of education can analyze and assess school counseling programs, implement programs through a variety of delivery systems, and maintain an accountability system that demonstrates effectiveness.

The *National Standards for School Counseling Programs* (1997) and the *National Model for School Counseling Programs*, both developed by the American School Counseling Association (ASCA), have shifted the focus of school counseling from a student-by-student system to a comprehensive and developmental program that focuses on academic, career, and personal/social development for every K – 12 student. The Salmon River School Counseling Department strives to meet and to provide research-based services in order to better serve our community. All staffing decisions are determined within the district's fiscal parameters and overall priorities.

The transformations that have occurred to the comprehensive school counseling program at Salmon River continues to help meet the demands of the 21st century educational system and will increase the continuity of services that are provided to our students in all thirteen buildings. The services provided by our school counselors play significant roles in the closing of a variety of achievement gaps and are a benefit to student learning. We believe our program, which will continue to adapt with educational changes and data results, can and will profoundly contribute to helping New York maintain its position as one of the finest educational systems in our country.

The Comprehensive Model

The comprehensive school counseling program is a framework for the systematic development, implementation, and evaluation of school counseling programs. The comprehensive school counseling plan was designed in a way that:

- Acknowledges the work of school counselors as advocates for students.
- Creates results-based counseling programs that support diverse student populations.
- Help to close learning gaps.
- Aims to reach all students through the use of exemplary strategies that assess academic, career, and social/emotional progress.
- Is guided by developmentally appropriate and goal-oriented student competencies.

The process for delivery of the National Standards linked to the Common Core Standards is accomplished by utilizing each of the four components of the comprehensive model. The four main components of the model are:

1. **The foundation** of the program which addresses the belief and mission that every student will benefit from the school counseling program.
2. **The management system** that presents the organizational process and tools needed to deliver a comprehensive school counseling program. These processes and tools include: responsibilities, use of data, action plans, time and task analysis, and monthly calendars.
3. **The delivery system** which defines the implementation process and the components of the comprehensive model (guidance curriculum, individual planning with students, responsive services and system support).
4. **The accountability system** which helps school counselors demonstrate the effectiveness of their work in measurable terms such as impacts over time, performance evaluation, and a program audit.

The National Model for School Counseling Programs speaks to the importance of accountability and having an organizational framework that documents and demonstrates “**how students are different as a result of the school counseling**

programs.” A commitment to accountability shifts public perception from questions such as “*what do school counselors really do?*” to showing how school counselors are key players in academic success for all students. While we will use the model as a guide we will be progressive in our thinking and always evaluate and update what we are doing based on what is in the best interest of the students.



Role Recognition in the Comprehensive Plan

In a school with a comprehensive school counseling program, administration, faculty, and staff understand and support the program. In addition, all teachers, administration and staff assist in the program delivery to ensure every student receives the services he or she needs. These roles are defined according to NYS Comprehensive School Counseling Program as follows:

Counselor's Role

Provide leadership to ensure every students are served. Manage the Comprehensive Guidance Plan. Collaborate with administration, faculty and staff, students, guardians and community agencies to meet program goals, behaviors and mindsets.

Teacher's Role

Partner with the school counselors, develop and infuse activities into their curriculum that are integral to student success. They may serve as advisors, mentors and a number of other roles.

Administrator's Role

Provide leadership in developing the program and in ongoing program improvement. Administrators provide continuous support and emphasize the importance of the program. They promote cooperation between counselors, faculty and others.

Guardian's Role

Work cooperatively with school personnel in delivering the program. They serve on committees and provide linkages to the community.

Student's Role

Actively participate and assume responsibility for meeting standards/developing competencies. They will be able to identify the skills, knowledge and attitudes learned through the structured guidance sessions.

Community Agencies Role

Representatives from business and

Industry and others in the community serve on committees, talk with classes, act as mentors, provide financial support and generally serve as mentors in the education of youth.

Salmon River Central School Counseling Department Management System

The management system incorporates organizational processes and tools to ensure that the Salmon River school counseling program is organized, concrete, clearly delineated, and reflective of the school's needs.

Program implementation - Each counseling department level in collaboration with the building principal will decide how students will be assigned to counselors to ensure that each student has access to the counseling program. In addition, counselors will allocate time to:

- deliver guidance lessons
- provide individual student planning
- provide responsive services
- manage system support

During the school year, counselors should monitor their time and determine the percentage of time spent in each component of the school counseling program.

Use of Time - Counselors recognize the value of delivery of services to students. It is recommended that school counselors spend 80% of their time in *Delivery of Services to Students*. The remaining time is spent for Foundation, Management & Accountability.

Component	Elementary	Middle	High
Direct Delivery of Services	70-90%	70-90%	70-90%
Indirect Delivery of Services	10-15%	10-15%	10-15%
Foundation	5%	5%	5%
Management	10-15%	10-15%	10-15%
Accountability	5%	5%	5%

Use of Calendars - Monthly calendars are used by counselors to guide program delivery. The Salmon River School Counseling Department's annual calendars reflect the school's mission and the vision of having a comprehensive school counseling curriculum. The annual calendar provides a framework for school counseling programs and helps guide the counselors in their individual daily and weekly calendars.

Use of Data - A comprehensive school counseling program is data driven. School counselors must show that each activity implemented is part of the program, and was developed from analysis of the students' needs, achievements, and/or related data. To do this, school counselors need to evaluate process, perception, and results data.

At each level (Elementary, Middle, and High School), school counselors will review and discuss data driven needs for the student population. This may include review of graduation rates, behavior, attendance, and standardized test scores. An action plan should be created to address each of these needs and include: competencies addressed, description of activity, timeline in which the activity will be completed, who is responsible for delivery, means of evaluating student success, expected results.

Each counseling department will decide on a plan of action to meet student need. Counselors and the school district leadership team will agree on how services will be assigned to specific counselors.

Salmon River Central School Counseling Department Delivery System

Direct Student Services

The counseling curriculum provides developmental activities that address academic, career and personal/social needs of students K-12. This is accomplished through:

- Classroom Activities: school counselors present lessons in the classroom.
- Group Activities: school counselors conduct group activities outside of the classroom to address student's and the school's particular needs.

Individual Student Planning

Counselors monitor students' progress so they may achieve success in academic, personal/social, and career areas. This may be accomplished through:

- Individual or Small Group Advisement: Work directly with students on achieving success in personal/social, academic, and career areas.
- Case Management: Monitor individual student's progress.
- Placement: Collaborate with school staff in determining the best educational setting for students as they meet their academic and social goals.

Responsive Services

School counselors provide support and interventions to meet the needs of students. This is accomplished through:

- Individual and Small Group Counseling: Counseling is provided for students experiencing social, emotional, personal, or academic difficulties.
- Crisis Counseling: Short term counseling that is provided to students, families or staff as an immediate intervention to a crisis.

Indirect Student Services

- Referrals: School counselors provide families with a variety of resources, both inside and outside of school, to better serve our students.
- Consultation: School counselors collaborate with families, school staff and community agencies to develop interventions for students.
- Interdisciplinary Activities: School counselors collaborate with school staff to implement curriculum across content areas.

System Support

School counselors assess the effectiveness of the counseling program. This is accomplished through:

- Teaming: School counselors participate in district wide and building committees.
- Professional Development: School counselors regularly participate in training, conferences, and meetings to update knowledge and skills.
- Program Promotion: School Counselors provide orientation and information regarding the programs to the greater community via websites, counseling newsletters and presentations.
- Program Management and Evaluation: School counselors regularly collect and analyze data to evaluate the program and continue updating program activities.

Salmon River Central School Counseling Department Accountability System

To achieve the best results for students, Salmon River school counselors will regularly evaluate their program to determine its effectiveness. Salmon River school counselors use accountability strategies to monitor student achievement and to evaluate and improve the school counseling program. The school counseling program components may be accessed through data analysis, program results and evaluation and improvement.

Data Analysis - Counselors collect, analyze, and report data by specific subgroups and ensure that decisions about student instruction and learning are driven by achievement data for every subgroup. The process begins with needs and strengths assessment and moves through what changes need to be made. The use of data replaces hunches and hypotheses with factual information instead and guides the school counselor and student support staff in planning and delivering learning support programs for all students.

Program Results - Counselors analyze the school counseling program using information collected through process, perception, or outcomes data samples. This data will be used to inform decisions related to program improvements. The Salmon River School Counseling Advisory Council at the high school along with each

counseling department will review the programs to identify trends and areas of success and areas in need of improvement.

Evaluation and Improvement – Program evaluation and improvement has four components: self-analysis of the school counselor's strengths and areas of improvement using the School Counselor Competencies Assessment, self-analysis of the school counseling program's strengths and areas of improvement, evaluation of the school counselor's performance using the Salmon River evaluation document, and review of program goals created at the beginning of the year.

Below you will find an example of 2019-2020 data that will be evaluated to drive the 2020-2021 school year program.

New York State and School Counseling Domains

- **Academic Development** – Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.
- **Career Development** – Standards guiding school counseling programs to help students
 - 1) understand the connection between personal qualities, education, training and the world of work and
 - 2) plan for and make a successful transition from school to postsecondary education and/or employ strategies to achieve future career goals with success and satisfaction.
- **Social/Emotional Development** – Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal and survival skills.

(Adapted from American School Counselor Association, pp. 81-86)

Student Mindsets and Behaviors

The counseling departments at the Salmon River Central School District will be focusing on mindsets and behaviors for the 2019–2020 school year in order to promote growth in the academic, career, and social/emotional domains for our students. The mindsets support our belief in working with the “whole student” including a healthy balance of mental, social/emotional and physical well being as far as:

- **Mindset Standards:** School counselors encourage the following mindsets for all students.
- **Behavior Standards:** Students will demonstrate the following standards through classroom lessons, activities, and/or individual/small group counseling.

The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student

Each of the following standards can be applied to the academic, career and social/emotional domains.

Category 1: Mindset Standards		
School counselors encourage the following mindsets for all students.		
<ol style="list-style-type: none"> 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being 2. Self-confidence in ability to succeed 3. Sense of belonging in the school environment 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes 6. Positive attitude toward work and learning 		
Category 2: Behavior Standards		
Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.		
Learning Strategies	Self-Management Skills	Social Skills
1. Demonstrate critical-thinking skills to make informed decisions	1. Demonstrate ability to assume responsibility	1. Use effective oral and written communication skills and listening
2. Demonstrate creativity	2. Demonstrate self-discipline and self-control	2. Create positive and supportive relationships with other students
3. Use time-management, organizational and study skills	3. Demonstrate ability to work independently	3. Create relationships with adults that support success
4. Apply self-motivation and self-direction to learning	4. Demonstrate ability to delay immediate gratification for long-term rewards	4. Demonstrate empathy
5. Apply media and technology skills	5. Demonstrate perseverance to achieve long- and short-term goals	5. Demonstrate ethical decision-making and social responsibility
6. Set high standards of quality	6. Demonstrate ability to overcome barriers to learning	6. Use effective collaboration and cooperation skills
7. Identify long- and short-term academic, career and social/emotional goals	7. Demonstrate effective coping skills when faced with a problem	7. Use leadership and teamwork skills to work effectively in diverse teams
8. Actively engage in challenging coursework	8. Demonstrate the ability to balance school, home and community activities	8. Demonstrate advocacy skills and ability to assert self, when necessary
9. Gather evidence and consider multiple perspectives to make informed decisions	9. Demonstrate personal safety skills	9. Demonstrate social maturity and behaviors appropriate to the situation and environment
10. Participate in enrichment and extracurricular activities	10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	

Professional Competencies

Counselor Competencies and Ethics -The Salmon River Central School District school counselors will use the ASCA School Counselor Competencies (2010) as the guidelines for the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate their comprehensive, developmental, results-based school counseling programs.

Program implementation - Each counseling department level in collaboration with the building principal will decide how students will be assigned to counselors to ensure that each student has access to the counseling program. In addition, counselors will allocate time to:

- deliver guidance lessons,
- provide individual student planning,
- provide responsive services, and
- managing system support.

During the school year, counselors should monitor their time and determine the percentage of time spent in each component of the school counseling program.

Use of Time - District counselors recognize the value of delivery of services to students. It is recommended that school counselors spend 80% of their time in **Delivery of Services to Students**. The remaining time is spent for Foundation, Management & Accountability.

Component	Elementary	Middle	High
Direct Delivery of Services	70% - 90%	70% - 90%	70% - 90%
Indirect Delivery of Services	10% - 15%	10%-15%	10%-15%
Foundation	5%	5%	5%
Management	10%-15%	10%-15%	10%-15%
Accountability	5%	5%	5%

Appendix B

PROGRAM ASSESSMENT				
<i>This scored list can help assess implementation of the amended Part 100.2(j) of the Commissioner's Regulation with related American School Counselor Association National Model' components.</i>				
IMPLEMENTATION RATING 1= None 2= Beginning 3= Developing 4= In Full Practice	1	2	3	4
1. FOUNDATION				
a. All students K-5 have access to a certified school counselor and the comprehensive program				
b. All students 6-8 have access to a certified school counselor and the comprehensive program				
c. All students 9-12 have access to a certified school counselor and the comprehensive program				
d. Program vision and mission are developed in alignment with district vision and mission				
e. Program focus and annual goals are developed in alignment with district goals				
f. Relevant student competencies and standards K-12 are adopted to provide measurable knowledge, attitude and skill outcomes				
g. School counselor professional competencies and ethical standards are regularly reviewed and applied				
2. MANAGEMENT				
a. Program delivery is mapped including district goal, activities and services, students served, timeline, student standards, program objectives, staff and resources, evaluation and assessment methods				
b. Program monthly and annual calendars are provided for communicating about the program				
c. Advisory Council meets twice annually to review program goals and results, and provide advisement				
3. DELIVERY				
a. An annual individual progress review is provided to all students 6-12 to review each student's career/college planning and readiness, academic progress and social/emotional development				
b. Core curriculum instruction is provided by a certified school counselor to all students K-5 addressing student competencies in career/college readiness, academic skills and social/emotional development				
c. Core curriculum instruction is provided by a certified school counselor to all students 6-8 addressing student competencies in career/college readiness, academic skills and social/emotional development				
d. Core curriculum instruction is provided by a certified school counselor to all students 9-12 addressing student competencies in career/college readiness, academic skills and social/emotional development				
e. Direct and indirect student services are provided K-5 to assist students with academic, attendance and behavior needs such as individual and group counseling, advisement, consultation, and referral				
f. Direct and indirect student services are provided 6-8 to assist students with academic, attendance and behavior needs such as individual and group counseling, advisement, consultation, and referral				
g. Direct and indirect student services are provided 9-12 to assist students with academic, attendance and behavior needs such as individual and group counseling, advisement, consultation, and referral				
h. Information on college and careers is provided to all students in grades K-5				
i. Information on college and careers is provided to all students in grades 6-8				
j. Information on college and careers is provided to all students in grades 9-12				
4. ACCOUNTABILITY				
a. Program data is analyzed annually resulting in gap action plans and program adjustments				
b. A program outcomes report is presented to the district board of education annually				
c. The Advisory Council provides a report to the district board of education annually				
d. The Program is posted on district and school websites				
SUBSCORES				
TOTAL SCORE				

Counselor Competencies and Ethics

The Salmon River school counselor will reference the ASCA School Counselor Competencies (2010) as an outline of the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate their comprehensive, developmental, results-based school counseling programs.

School counselors use these standards to assess student growth and development, guide the development of strategies and activities and create a program that helps students achieve their highest potential. To operationalize the standards, school counselors select competencies that align with the specific standards and become the foundation for classroom lessons, small groups and activities addressing student developmental needs. The competencies directly reflect the vision, mission and goals of the comprehensive school counseling program and align with the school's academic mission.



ASCA School Counselor Professional Standards & Competencies

The ASCA School Counselor Professional Standards & Competencies outline the mindsets and behaviors school counselors need to meet the rigorous demands of the school counseling profession and the needs of pre-K–12 students. These standards and competencies help ensure new and experienced school counselors are equipped to establish, maintain and enhance a comprehensive school counseling program addressing academic achievement, career planning and social/emotional development. These standards and competencies can be used in a variety of ways including:

School counselors

- Self-assess their own mindsets and behaviors
- Formulate an appropriate professional development plan

School administrators

- Guide the recruitment and selection of competent school counselors
- Develop or inform meaningful school counselor performance appraisal

School counselor education programs

- Establish benchmarks for ensuring school counseling students graduate with the knowledge, skills and attitudes needed to develop a comprehensive school counseling program.

Organization of the ASCA School Counselor Professional Standards & Competencies

The ASCA School Counselor Professional Standards & Competencies are organized by mindset standards and behavior standards and competencies. The standards are broader topics that describe the knowledge, attitude and skills school counselors need to implement a comprehensive school counseling program. The competencies are more specific and measurable indicators of the behavior standards.

Mindsets: The mindset standards include beliefs school counselors hold about student achievement and success. Although it may be possible to measure these beliefs, the mindsets are more readily recognized through the behaviors a school counselor demonstrates as a result of the implementation of a comprehensive school counseling program. Therefore, the mindset standards do not have correlating competencies.

Behaviors: The behavior standards include essential behaviors school counselors demonstrate through the implementation of a comprehensive school counseling program including:

1. Professional foundation – the essential skills that are the basis of a school counselor's professional orientation
2. Direct and indirect student services – interactions that are provided directly to students or indirectly for students in collaboration with families, teachers, administrators, other school staff and education stakeholders
3. Planning and assessment – activities necessary for the design, implementation and assessment of the comprehensive school counseling program

Each behavior standard has specific competencies that are measurable indicators of the broader standard. These competencies can be used to further define the behaviors necessary for the implementation of a comprehensive school counseling program.

The mindsets and behaviors standards are found in the following chart, and the behavior competencies are listed afterwards.

ASCA School Counselor Professional Standards & Competencies

MINDSETS

School counselors believe:

- M 1. Every student can learn, and every student can succeed.
- M 2. Every student should have access to and opportunity for a high-quality education.
- M 3. Every student should graduate from high school prepared for postsecondary opportunities.
- M 4. Every student should have access to a comprehensive school counseling program.
- M 5. Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators, other school staff and education stakeholders.
- M 6. School counselors are leaders in the school, district, state and nation.
- M 7. Comprehensive school counseling programs promote and enhance student academic, career and social/emotional outcomes.

BEHAVIORS

School counselors demonstrate the following standards in the design, implementation and assessment of a comprehensive school counseling program.

Professional Foundation	Direct and Indirect Student Services	Planning and Assessment
B-PF 1. Apply developmental, learning, counseling and education theories	B-SS 1. Design and implement instruction aligned to ASCA Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual settings	B-PA 1. Create school counseling program beliefs, vision and mission statements aligned with the school and district
B-PF 2. Demonstrate understanding of educational systems, legal issues, policies, research and trends in education	B-SS 2. Provide appraisal and advisement in large-group, classroom, small-group and individual settings	B-PA 2. Identify gaps in achievement, attendance, discipline, opportunity and resources
B-PF 3. Apply legal and ethical principles of the school counseling profession	B-SS 3. Provide short-term counseling in small-group and individual settings	B-PA 3. Develop annual student outcome goals based on student data
B-PF 4. Apply school counseling professional standards and competencies	B-SS 4. Make referrals to appropriate school and community resources	B-PA 4. Develop and implement action plans aligned with annual student outcome goals and student data
B-PF 5. Use ASCA Mindsets & Behaviors for Student Success to inform the implementation of a comprehensive school counseling program	B-SS 5. Consult to support student achievement and success	B-PA 5. Assess and report program results to the school community
B-PF 6. Demonstrate understanding of the impact of cultural, social and environmental influences on student success and opportunities	B-SS 6. Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success	B-PA 6. Use time appropriately according to national recommendations and student/school data
B-PF 7. Demonstrate leadership through the development and implementation of a comprehensive school counseling program		B-PA 7. Establish agreement with the principal and other administrators about the school counseling program
B-PF 8. Demonstrate advocacy in a comprehensive school counseling program		B-PA 8. Establish and convene an advisory council for the comprehensive school counseling program
B-PF 9. Create systemic change through the implementation of a comprehensive school counseling program		B-PA 9. Use appropriate school counselor performance appraisal process

PROFESSIONAL FOUNDATION

B-PF 1. Apply developmental, learning, counseling and education theories

- Use human development theories to have an impact on developmental issues affecting student success
- Use learning theory to support student achievement and success, including students with diverse learning needs
- Use established and emerging evidence-based counseling theories and techniques that are effective in a school setting to promote academic, career and social/emotional development, including but not limited to rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems
- Use counseling theories and techniques in individual, small-group, classroom and large-group settings to promote academic, career and social/emotional development
- Use career development theories to promote and support postsecondary planning
- Use principles of multitiered systems of support within the context of a comprehensive school counseling program to provide instruction and interventions matched to student need

B-PF 2. Demonstrate understanding of educational systems, legal issues, policies, research and trends in education

- Explain the organizational structure and governance of the American educational system as well as cultural, political and social influences on current educational practices
- Explain educational systems, philosophies and theories and current trends in education, including federal and state legislation
- Explain and/or inform the process for development of policy and procedures at the building, district, state and national levels
- Explain the history of school counseling to create a context for the current state of the profession and comprehensive school counseling programs
- Explain the nature of academic, career and social/emotional counseling in schools and the similarities and differences between school counseling and other fields of counseling, such as mental health, marriage and family, substance abuse counseling, social work and psychology, within a continuum of care
- Delineate the roles of student service providers, such as school social worker, school psychologist or school nurse, and identify best practices for collaborating to have an impact on student success
- Articulate a rationale for a comprehensive school counseling program
- Use education research to inform decisions and programming
- Use current trends in technology to promote student success

B-PF 3. Apply legal and ethical principles of the school counseling profession

- Practice within the ethical principles of the school counseling profession in accordance with the ASCA Ethical Standards for School Counselors
- Adhere to the legal responsibilities of the role of the school counselor including the unique legal and ethical principles of working with minor students in a school setting
- Adhere to the ethical and statutory limits of confidentiality
- Fulfill legal and ethical obligations to families, teachers, administrators and other school staff
- Consult with school counselors and other education, counseling and legal professionals when ethical and legal questions arise
- Resolve ethical dilemmas by employing an ethical decision-making model in accordance with the ASCA Ethical Standards for School Counselors
- Model ethical behavior
- Engage in continual professional development to inform and guide ethical and legal work

B-PF 4. Apply school counseling professional standards and competencies

- Stay current with school counseling research and best practices
- Conduct and analyze self-appraisal and assessment related to school counseling professional standards and competencies
- Use personal reflection, consultation and supervision to promote professional growth and development
- Develop a yearly professional development plan to ensure engagement in professional growth opportunities related to relevant professional standards and competencies and personal limitations

B-PF 5. Use ASCA Mindsets & Behaviors for Student Success standards to inform the implementation of a comprehensive school counseling program

- Select ASCA Mindsets & Behaviors for Student Success standards to address student needs demonstrated in data
- Prioritize ASCA Mindsets & Behaviors for Student Success standards aligned with school improvement goals
- Select or create competencies aligned with the ASCA Mindsets & Behaviors for Student Success and the Common Core State Standards or other state-specific standards

B-PF 6. Demonstrate understanding of the impact of cultural, social and environmental influences on student success and opportunities

- Demonstrate basic knowledge and respect of differences in customs, communications, traditions, values and other traits among students based on race, religion, ethnicity, nationality, sexual orientation, gender identity, physical or intellectual ability and other factors

PROFESSIONAL FOUNDATION, cont.

- b. Explain how students' cultural, social and economic background may affect their academic achievement, behavior, relationships and overall performance in school
- c. Maintain and communicate high expectations for every student, regardless of cultural, social or economic background
- d. Explain the dynamics of cross-cultural communications and demonstrate the ability to communicate with persons of other cultures effectively
- e. Collaborate with administrators, teachers and other staff in the school and district to ensure culturally responsive curricula and student-centered instruction
- f. Understand personal limitations and biases, and articulate how they may affect the school counselor's work

B-PF 7. Demonstrate leadership through the development and implementation of a comprehensive school counseling program

- a. Identify sources of power and authority and formal and informal leadership
- b. Identify and demonstrate professional and personal qualities and skills of effective leaders
- c. Apply a model of leadership to a comprehensive school counseling program
- d. Create the organizational structure and components of an effective school counseling program aligned with the ASCA National Model
- e. Apply the results of a school counseling program assessment to inform the design and implementation of the comprehensive school counseling program
- f. Use leadership skills to facilitate positive change for the comprehensive school counseling program
- g. Define the role of the school counselor and the school counseling program in the school crisis plan
- h. Serve as a leader in the school and community to promote and support student success
- i. Participate in the school improvement process to bring the school counseling perspective to the development of school goals

B-PF 8. Demonstrate advocacy for a comprehensive school counseling program

- a. Model school counselor advocacy competencies to promote school counseling program development and student success
- b. Advocate responsibly for school board policy and local, state and federal statutory requirements in students' best interests
- c. Explain the benefits of a comprehensive school counseling program for all stakeholders, including students, families, teachers, administrators and other school staff, school boards, department of education, school counselors, school counselor educators, community stakeholders and business leaders
- d. Articulate and provide rationale for appropriate activities for school counselors
- e. Articulate and provide rationale for discontinuation of inappropriate activities for school counselors
- f. Use data (e.g., closing-the-gap reports) to promote reduction in student-to-school-counselor ratios and reduction of inappropriate non-school-counseling-related tasks
- g. Participate in school counseling and education-related professional organizations

B-PF 9. Create systemic change through the implementation of a comprehensive school counseling program

- a. Act as a systems change agent to create an environment promoting and supporting student success
- b. Use data to identify how school, district and state educational policies, procedures and practices support and/or impede student success
- c. Use data to demonstrate a need for systemic change in areas such as course enrollment patterns; equity and access; and achievement, opportunity and/or information gaps
- d. Develop and implement a plan to address personal and/or institutional resistance to change that better supports student success

DIRECT AND INDIRECT STUDENT SERVICES

B-SS 1. Design and implement instruction aligned to the ASCA Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual settings

- Use student, school and district data to identify achievement, attendance and discipline issues to be addressed through instruction
- Assess cultural and social trends when developing and choosing curricula
- Identify appropriate evidence-based curricula aligned to the ASCA Mindsets & Behaviors for Student Success or select/develop other materials informed by research and best practice if evidence-based materials do not exist
- Demonstrate pedagogical skills, including culturally responsive classroom management strategies, lesson planning and personalized instruction
- Create lesson plans identifying activities to be delivered, standards to be addressed, to whom activities will be delivered, how they will be delivered and how data will be assessed to determine impact on student outcomes
- Use a variety of technologies in the delivery of lessons and activities
- Engage with school administrators, teachers and other staff to ensure the effective implementation of instruction
- Analyze data from lessons and activities to determine impact on student outcomes

B-SS 2. Provide appraisal and advisement in large-group, classroom, small-group and individual settings

- Develop strategies to provide appraisal and advisement to students and families about attaining the ASCA Mindsets & Behaviors for Student Success
- Use assessments to help students understand their abilities, values and career interests
- Include career opportunities, labor market trends and global economics to help students develop immediate and long-range plans
- Help students cross reference individual assessment results (e.g. MBTI, Holland Code, ASVAB, O*Net) with occupational/career goals
- Help students understand how academic performance relates to the world of work, family life and community service
- Help students understand the importance of postsecondary education and/or training as a pathway to a career
- Help students and families navigate postsecondary awareness, exploration, admissions and financial aid processes
- Connect students to workplace experiences to deepen understandings and explore career interests

B-SS 3. Provide short-term counseling in small-group and individual settings

- Use data to identify students in need of counseling intervention

- Provide support for students, including individual and small-group counseling, during times of transition, heightened stress, critical change or other situations impeding student success
- Explain the difference between appropriate short-term counseling and inappropriate long-term therapy
- Explain the impact of adverse childhood experiences and trauma, and demonstrate techniques to support students who have experienced trauma
- Respond with appropriate intervention strategies to meet the needs of the individual, group or school community before, during and after crisis response

B-SS 4. Make referrals to appropriate school and community resources

- Maintain a list of current referral resources, consistent with school and district policies, for students, staff and families to effectively address academic, career and social/emotional issues
- Communicate the limits of school counseling and the continuum of mental health services
- Articulate why diagnoses and long-term therapy are outside the scope of school counseling

B-SS 5. Consult to support student achievement and success

- Gather information on student needs from families, teachers, administrators, other school staff and community organizations to inform the selection of strategies for student success
- Share strategies that support student achievement with families, teachers, administrators, teachers, school staff and community organizations
- Consult with school counselors and other education and counseling professionals when questions of school counseling practice arise
- Facilitate in-service training or workshops for families, administrators, other school staff, teachers or other stakeholders to share school counseling expertise

B-SS 6. Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success

- Partner with others to advocate for student achievement and educational equity and opportunities
- Explain the potential for dual roles with families and other caretakers
- Identify and involve appropriate school and community professionals as well as the family in a crisis situation
- Supervise school counseling interns consistent with the principles of the ASCA School Counseling Professional Standards & Competencies

PLANNING AND ASSESSMENT

B-PA 1. Create school counseling program beliefs, vision and mission statements aligned with the school and district

- Analyze personal, school, district and state beliefs, assumptions and philosophies about student success
- Compose a personal beliefs statement about students, families, teachers, school counseling programs and the educational process consistent with the school's educational philosophy and mission
- Analyze the school's vision and mission
- Create a school counseling vision statement describing a future world where student outcomes are successfully achieved
- Create a school counseling mission statement aligned with school, district and state missions
- Communicate the vision and mission of the school counseling program to administrators, teachers, other school staff and stakeholders

B-PA 2. Identify gaps in achievement, attendance, discipline, opportunity and resources

- Collect and analyze data to identify areas of success or gaps between and among different groups of students in achievement, attendance, discipline and opportunities
- Review, disaggregate and interpret student achievement, attendance and discipline data to identify and implement interventions as needed
- Create goals based on student, school and/or district data to close the achievement, opportunity and/or information gaps

B-PA 3. Develop annual student outcome goals based on student data

- Use achievement, attendance and/or discipline data to create annual student outcome goals aligned with school improvement plans
- Write goals in a measurable format such as the SMART goal format, and include baseline and target data within the goal statement
- Use student data and results from survey tools to monitor and refine annual student outcome goals
- Communicate annual student outcome goals to administrators, teachers, other school staff and stakeholders

B-PA 4. Develop and implement action plans aligned with annual student outcome goals and student data

- Design and implement school counseling action plans aligned with school and annual student outcome goals and student data
- Determine appropriate students for the target group of action plans based on student, school and district data

- Identify appropriate ASCA Mindsets & Behaviors for Student Success standards addressing needs identified in action plans
- Select evidence-based curricula and activities to accomplish objectives, or select/develop other materials informed by research and best practice if evidence-based materials do not exist
- Identify appropriate resources needed to implement action plans
- Identify intended impact on academics, attendance and discipline as result of action plan implementation
- Explain basic research sampling, methodology and analysis concepts as they relate to research outcomes and action research

B-PA 5. Assess and report program results to the school community

- Explain concepts related to program results and accountability within a comprehensive school counseling program
- Review progress toward annual student outcome goals
- Analyze data to assess school counseling program effectiveness and to inform program development
- Collaborate with members of the school counseling team and with administration to decide how school counseling programs are assessed and how results are shared
- Use data to demonstrate the value the school counseling program adds to student achievement
- Use presentation skills to share effectiveness data and results of action plans and activities with administrators, advisory councils, teachers, faculty and staff, families, school boards and stakeholders

B-PA 6. Use time appropriately according to national recommendations and student/school data

- Articulate the distinction between direct and indirect student services
- Assess use of time in direct and indirect student services and program management and school support to determine how much time is spent in each school counseling program component
- Articulate the best use of a school counselor's time to meet student needs as identified through student data and program goals
- Organize and manage time to effectively implement a comprehensive school counseling program using skills including scheduling, publicizing and prioritizing time
- Create annual and weekly calendars to plan activities reflecting annual student outcome goals
- Identify, evaluate and participate in fair-share responsibilities

PLANNING AND ASSESSMENT, cont.

B-PA 7. Establish agreement with the principal and other administrators about the comprehensive school counseling program

- a. Complete managing templates for the school counseling program with other members of the school counseling staff
- b. Discuss school counseling priorities, strategies and organization with the principal and/or supervising administrator to formalize delivering, managing and assessing the school counseling program
- c. Explain and model the appropriate role of the school counselor and the organization of the school counseling program
- d. Explain annual student outcome goals, their basis in student data and their alignment with the school improvement plan
- e. Advocate for the appropriate use of school counselor time based on national recommendations and student needs
- f. Finalize the annual administrative conference template after presentation to and discussion with the principal and/or supervising administrator

B-PA 8. Establish and convene an advisory council for the comprehensive school counseling program

- a. Determine appropriate education stakeholders for representation on the advisory council

- b. Develop effective and efficient advisory council meeting agendas to inform stakeholders about the comprehensive school counseling program
- c. Explain and discuss school data, school counseling program assessment and annual student outcome goals with the advisory council
- d. Record advisory council meeting notes, and distribute as appropriate
- e. Analyze and incorporate feedback from the advisory council related to annual student outcome goals as appropriate

B-PA 9. Use appropriate school counselor performance appraisal process

- a. Explain and advocate for appropriate school counselor performance appraisal process based on school counselor standards and implementation of the comprehensive school counseling program
- b. Explain how school counseling activities fit within categories of a performance appraisal instrument
- c. Utilize components of the ASCA National Model to document data-informed, student-focused activities that demonstrate evidence of meeting standards of performance appraisal instruments

Salmon River Middle/High School Program Activity Service

Grade Level	Program, Activity, or Service	ASCA Domain/Standard
6	Grade 6 Orientation	Academic Career
6-8	Recognition Assemblies	Academic Personal Social
6-8	Foodpack Program	Personal Social
9-12	Military Recruiter Visits	Career
9-12	Military Advisement	Career
9-12	College Representative Visits	Academic Career
9-12	College Advisement	Academic Career
9-12	ASVAB Coordinator	Academic Career
6-12	Classroom Presentations	Academic Career
10-12	SRCS College and Career Fair	Academic Career
11-12	SUNY Road Show	Academic Career
11	PSAT Administration and Results	Academic Career
6-12	Standardized Test interpretation	Academic Career
8-9	Freshmen Orientation	Academic Career Personal/Social

8	8th Grade Tour Days	Academic Personal/Social
12	Financial Aid Night	Academic Career Personal/Social
8	8th Grade Parent Night	Academic Career Personal/Social
6-12	College Campus Visits	Academic Career Personal/Social
6-12	Report Cards	Academic
6-12	Progress Reports	Academic
10-12	North Country Community College Bridge Program	Academic Career
6-12	Youth Services recruitment	Academic Career Personal/Social
7-12	NCSTEP recruitment	Academic Career Personal/Social
6-12	Transfer/ New Student- Intake and Orientation	Academic Career Personal/Social
12	Senior Audits	Academic Career Personal/Social
12	Senior At- Risk Tracking	Academic Career Personal/Social
6-12	Attendance Tracking	Academic Career
6-12	PINS	Academic Career
6-12	Home Visits	Academic

		Personal/Social
8 and 10	BOCES, NV and PTECH presentations	Academic Career
9-12	BOCES Liaison	Academic Career Personal/Social
6-12	Honor roll	Academic
6-12	Parent/Teacher Conference	Academic Career Personal/Social
6-12	Counselor/Student Meetings	Academic Career Personal/Social
6-12	Parents/Counselor Conferences	Academic Career Personal/Social
9-12	College information postings	Academic Career
9-12	College acceptance posting	Academic Career Personal/Social
12	College Application Week	Academic Career Personal/Social
9-12	Academic/Homework Club referrals	Academic
6-12	Empire- Club referrals	Academic Personal/Social
6-12	Recommendations for AIS placements	Academic
6-12	Suicide risk assessments	Personal/Social
6-12	Referrals to Mental Health Counselors in house	Personal/Social
12	College Letters of	Academic

	Recommendation	Career
12	College applications	Academic Career
12	New Visions	Academic Career
10-12	North Country Community College Bridge Program	Academic Career
6-12	Referrals to Outside Providers	Academic Personal/Social
11-12	Scholarship management	Academic Career
11-12	Scholarship guide book	Academic Career
9-12	Award Nights	Academic
12	Graduation Awards	Academic
9-12	High School Profile	Academic
9-12	Course Catalog	Academic
6-12	Scheduling/ SchoolTool	Academic
6-12	Master Schedule	Academic
6-12	Principal Meetings	Academic Career Personal/Social
8-12	Summer School Registration	Academic
9-12	NV/BOCES registration	Academic
9-12	NCAA Clearinghouse	Academic Career
6-12	Schedule changes	Academic
8-12	Tracking Diploma Types	Academic
9-12	Transcript Audits	Academic
12	Graduation Diploma/Stickers	Academic

6-12	School Counselor Department Meetings	Academic Career Personal/Social
6-12	Crisis Intervention	Personal/Social
6-12	Child Protective Services (CPS) Referrals	Academic Personal/Social
6-12	Assist with Homeless	Personal/Social
10-12	AP Program Coordination	Academic Career
6-12	CSE Meetings	Academic Personal/Social
6-12	504 Meetings	Academic Personal/Social
6-12	Distance Learning Coordination	Academic
12	Senior Surveys	Career Personal/Social
6-12	Naviance	Academic Career Personal/Social
10-12	ACT coordination	Academic
10-12	PSAT/SSAT/SAT Coordination	Academic
6-12	Open House	Academic Career Personal/Social
6-12	Summer School Mailing	Academic
6-12	Guidance Media Presence/ Communication	Academic Career Personal/Social
9-12	Credit Recovery Identification	Academic
6-12	District Attendance Meetings	Academic

		Career Personal/Social
6-12	Student/School Counselor Individual Annual Review Meetings	Academic Career Personal/Social
9-12	Regent Exams	Academic
9-12	Sunset (Night School)	Academic Career
8-12	Course Catalog	Academic
12	Higher Education Funding (SRMT)	Academic
12	Graduation Ceremony	Academic Career Personal/Social
7-12	Alt Ed Liaison	Academic
6-12	Social Emotional Learning	Personal/Social
6-12	Individual Counseling	Academic Career Personal/Social
6-12	Group Counseling	Academic Career Personal/Social
6-12	Student of the Month Awards	Academic Personal/Social

Scope and Sequence

Grade level	Program Activity	Tier	ASCA Behaviors & Mindsets Standards	Objectives	Staff & Resources	Assessment & Evaluation methods
PK - 5	Second Step (Social Emotional Learning)	1	<p>M1 Belief in the development of whole self, including a healthy balance of mental, social/emotional and physical well-being</p> <p>M7. School counseling programs promote and enhance student academic career and social emotional outcomes.</p> <p>M2 Positive attitude toward work and learning</p> <p>B-LS 4 Apply self-motivation and self direction in learning</p> <p>B-SMS 2 Demonstrate self-discipline and self-control</p> <p>B-SMS 7 Demonstrate effective coping skills when face with a problem</p> <p>B-SS 4 Demonstrate empathy</p> <p>B-SS 5 Demonstrate ethical decision making and social responsibility</p> <p>B-SS 9 Demonstrate social maturity and behaviors appropriate to the situation and environment</p>	<p>Students will engage in social emotional learning skills and activities that include skills for learning.</p> <p>A multi-disciplinary team will analyze data and create counseling groups.</p>	Classroom Teachers Guidance Counselors School Psychologists Administrators	Second Steps Pre/Post tests
PK-5	Mindful Mondays (MS)	1	M1 Students will be exposed to a variety of mindfulness and wellness activities	Developed mindfulness lessons and resources that	Classroom Teachers	Students will be exposed to a variety of

			M7. School counseling programs promote and enhance student academic career and social emotional outcomes.	can be used by teachers to lead a mindful moment in the classroom		mindfulness and wellness activities
PK-5	Mindfulness Training	2	M1 Students will be exposed to a variety of mindfulness and wellness activities M7. School counseling programs promote and enhance student academic career and social emotional outcomes.	Students with behavior concerns will be exposed to a variety of mindfulness and wellness activities	Teaching Assistant/ Mindfulness Coach	Students with behavior concerns will be exposed to a variety of mindfulness and wellness activities
PK-5	Mindfulness Training	1	M1 Students will be exposed to a variety of mindfulness and wellness activities M5. Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators, other school staff, and educational stakeholders.	The Holistic Life Foundation will deliver mindfulness, meditation and yoga practices to our students and staff.	Holistic Life Foundation	
PK-5	Individual IEP/504 Counseling (SRE)	2/3	Any, as needed on individual basis	Based on individual IEP/504 goals	Guidance Counselor School Psychologists	Based on individual IEP/504 goals
K-5	Group Counseling	3	B-SS Create positive and supportive relationships with each other B-SMS 9 Demonstrate social maturity and behaviors appropriate to the situation and environment. B-PA 2. Identify gaps in achievement, attendance, discipline, opportunity and resources.	Students will participate in small groups to target identified area of need in regard to social-emotional learning/skills	Guidance Counselor/ Mental Health Counselor Students will be identified using the BIMAS-2.	TeacherCounselor/ Parent observation of skills taught in small group and their transfer into the

				within specific grade levels		classroom, home, or community settings
PK-5	Individual Counseling Behavioral Health Services	3	<p>B-SMS 7 Demonstrate effective coping skills when faced with a problem</p> <p>B-SMS 9 Demonstrate personal safety skills</p> <p>B-PA 2. Identify gaps in achievement, attendance, discipline, opportunity and resources.</p>	Student will be referred for services needed	Mental Health Counselor	Number of students served
PK-5	Fall Festival	1	M3 The sense of belonging in the school environment	To assist with the transition of students and families to the new school year, engage families and to promote student, parents, community and school connections	<p>Teachers</p> <p>School staff</p> <p>Guidance Counselor</p>	Student, faculty/staff, parent feedback
PK-5	Instructional Bulletin Boards	1	M1. Belief in development of the whole self, including a healthy balance of mental, social/emotional and physical well being	To serve as a venue to reinforce school wide skills	Guidance Counselor	Student/Teacher feedback
5	College and career awareness	1	<p>M1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well being</p> <p>M 4. Understanding that post-secondary education and life-long Learning are necessary for long term career success</p>	Students will relate their interests, strengths, talents, school subjects, the importance of developing goals and personal	Guidance Counselor	Teacher feedback. Participation rate

			B-LS 7. Identify long and short-term academic, career and social/emotional goals	characteristics of the world of work. Students will learn about specific jobs and begin to set goals		
PK-4	Move-Up Day	1	M3 The sense of belonging in the school environment B-SMS 10. Demonstrate ability to manage transitions and responsibilities	To aid in the transition to the next grade and by learning behavioral/classroom expectations and goals for the following year.	PK-4 Classroom teachers and school staff. Guidance Counselor	Student/Parent/Teacher feedback
PK-K	PK-K Screening	1	M 3. The sense of belonging in the school environment	To identify health, developmental and/or other factors that may interfere with a child's learning, growth and development.	Teacher SpeechLanguage Teacher	Brigance
K	Kindergarten Open House	1	M3. The sense of belonging in the school environment B-SS 2. Create positive and supportive relationships with other students. B-SS 3. Create relationships with adults that support success	To allow students and parents to meet their teacher, learn rules and expectations in school and on the bus	Kindergarten teachers Principal Guidance Counselor Bus Driver	Parent feedback
5	Dare Program	1	M1. Belief in the development in the whole self, including a healthy	Students will learn strategies on	Saint Regis Mohawk Tribal	Dare Assessment tool

			<p>balance of mental, social/emotional and physical well being.</p> <p>B-SMS 9. Demonstrate personal safety skills.</p> <p>B-SS 3. Create relationships with adults that support success.</p>	<p>how to deal with peer pressure, stranger danger, drug use resistance, communication skills and develop a positive relationship with Law Enforcement.</p>	Police Officer	
5	6th grade Orientation	1	B-LS 10. Participate in enrichment and extracurricular activities.	All 5th grade students will follow a mock schedule and meet their teachers for middle school	Elementary Counselor/ Middle School Guidance Counselor Middle school Principal, school staff	Student/ Parent/ Teacher feedback. Students will know expectations for the upcoming year.
5	6th grade course selection	1	<p>M 1. Sense of belonging in the school environment</p> <p>B-SS 3. Create relationships with adults that support success</p> <p>B-SS 6. Use effective collaboration and cooperation skills</p>	All 5th grade students will select courses for 6th grade. Students will learn about middle school and about expectations and options available to them in middle school.	Guidance Counselor	Student Schedule completed
K-5	Building Team Meetings	2	<p>B-SMS 6. Demonstrates ability to overcome barriers to learning</p> <p>B-SS 5. Consult to support student achievement and success</p>	Collaborative support for students of concern	Guidance Counselor Teacher	Increased level of student interventions and

			<p>B-PA 2. Identify gaps in achievement, attendance, discipline, opportunity and resources.</p> <p>B-SS 6. Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success</p> <p>B-PA 4. Develop and implement action plans aligned with annual student outcome goals and student data.</p> <p>B-PA 6. Use time appropriately according to national recommendations and student/school data.</p> <p>M6. School counselors are leaders in the school, district, state and nation.</p>			academic success
K-5	Bullying Prevention (Second Step)	1	<p>M1. Belief in the development of the whole self, including a health balance of mental, social/emotional and physical well being.</p> <p>B-LS 1. Demonstrates critical thinking skills to make informed decisions.</p> <p>B-SMS 7. Demonstrates effective coping skills when face with a problem</p>	Students will learn about bullying and learn ways to handle situations related to bullying	Teacher Guidance Counselor	Students will be able to distinguish between mean behavior and bullying and determine ways to handle the problem
K-5	Group Counseling as needed in the following areas: Friendship/ Esteem	2	<p>M 1. Belief in the development of the whole self, including a healthy balance of mental, social/emotional and physical well being.</p> <p>B-SMS . Demonstrate effective coping skills when faced with a problem</p> <p>B-SS 2. Create positive relationships with other students</p> <p>B-SS 3. Create relationships with adults that support success.</p>	Students will build friendships while enhancing positive self-esteem.	Guidance Counselor Mental Health Counselor	Parent/ Teacher feedback

			<p>B-SS 4. Demonstrate empathy.</p> <p>B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary</p>			
PK-5	Student Achievement Assembly	1	<p>M 2. Self-confidence in ability to succeed.</p> <p>M 5. Belief in using abilities to their fullest to achieve high quality results and outcomes</p>	Aid in recognizing outstanding student achievement through academic, and other awards (attendance, student of the quarter, top reader and Honor roll students)	<p>Guidance Counselor</p> <p>Attendance officer</p> <p>Principal</p> <p>School Staff</p>	Number of students recognized and number of students performing at honor roll, high honor roll and principal list level for each quarter.
PK-5	Citizen of the Quarter	1	<p>M 2. Self-confidence in ability to succeed.</p> <p>M 5. Belief in using abilities to their fullest to achieve high quality results and outcomes</p>	Recognize students who are role models to other students	Teachers	
K-5	Too Cool for Drugs	1	<p>M 1. Belief in the development in the whole self, including a healthy balance of mental, social/emotional and physical well being</p> <p>B-SMS 9. Demonstrate personal safety skills</p> <p>B-SS 3. Create relationships with adults that support success</p>	Drug prevention program is designed to promote life skills, character values, resistance skills to negative peer influence, and resistance to the use of illegal drugs, alcohol, and tobacco	Alcohol and chemical dependency staff	ACDP assessment tool

PK-4	Book of the Month	1	M 1. Belief in the development in the whole self, including a healthy balance of mental, social/emotional and physical well being B-SS 4. Demonstrate empathy	To teach various character traits	Teachers	
PK-5	Referrals to appropriate programs/agencies	2	M 5. Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators, and other school staff and education stakeholders. B-SS 4. Every student should have access to a school counseling program	The school will act as a resource to families and refer them to appropriate agencies/programs		Number of referrals
PK-5	Attendance Campaign	1	B-PF 2. Demonstrate understanding of educational systems, legal issues, policies, research and trends in education B-SS 6. Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success	Educate parents and students on the direct link between attendance and academic growth		
PK-5	Native American Activities	1	B-PF 6. Demonstrate understanding of the impact of cultural, social, and environmental influences on student success and opportunities. M6. School counselors are leaders in the school, district, state and nation.	To celebrate and raise awareness of our local culture	Title VI staff	Classroom discussion and activities
PK-5	Planning	1	B-PA 1. Create school counseling program beliefs, vision, and mission statements aligned with the school and district. M6. School counselors are leaders in the school, district, state and nation.	Collaborate with the St. Regis Mohawk School	Guidance Counselors	Carrying out/implement planned activities
PK-5	Data Driven Instruction Days	1	B-PA 3. Develop annual student outcome goals based on student data. B-PA 4. Develop and implement action plans aligned with annual	Provide teachers and instructional support staff the opportunity to	Teachers Instructional Support Staff	

			student outcome goals and student data.	gather data and design instruction and interventions based on student need.		
PK-5	Grade Level Meetings	1	<p>B-PA 4. Develop and implement action plans aligned with annual student outcome goals and student data.</p> <p>B-PA 6. Use time appropriately according to national recommendations and student/school data</p>	Meet with teachers and instructional support staff regularly to apply the Rtl process to students.	Guidance Counselor Teachers Instructional Support Staff Administrator	

Salmon River Central Middle School Scope and Sequence

Goals for Grade 6: Help students transition from elementary school to middle school and begin to put down roots as they explore options for their future.

Grade 6 Tasks

CCLR Competency	ASCA Mindsets (M) & Behaviors (B)	Objective	Suggested Activity	Naviance Tools/ Assessment & Evaluation	Staff & Resources
Social Emotional Learning, Interpersonal Skills	M-1, M-2, B-SS 2, B-SM 7	Students will demonstrate life coping skills and strategies.	Second Step Curriculum	Second Step pre & post tests, Health Class grade	Curriculum taught in health class (Mrs. Rivers)
Transitional Skills, Interpersonal Skills	M-2, M-3, B-SM 10, B-SS 2, B-SS 3	Students will demonstrate the ability to manage the transition to middle school and changing situations.	6th Grade Orientation	Orientation Reflection Survey (Currently a Google form–will create on Naviance for 2022-23)	Principal, Teachers, counselors, staff, & A/CDP staff
Social Emotional Learning, Interpersonal Skills, Academic Skills, Transition Skills	M-1, M-2, M-3, M-6, B-LS 3, B-LS 6, B-SM 10, B-SS 2, B-SS 3, B-SS 9	Students will feel welcomed back to school with an understanding of school rules, expectations, responsibilities, & privileges.	Shamrock Workshop Days	Shamrock Workshop Reflection Survey (Naviance 2022-23)	Principal, teachers, counselors, & staff

Social Emotional Learning, Interpersonal Skills, Academic Skills, Transition Skills	M-1, B-SM 1, B-SM 9, B-SS 8, B-SS 9	School staff will be aware of critical issues regarding students and intervene appropriately for the benefit of all students.	BIMAS Screening in Fall and Spring	BIMAS Screening	Screening on students performed by teachers, results managed by Principal, counselors, & teachers
Academic skills, Social Emotional Learning, Interpersonal Skills, Career Knowledge, College Knowledge	M-1, M-5, B-SM 2	Students will review, revise, and set academic, social, & emotional goals for middle school years.	Annual Counselor Review Meeting	Schooltool course selections (Will create & use Naviance course planner for 2022-23)	School counselor
Social Emotional Learning, Interpersonal Skills	M-3, B-SS 1, B-SS 2, B-SS 4, B-SS 8	Students will reportedly feel a sense of belonging in their homeroom and school community.	Community Circles & Restorative Circles	(Working on Naviance Community Circle & Restorative Circle Check-in Forms for 2022-23)	Homeroom teachers, School counselors, Principals
Social Emotional Learning, Transition Skills	M-1, M-2, B-SM 2, B-SM 10	Students will demonstrate self-management skills and remain in class during stressful situations.	Mindfulness, meditation, breathwork, & other self-management skills practice	(Working on Naviance Serenity Room Check-in Forms for 2022-23)	Serenity Room staff
Interpersonal Skills,	B-LS 5, B-LS 9,	Students will demonstrate	Teaching media &	Library Skills quarterly	Library/Media teacher

Academic Skills	B-SM 10, B-SS 5	mastery of media & technology curriculum.	technology skills as per curriculum	grade	
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Goals for Grade 7: Encourage students to persist in their academics and to develop career goals during their Middle School years.

Grade 7 Tasks

CCLR Competency	ASCA Behaviors & Mindsets	Objective	Suggested Activity	Naviance Tools, Assessment & Evaluation	Staff & Resources
Social Emotional Learning, Interpersonal Skills	M1, M2, B-SS2, B-SM7	Students will demonstrate life coping skills and strategies	Second Step Curriculum	Second Step Pre/Post tests	Curriculum taught in Health class
Social Emotional Learning, Interpersonal Skills	M3, M6, B-SS2, B-SM7	Students will learn life coping skills and strategies	BIMAS screening Fall/Spring	BIMAS screening	BIMAS results, Teacher, Principal recommendations
Social Emotional Learning Interpersonal Skills	M3, M6, B-SS2 B-SM7	Students will have a positive school experience	Community Circles and Restorative Circles	Community Circle & Restorative form (Naviance 2022-23)	Classroom Teachers, School Counselors and Principals
Social Emotional Learning,	M1 M2 B-SM2	Students will demonstrate coping skills	Mindfulness, meditation and other	Serenity Room form (Naviance	Serenity Room staff

Transition	B-SM10	to manage a stressful situation	techniques	2022-23)	
Social Emotional Learning, Interpersonal Skills, Academic Skills, Transition Skills	M-1,M-2 M-3,M-6 B-LS3 B-LS6 B-SM10 B-SS2 B-SS3 B-SS9	Students will be welcomed back to school and learn about school rules, regulations and topics for 7th grade	Shamrock Workshop Days	Shamrock Workshop Reflection Survey (Naviance 2022-23)	Principal, classroom teachers, school counselors and staff
Career Knowledge College Knowledge	M-4 B-LS9	Students will explore career and college pathways	Home & Careers Curriculum	Career Cluster Finder (Naviance 2022-23)	Curriculum taught in Home & Careers class
Academic Skills, Social Emotional Learning, Interpersonal, Career Knowledge, College Knowledge	M1 M5 B-SM2	Students will review and set academic, career and personal goals for their Middle School years	Annual Counselor Review Meeting	Schooltool course Selection form (Naviance course form 2022-23)	School Counselor

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Goals for Grade 8: Assist students in developing successful study skills, overcoming obstacles, and working with others as they make the transition out of middle school and into high school.

Grade 8 Tasks

CCLR	ASCA	Objective	Suggested	Naviance Tools/	Staff &
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Competency	Mindsets & Behaviors		Activity	Assessment & Evaluation	Resources
Career Knowledge	M-4, B-LS 4, B-LS 7	Students will gain information about high school programs for possible future career pathways.	Tour of Franklin County BOCES facilities and programs	BOCES Tour Reflection Survey	Principal, school counselors, & 8th grade teachers
Career Knowledge, College Knowledge	M-4, M-5, B-LS 9	Students will identify skills and interests for their college and career plans.	In Home & Careers class and Technology class, teachers will guide students through the Career Key inventory.	Career Key	Home & Careers/Technology teachers
College Knowledge, Career Knowledge	M-4, B-LS 9	Students will learn about academic programs at colleges.	Attend College Fair	College Fair Reflection Survey for 2022-23	Fair normally scheduled for October.
Academic skills, Social Emotional Learning, Interpersonal Skills, Career Knowledge, College Knowledge	M-1, M-5, B-SM 2	Students will review, revise, and set academic, social, & emotional goals for middle school years.	Annual Counselor Review Meeting	Schooltool course selections (Will create & use Naviance course planner for 2022-23)	School counselor
Social Emotional	M-1, M-2,	Students will feel welcomed back to school	Shamrock Workshop	Shamrock Workshop	Principal, teachers,

Learning, Interpersonal Skills, Academic Skills, Transition Skills	M-3, M-6, B-LS 3, B-LS 6, B-SM 10, B-SS 2, B-SS 3, B-SS 9	with an understanding of school rules, expectations, responsibilities, & privileges.	Days	Reflection Survey (Naviance 2022-23)	counselors, & staff
Social Emotional Learning, Interpersonal Skills, Academic Skills, Transition Skills	M-1, B-SM 1, B-SM 9, B-SS 8, B-SS 9	Students will demonstrate self-awareness as they contemplate and report on their own daily functioning.	Students complete BIMAS Screening in Fall and Spring	BIMAS Screening	Screening results managed by Principal, counselors, & teachers
Social Emotional Learning, Transition Skills	M-1, M-2, B-SM 2, B-SM 10	Students will demonstrate self-management skills and remain in class during stressful situations.	Mindfulness, meditation, breathwork, & other self-management skills practice	(Working on Naviance Serenity Room Check-in Forms for 2022-23)	Serenity Room staff
Social Emotional Learning, Interpersonal Skills	M-3, B-SS 1, B-SS 2, B-SS 4, B-SS 8	Students will reportedly feel a sense of belonging in their homeroom and school community.	Community Circles & Restorative Circles	(Working on Naviance Community Circle & Restorative Circle Check-in Forms for 2022-23)	Homeroom teachers, School counselors, Principals
Transition Skills	M-3, B-SM 10	Students will demonstrate the ability to manage the transition to high school and changing	8th Grade tour of high school	High School tour reflection survey	Middle and high school counselors

		situations.			
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Salmon River Central High School Scope and Sequence

Grade 9 Tasks

Goals for grade 9: Ensure students continue making a successful transition to high school, develop successful study habits and explore a post-secondary path

CCLR Competency	ASCA Behaviors & Mindsets	Objective	Naviance Tools	Suggested Activity	Notes
Social Emotional Learning	M2 B-LS4, B-LS9	identify strengths	Strengths Explorer	Strengths Explorer	
Interpersonal Skills	M3 B-LS10, B-SS2, B-SS3, B-SS7	Reflect on personal growth and accomplishments from this school year.	Resume	Start Resume with grade 9 English	My Career Plan
Career Knowledge	A:B2.7, C:A2.2, C:B1.5, C:B1.6, C:B2.1, C:B2.2	Students connect potential career paths to interest	Naviance Curriculum	Completing Naviance Curriculum 9.2	My Career Plan
Academic Skills	A:B2.1	Students understand the importance of rigorous coursework and how it connects to their post secondary plans based on their post secondary plans	Naviance Curriculum	Completing Naviance Curriculum 9.10	My success skills My college plan

Grade 10 Tasks

Goals for grade 10: Reinforce career and academic knowledge to prepare students as they enter a period of decision-making for their future.

CCLR Competency	ASCA Behaviors & Mindsets	Objective	Naviance Tools	Activity	Notes
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Interpersonal Skills	M3 B-LS10, B-SS2, B-SS3, B-SS7	Participate in ExtraCurricular Activities	Enhance Resume, Naviance Curriculum 10.9	Students identify the benefits of extra curriculars Students identify post secondary options Students analyze which post secondary options best fit their needs.	Update in English
Social Emotional Learning and Career Knowledge	M1; M4 B-LS3, B-LS4	Understand how your personality can lead to satisfying education and career pathways.	Achieve Works Personality	-Take Achieve Works Personality Add 3 careers to your list Add 3 colleges List	Formerly DWYA
College Knowledge	M4 B-LS1, B-LS5, B-LS9	Students will learn how to conduct effective college research.	SuperMatch College Search	Conduct a college search using SuperMatch	
College Knowledge	A:B2.7	Students can identify the components of college and the admissions process. Students can identify the purpose of connecting with a college visit or trade school.	Naviance Curriculum	Naviance Curriculum 10.12, 10.13	My college plan

Grade 11 Tasks

Goals for grade 11: Assist students in mapping out their post-secondary path to be best-prepared to reach their career goals after high-school

CCLR Competency	ASCA Behavior s & Mindsets	Objective	Naviance Tools	Activity	Notes
Social Emotional Learning	M3 B-LS10, B-SS2, B-SS3, B-SS7	Reflect on personal growth and accomplishments from this year.	Update Resume	Record Extracurriculars and accomplishments in the resume feature	
Career Knowledge	M4 B-LS9	Reflect on assessment	MI Advantage	Complete assessment	
Career Knowledge	M4 B-LS9, B-LS7, C:A2.2, CA1.6, C:B1.5	STudents identify components of a successful goal, including steps and deadlines Students create a career goal	Careers interested in	Naviance Curriculum 11.2 Identify or update 3 careers of interest on their career plan	
College and Career Knowledge		Attend College and Career Fair	Survey	Take College Fair Survey	
College Knowledge	M4 B-LS1, B-LS5, B-LS9	Understand factors that make colleges a good fit & identify colleges of interest	SuperMatch College Search	Using fit criteria, add 3 colleges to the list.	
Academic Skills	M6 B-LS4, B-LS8	Take the PSAT	My Test Scores	Register for and take pre college admission test	
Academic Skills	M6 B-LS4, B-LS8	Take the ACT & or SAT	My Test Scores	Register for and take college admissions test	

College Knowledge	M4 B-LS-1, B-LS7, B-LS9	Students will better understand the application requirements for higher ed institutions.	College Visits	Students will attend college visits on campus	
Academic Skills, Career Knowledge, Social Emotional Learning		Students and Parents will attend an information session	Counselors mark as complete	Parent Information Session to discuss upcoming senior year.	

Grade 12 Tasks

Goals for grade 12: Ensure students have the tools to execute their post-secondary plan and that they are prepared for their post-high school transition

CCLR Competency	ASCA Behaviors & Mindsets	Objective	Naviance Tools	Activity	Notes
College Knowledge	M4 B-LS1, B-LS5, B-LS9	Understand factors that make colleges a good fit & identify colleges of interest	SuperMatch	Using fit criteria, conduct a college search, add 3 colleges interested in.	
College Knowledge	A:B2.5, A:B2.7	Complete one college application	My College Applications	Apply to at least 1 college	COLLEGE APPLICATION WEEK
College Knowledge		Student and Family information/support will be provided to help complete FASFA	Take screenshot and upload to task page	Students will complete FASFA when open on October 1st, and mark complete in Naviance Task	Financial Aid night will be held for parents and partnered with the St Regis Mohawk Tribe.
College Knowledge	M4 B-LS1, B-SMS	Complete a scholarship search & apply for scholarships	Scholarship Search	Research and apply for scholarships.	Screen Castify Video of Scholarships

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Social Emotional Learning	M3 B-LS10 , B-SS2, B-SS3, B-SS7	Reflect on personal growth and accomplishments from this school year.	Resume	Complete Resume for Scholarships, College or Job applications	
Academic Skills	M6 B-LS4, B-LS8	Take the ACT &/OR SAT	My Test Scores	Register for and take college admissions test	collegeboard.com
College Knowledge	M4 B-LS-1, B-LS7, B-LS9	Students will better understand the application requirements for higher ed institutions	College Visits	Students will attend college visits on campus or meet with in person recruiters	
Transition Skills	M4, M2 B-LS7, B-SMS 10	Students will communicate their final post-graduation plans through the Graduation Survey.	Custom Surveys	Students will take the graduation survey prior to graduation.	

Naviance Usage by Grade for Salmon River Junior Senior High School

Why is this important?

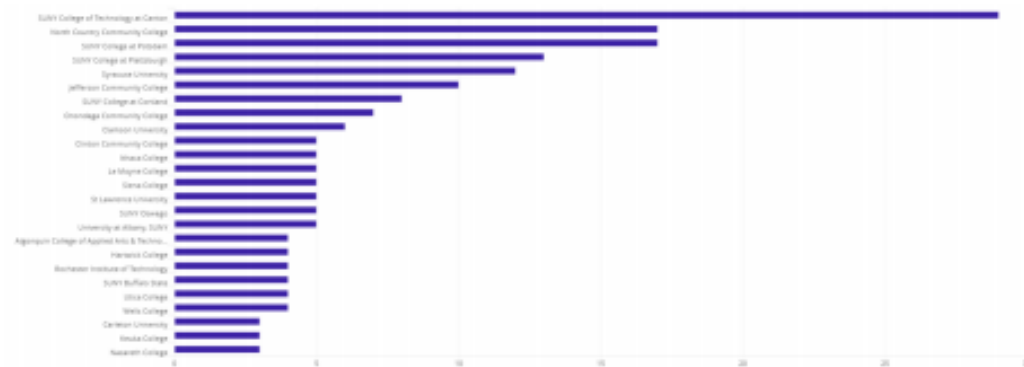
A peer-reviewed study from the University of Arkansas and the Denton (TX) Independent School District found that using Naviance was a strong predictor of students applying to college by making college and career information available, helping students create individualized learning plans, and establishing a college-going culture.

Grade 12 | Class of 2020

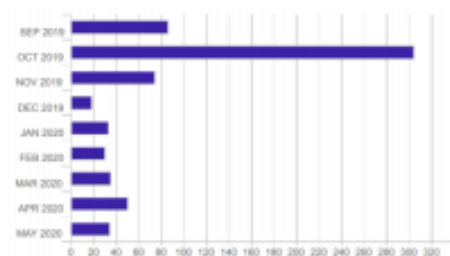
College Applications



Top 25 Colleges Where Students Applied



Student Logins



Reviewed/Revised: 8/11/2020

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