



Foster a successful school experience
for every student

SAU 29 K-12 Comprehensive School Counseling Program
2008

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Comprehensive School Counseling Program 2008

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Overview

Representatives from the K-12 SAU 29 School Counseling Team met to review and revise the SAU 29 Comprehensive School Counseling Program. The American School Counseling Association (ASCA) National Model and NH Department of Education State Standards were guidelines for reviewing our program. The purpose of the committee's effort was to compile and organize the most up to date information and present it in a user friendly manner. This document will serve as a reference for school counselors, educators and administrators.

The goals of this document are to:

- Educate the school community and the community at large about the school counseling program
- Maintain and strengthen the K-12 collaboration and implementation of a high caliber program
- Delineate the role of the school counselor
- Align the counseling program to the American School Counseling Association's National Model (ASCA 2003)
- Generate a list of resources and key concepts to facilitate delivery of curriculum
- Crosswalk the counseling curriculum with the New Hampshire Career Development Curriculum Framework and the National Health Standards
- Identify area of program needs and develop recommendations
- Create a PowerPoint presentation to orient administration, school boards, and other stakeholders

School Counseling Program Review Committee Members

Summer 2008

Kim Baker – Keene High School

Christine LaClair – Marlborough School

Lisa Bourassa - Keene High School

Joy Livengood – Keene Middle School

Linda Galanes - Wheelock School

Lisa Markland – Chesterfield School

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Stuart R. Adams, Chair
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Justine Fletcher
Madeleine Ullrich

Presented to
SAU 29 Co-Superintendents & Principals

Co-Superintendents

William Gurney, Keene
Wayne Woolridge, Towns

Chesterfield School
Sharyn D'Eon, Principal

Harrisville - Wells Memorial School
Emily Hartshorne, Principal

Keene
Benjamin Franklin School
William Harris, Principal

John H. Fuller School
Loren Wilder, Principal

Jonathan Daniels School
Patricia Yoerger, Principal

Symonds School
Richard Cate, Principal

Wheelock School
Gwen Mitchell, Principal

Keene High School
Alan Chmiel, Principal

Keene Middle School
Dorothy Frazier, Principal

Marlborough School
Karen Parsells, Principal

Marlow - John D. Perkins School
Phyllis Peterson, Principal

Nelson School
Shelia Vara, Principal

Westmoreland School
Meredith Cargill, Principal

Mission Statements

New Hampshire Department of Education

The mission of the Department of Education is to provide educational leadership and services, which promote equal educational opportunities and quality practices and programs that enable New Hampshire residents to become fully productive members of society. (www.ed.state.nh.us)

New Hampshire SAU 29

- *To provide leadership for continuous school improvement within SAU 29 that results in success for every student*
- *To build and maintain a focus on a common vision and direction that meets the educational needs of member communities and assures the highest quality public education for our students*
- *To provide services and coordinate resources to support the effective and efficient operation of SAU 29 and its member schools*

SAU 29 School Counseling Program

The mission of the SAU 29 School Counseling Program is to reach out to all students in an organized effort to help them achieve their highest personal and academic potential.

The purpose of the school counseling program is to support the social, emotional, academic, career and wellness needs of all students.

This is to ensure that students have access to and are prepared with the knowledge and skills to contribute as fully productive members of society, to maintain meaningful relationships and to promote lifelong learning and wellness.

SAU 29 School Counseling Program Belief Statement

The foundation of the SAU 29 School Counseling Program embraces the following beliefs:

All Students:

- Have dignity and worth
- Can succeed given a support system that appreciates and understands their individual differences
- Have a right to access a comprehensive K-12 school counseling program

All SAU 29 Counselors:

- Will collaborate to provide a quality school counseling program
- Will work with local and regional agencies and organizations in order to benefit the students we serve
- Acknowledge that families are active participants in their children's success
- Are committed to professional development to maintain quality programs
- Will abide by the ethical and national standards set forth by the American School Counselor Association (ASCA)

All SAU 29 School Counseling Programs:

- Will be planned and coordinated with other representatives of the school and community

The Role of the School Counselor

School counselors are graduate level professionals who are vital members of the educational team. Counselors are uniquely qualified to address the developmental and diverse needs of all students. The role of the school counselor is to encourage all students in the areas of academic, career and personal/social development through the delivery of a comprehensive school counseling program. Counselors respect privacy of information and abide by the ethical standards set forth by ASCA. The goal of the school counselor is to maximize student achievement and guide students to become productive, well-adjusted members of the community.

SAU 29 School Counseling Program

The SAU 29 School Counselors implement a comprehensive school counseling program to all K-12 students based on the national standards for school counseling programs. Counselors are guided by the ASCA National Model.

The school counseling program is designed to promote and enhance the learning process for all students and is an integral part of the school's total educational mission. The comprehensive program has competencies that meet the developmental needs of all students and works toward removing barriers to learning.

The school counseling program includes guidance curriculum, responsive services, individual planning and system support. The curriculum portion of the comprehensive program is based on ASCA and state standards in the domains of academic, career and personal/social development. The responsive services are preventative and/or interventive activities that meet students' immediate needs and concerns. Individual student planning encompasses assisting students with their academic, occupational, personal goals and transitions.

The school counseling program also incorporates a system support to maintain and enhance the total program through professional development, consultation, and collaboration.

The school counseling program is a collaborative effort between the professional school counselor, parents, other educators, and the community to create an environment that promotes student success.

Program Delivery System

To meet the needs of all students, counselors organize their programming around the following delivery system:

- Guidance Curriculum
- Responsive Services
- Individual Student Planning
- System support

The proportion of time given to each of the program components will vary according to a particular school's needs and will also vary according to the school calendar. Definitions of the delivery system components, the format for the delivery of service and a few examples of areas covered are provided in the following tables.

SAU 29 Comprehensive K-12 School Counseling Program Delivery System

Delivery System	Guidance Curriculum	Responsive Services	Individual Student Planning	System Support
Purpose	Provides developmental, comprehensive guidance curriculum in a systematic way to all students K-12	Addresses students' immediate concerns	Assists students and parents in development of academic and career plans	Includes program, staff and school support, activities and services
Academic Development	<ul style="list-style-type: none"> • Student awareness, skill development and application of skills needed in everyday life • Effective learning in school and across the life span • Academic preparation for post-secondary options • Relationship of academics, work, family, and community 	<ul style="list-style-type: none"> • Prevention and intervention • Any immediate academic concerns • School related concerns including tardiness, absences, truancy, misbehavior, school avoidance, dropout, and suspensions, etc. 	<ul style="list-style-type: none"> • Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions • Facilitation and/or interpretation of criterion and norm-referenced tests • Academic preparation essential for post-secondary options • Understanding academic strengths related to occupations • Development of a K-12 educational plan/portfolio • Development of an educational plan beyond high school • Use of diverse assessment tools and results • Support in the development of educational plans 	<ul style="list-style-type: none"> • Program delivery and support • School counselor professional development • Advocacy and public relations for comprehensive school counseling programs • Program planning and development of comprehensive school program • Documentation of how the comprehensive school counseling program contributes to student achievement • School improvement planning • Integration of essential guidance programs across the school curriculum • Consultation with staff and community groups • Research based practices • Data analysis
Career Development	<ul style="list-style-type: none"> • Investigate the world of work to make informed decisions • Strategies to achieve future career goals • Relationship of personal qualities, education, training, and work 		<ul style="list-style-type: none"> • Utilize career information resources in school and community • Explore career clusters • Interest and skill inventories • Occupational searches • Self-knowledge relating to career choices • Appropriate course selection, tech prep, work-based learning, including job shadowing and internships • Develop a career plan/portfolio 	

SAU 29 Comprehensive K-12 School Counseling Program Delivery System

Delivery System	Guidance Curriculum	Responsive Services	Individual Student Planning	System Support
Delivery System	Provides developmental, comprehensive guidance curriculum in a systematic way to all students K-12	Addresses students' immediate concerns	Assists students and parents in development of academic and career plans	Includes program, staff and school support, activities and services
Personal/Social Development	<ul style="list-style-type: none"> • Interpersonal skills to respect self and others • Decision-making, setting goals and taking action to achieve goals • Safety and survival skills • Conflict resolution skills 	<ul style="list-style-type: none"> • Physical, sexual or emotional abuse and issues • Grief, loss and death • Substance abuse • Family issues • Coping with stress • Relationship concerns • Divorce • Legal issues such as probation, arrests or incarceration • Referral plans • Contact and develop relationships with mental health agencies • Network with health care providers • Transitional Living Support • Behavioral Health Response Team 	<ul style="list-style-type: none"> • Skills and competencies related to academic and career success 	<i>Does not apply</i>
Counselor Role	<p>Provide:</p> <ul style="list-style-type: none"> • Classroom curriculum • Classroom interventions • Whole school instruction • Large group instruction • Student training • Parent education • Small group instruction 	<p>Provide:</p> <ul style="list-style-type: none"> • Consultation with parents/guardians, staff, administration, and community agencies • Pre-referral, referral support and participate in determination teams • Individual and small group counseling • Crisis counseling • Crisis response team services • Referrals to outside agencies, peer facilitation or supervision 	<p>Assists with:</p> <ul style="list-style-type: none"> • Analysis and evaluation of student's aptitudes, abilities and interests • Testing • Transition to another school • New student orientation • Kindergarten registration, orientation and screening • Career awareness • Course selection • Interest inventories • 4 year planning 	<p>Participates in/Provides:</p> <ul style="list-style-type: none"> • Professional development - workshops, classes, reading, teaming with colleagues, professional association membership • Clinical supervision • System support consultation – staff meetings, district and school committees • Program management – budget, research and resource development • Data analysis – student achievement, program related data • Fair share responsibilities

Responsive Services

Responsive Services address the immediate concerns of students by working pro-actively or in response to critical situations. This service is offered on an individual basis or in small groups and is available to all students. Students receive responsive services through self, teacher, or parent/guardian referral. Also, counselors provide direct services to students and also act as a referral resource and a consultant to families, teachers, and community agencies. The purpose of responsive services is to promote the emotional, social, and academic growth necessary for lifelong learning. Counselors respect privacy of information and abide by the ethical standards set forth by ASCA. Some examples of concerns include:

- Abuse
- Academic failure
- Family issues
- Grief
- School adjustment
- Stress

Individual Student Planning

The role of the School Counselor in Individual Student Planning is to assist students and parents in the development of academic and career plans by helping students with academic/occupational advisement, decision-making, goal setting, and preparing for academic transitions. Counselors coordinate activities that assist students to manage their learning as well as to meet competencies in the areas of academic, career, and personal/social development. This is accomplished through classroom, small group, or individual meetings. Some examples include, working with students to:

- Understand academic strengths
- Interpret criterion and norm-referenced tests
- Develop post-secondary plans
- Explore careers
- Develop personal and social skills needed for success
- Support transitions from school to school

System Support

The purpose of system support is to maintain and enhance the entire school counseling program. School counselors act as leaders and advocates in this area by working to bring about positive systemic changes. Counselors participate in professional development and clinical supervision to maintain high-level skills. Program management, such as budget, research and resource development, is a part of this component. Some examples include:

- Participating on advisory committees
- School improvement planning
- Data analysis
- Community outreach and involvement
- Integration of school counseling program goals within the school
- Public relations for the counseling program

Guidance Curriculum

The SAU 29 K-12 Guidance Curriculum is comprehensive and developmental in design. It is aligned with the ASCA National Standards and crosswalked with the New Hampshire K-12 Career Development Curriculum Framework and the National Health Education Standards. The purpose of the curriculum is to promote knowledge, attitudes, and skills in three content areas: Academic Development, Career Development and Personal/Social Development. The curriculum, preventative and proactive by nature, is coordinated by school counselors and delivered, as appropriate, by school counselors and other educators.

The curriculum is divided into the following grade level clusters: K-2, 3-5, 6-8 and 9-12. Within each cluster the content areas of Academic Development, Career Development and Personal/Social Development are represented and organized by standards and competencies. For ease of reference, suggested resources and activities as well as key concepts are listed.

K-2 Academic Development

	Standard	Competencies	Suggested Resources/Activities	Key Concepts
ASCA Standard A	Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.	<ol style="list-style-type: none"> 1. Improve Academic Self-Concept <ul style="list-style-type: none"> • Display a positive interest in learning • Accept mistakes as essential to the learning process 2. Acquire Skills for Improving Learning <ul style="list-style-type: none"> • Demonstrate how effort and persistence positively affect learning • Use communication skills to know when and how to ask for help when needed 3. Achieve School Success <ul style="list-style-type: none"> • Take responsibility for their actions • Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students 	<i>Curriculums</i> <ul style="list-style-type: none"> • Second Step Program - <i>Committee for Children</i> 	Learner Human Nature/Mistakes Keep Trying Effort Asking Questions Responsibility Choices/Consequences Decision Teamwork Learning is a student's work
ASCA Standard B	<i>Does not apply to this level</i>			
ASCA Standard C	Student will understand the relationship of academics to the world of work and to life at home and in the community.	<ol style="list-style-type: none"> 1. Relate School to Life Experiences <ul style="list-style-type: none"> • Understand the relationship between learning and work 		

K-2 Career Development

	Standard	Competencies	Suggested Resources/Activities	Key Concepts
ASCA Standard A	Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	<ol style="list-style-type: none"> Develop Career Awareness <ul style="list-style-type: none"> Learn about the variety of traditional and non-traditional occupations Learn how to interact and work cooperatively in teams Learn how to make decisions Develop Employment Readiness <ul style="list-style-type: none"> Develop a positive attitude toward work and learning 	<i>Curriculum</i> <ul style="list-style-type: none"> Creative Conflict Resolution: More than 200 Activities for Keeping Peace in the Classroom – <i>William Kreidler</i> Elementary Perspectives: Teaching Concepts of Peace and Conflict – <i>William Kreidler</i> 	Teamwork Decision Making Positive Attitude Jobs Problem Solving with People Listening Talking Body Language Teamwork
ASCA Standard B	<i>Does not apply to this level</i>			
ASCA Standard C	Students will understand the relationship between personal qualities, education, training and the world of work.	<ol style="list-style-type: none"> Apply Skills to Achieve Career Goals <ul style="list-style-type: none"> Learn how to use conflict management skills with peers and adults Learn to work cooperatively with others as a team member 		

K-2 Personal/Social Development

	Standard	Competencies	Suggested Resources/Activities	Key Concepts
ASCA Standard A	Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.	<ol style="list-style-type: none"> Acquire Self Knowledge <ul style="list-style-type: none"> Develop a positive attitude toward self as a unique and worthy person Identify and express feelings Distinguish between appropriate and inappropriate behaviors Recognize personal boundaries Understand the need for self-control and how to practice it Demonstrate cooperative behavior in groups Acquire Interpersonal Skills <ul style="list-style-type: none"> Recognize that everyone has rights and responsibilities Recognize and respect differences in various family configurations Use effective communication skills Know that communication involves speaking, listening, and nonverbal behavior Learn how to make and keep friends 	<p><i>Curriculum</i></p> <ul style="list-style-type: none"> Second Step Program - <i>Committee for Children</i> Kids and Company: Together for Safety Responsive Classroom – <i>Northeast Foundation</i> Talking About Touching – <i>Committee for Children</i> Quit It: A Teachers Guide On Teasing and Bullying - <i>Merle Froschl and Barbara Sprung</i> Peace Works – <i>Grace Contrino Foundation</i> ICPS I Can Problem Solve - <i>Myrna Shure</i> Skills Streaming -<i>Arnold Goldstein</i> Creative Conflict Resolution: More than 200 Activities for Keeping Peace in the Classroom – <i>William Kreidler</i> Elementary Perspectives: Teaching Concepts of Peace and Conflict – <i>William Kreidler</i> Seeing Red: An Anger Management and Peacemaking Curriculum for Kids – <i>Jennifer Simmons</i> 	Liking Self Feelings Kindness Choices/Consequences Self Space Active Listening Family Likes/Differences Friendship Using Your Words Non-Verbal Cues Sharing Respect Asking for help Problem Solving Personal Space Address Phone Number Using the Phone Emergency Contacts Asking for Help Safety Personal Safety Helpers Calming Yourself

K-2 Personal/Social Development *cont.*

	Standard	Competencies	Suggested Resources/Activities	Key Concepts
ASCA Standard B	Students will make decisions, set goals and take necessary actions to achieve goals.	1. Self-knowledge Application <ul style="list-style-type: none"> • Use a problem-solving model • Identify alternative solutions to a problem • Demonstrate how to seek help for solving problems • Demonstrate a respect and appreciation for individual and cultural differences 	<i>Videos (located @ CIRTT)</i> <ul style="list-style-type: none"> • 10 Things to Do Instead of Hitting • Getting Along: Taking the GRrrr Out of Anger • When Sophie Gets Angry, Really Really Angry • Sometimes I get Bombaloo • Its Not Okay to Bully • Red E. Fox: 911 Heroes 	
ASCA Standard C	Students will understand safety and survival	1. Acquire Personal Safety Skills <ul style="list-style-type: none"> • Develop knowledge of personal information • Learn the difference between appropriate and inappropriate physical contact • Demonstrate the ability to assert boundaries, rights, and personal privacy • Differentiate between situations requiring peer support and situations requiring adult help • Identify school, community and family helpers • Learn techniques for managing stress and conflict 	<i>Activities</i> <ul style="list-style-type: none"> • Peer Mediation • Small Group Counseling: <ul style="list-style-type: none"> Friendship Social Skills Feelings Family Changes <i>Children's Books</i> <ul style="list-style-type: none"> • The Recess Queen – <i>Alexis O'Neill</i> • Simon's Hook: A Story About Teases and Put-Downs – <i>Karen Gedig Burnett</i> 	

3-5 Academic Development

	Standard	Competencies	Suggested Resources/Activities	Key Concepts
ASCA Standard A	Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	<ol style="list-style-type: none"> 1. Improve Academic Self-Concept <ul style="list-style-type: none"> • Display a positive interest in learning • Take pride in work and achievement • Accept mistakes as essential to the learning process • Identify attitudes and behaviors which lead to successful learning 2. Acquire Skills for Improving Learning <ul style="list-style-type: none"> • Demonstrate how effort and persistence positively affect learning • Use communication skills to know when and how to ask for help when needed 3. Achieve School Success <ul style="list-style-type: none"> • Take responsibility for their actions • Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students • Develop a broad range of interests and abilities • Demonstrate dependability, productivity and initiative • Share knowledge 	<p><i>Curriculums</i></p> <ul style="list-style-type: none"> • The Mind that's Mine – <i>Mel Levine, Ph.D</i> • Student Success Skills-<i>Gregg Brigman, Ph.D</i> <p><i>Books</i></p> <ul style="list-style-type: none"> • A Walk in the Rain with a Brain – <i>Ned Hallowell</i> • You're Smarter than you Think – <i>Thomas Armstrong</i> 	Learner Human Nature/Mistakes Keep Trying Effort Asking Questions Responsibility Choices/Consequences Decision Teamwork Achievement Persistence Interests and Abilities Dependability Peer Support Learning Styles Multiple Intelligence Motivation Personal Success Accessing Resources Success Class Participation Goal Setting Student Responsibilities Community Connections Lifelong Learning School to Work
ASCA Standard B	Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.	<ol style="list-style-type: none"> 1. Improve Learning <ul style="list-style-type: none"> • Demonstrate the motivation to achieve individual potential • Seek information and support from faculty, staff, family, and peers 2. Plan to Achieve Goals <ul style="list-style-type: none"> • Understand the relationship between classroom performance and success in school • Establish challenging academic goals 		

3-5 Academic Development *cont.*

	Standard	Competencies	Suggested Resources/Activities	Key Concepts
ASCA Standard C	Students will understand the relationship between academics and the world of work, home, and community.	<ol style="list-style-type: none"> 1. Relate School to Life Experiences <ul style="list-style-type: none"> • Seek co-curricular and community experiences to enhance the school experience • Understand the relationship between learning and work • Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals • Understand that school success is the preparation to make the transition from student to community member • Understand how school success and academic achievement enhance future career and avocational opportunities 		

3-5 Career Development

	Standard	Competencies	Suggested Resources/Activities	Key Concepts
ASCA Standard A	Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	<ol style="list-style-type: none"> 1. Develop Career Awareness <ul style="list-style-type: none"> • Learn about the variety of traditional and non-traditional occupations • Develop an awareness of personal abilities, skills, interests, and motivations • Learn how to interact and work cooperatively in teams • Learn how to make decisions • Learn how to set goals • Understand the importance of planning • Pursue and develop competencies in areas of interest • Develop hobbies 2. Develop Employment Readiness <ul style="list-style-type: none"> • Learn to respect individual uniqueness in the workplace • Develop a positive attitude toward work and learning • Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace 	<p><i>Curriculums</i></p> <ul style="list-style-type: none"> • Young Person's Occupational Outlook Handbook – <i>US Dept. of Labor</i> • NHHEAF Workbook • Children's Dictionary of Occupations – <i>Barbara Parramore, Hopke, E., Drier, H.</i> • Developmental Guidance Activities – University of Wisconsin Center on Education and work (4-6) • www.Driveofyourlife.com • The Play Real Game • Student Success Skills- <i>Gregg Brigman, Ph.D</i> <p><i>Videos</i></p> <ul style="list-style-type: none"> • Cheshire Career Center DVD 	Teamwork Decision Making Positive Attitude Occupations Career Planning Goals Hobbies Work Ethic Time Management Punctuality Dependability Volunteering Research Resources Traditional & Non-Traditional Technology Access Occupations Problem Solving Communication Skills Conflict Teamwork Personal Success Satisfaction Values Lifestyle Interests Abilities
ASCA Standard B	Students will employ strategies to achieve future goals with success and satisfaction.	<ol style="list-style-type: none"> 1. Acquire Career Information <ul style="list-style-type: none"> • Identify personal skills, interest, and abilities and relate them to current career choices • Use research and information resources to obtain career information • Learn to use the internet to access career planning information • Describe traditional and non-traditional occupations and how these relate to career choice 		

3-5 Career Development *cont.*

	Standard	Competencies	Suggested Resources/Activities	Key Concepts
ASCA Standard C	Students will understand the relationship between personal qualities, education, training, and the world of work.	<ol style="list-style-type: none"> 1. Acquire Knowledge to Achieve Career Goals <ul style="list-style-type: none"> • Understand the relationship between educational achievement and career success • Explain how work can help to achieve personal success and satisfaction • Identify personal preferences and interests which influence career choices and success • Describe the effect of work on lifestyles • Understand that work is an important and satisfying means of personal expression 2. Apply Skills to Achieve Career Goals <ul style="list-style-type: none"> • Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational and career goals • Learn how to use conflict management skills with peers and adults • Learn to work cooperatively with others as a team member 		

3-5 Personal/Social Development

	Standard	Competencies	Suggested Resources/Activities	Key Concepts
ASCA Standard A	Students will acquire the skills to knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.	<ol style="list-style-type: none"> Acquire Self-Knowledge <ul style="list-style-type: none"> Develop a positive attitude toward self as a unique and worthy person Identify values, attitudes and beliefs Learn the goal setting process Understand change as a part of growth Identify and express feelings Distinguish between appropriate and inappropriate behaviors Recognize personal boundaries, rights, and privacy needs Understand the need for self control and how to practice it Demonstrate cooperative behavior in groups Identify and recognize changing family roles Acquire interpersonal skills <ul style="list-style-type: none"> Recognize that everyone has rights and responsibilities Respect alternative points of view Recognize, accept, respect and appreciate individual differences Recognize, accept, and appreciate ethnic and cultural diversity Use effective communication Know that communication involves speaking, listening, and non-verbal behavior Learn how to make and keep friends 	<p><i>Curriculums</i></p> <ul style="list-style-type: none"> Committee for Children Second Step Steps to Respect Talking About Touching Bully Proof – <i>Wellesley Ctr.</i> Community Board for Conflict Resolution - <i>Internet</i> Talk It Out – <i>Barbara Porro, Peaco Todd</i> Student Success Skills- <i>Gregg Brigman, Ph.D</i> Conflict Resolution Peace Works – <i>Peace Ed. Found. Miami, FL.</i> Character Building Hardy Girls, Healthy Women - <i>Internet</i> Girls, Inc. - <i>Internet</i> <p><i>Community Resources</i></p> <ul style="list-style-type: none"> Monadnock Center for Violence Prevention <p><i>Activities</i></p> <ul style="list-style-type: none"> Peer Mediation Small Group Counseling: Friendship Social Skills Feelings Family Changes <p><i>Books</i></p> <ul style="list-style-type: none"> Skills Streaming -<i>Arnold Goldstein</i> 	Self-Esteem Feelings Kindness Choices/Consequences Self Space Active Listening Family Diversity Friendship Sharing Values Attitudes Beliefs Personal Growth and Change Personal Rights Self Control Cooperative Behavior Family Roles Interpersonal Communication Skills Problem Solving Consequences of Decisions & Choices Conflict Resolution Skills Peer Pressure Personal Space Address Phone Number Using the Phone Emergency Contacts Asking for Help Safety Personal Safety Helpers Calming Yourself Stress Management

3-5 Personal/Social Development *cont.*

	Standard	Competencies	Suggested Resources/Activities	Key Concepts
ASCA Standard B	Students will make decisions, set goals, and take necessary action to achieve goals.	<ol style="list-style-type: none"> Self-Knowledge Applications <ul style="list-style-type: none"> Use a decision-making and problem-solving model Understand consequences of decisions and choices Identify alternative solutions to a problem Know how to apply conflict resolution skills Know when peer pressure is influencing a decision Use persistence and perseverance in acquiring knowledge and skills 		Assertiveness Peer Pressure Bullying
ASCA Standard C	Students will understand safety and survival skills.	<ol style="list-style-type: none"> Acquire Personal Safety Skills <ul style="list-style-type: none"> Demonstrate knowledge of personal information Learn about the relationship between rules, laws, safety, and the protection of an individual's rights Learn the difference between appropriate and inappropriate physical contact Demonstrate the ability to assert boundaries, rights, and personal privacy Identify resource people in the school and community, and know how to seek their help Apply effective problem-solving and decision making skills to make safe and healthy choices Learn techniques for managing stress and conflict Learn how to cope with peer pressure 		

6-8 Academic Development

	Standard	Competencies	Suggested Resources/Activities	Key Concepts
ASCA Standard A	Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.	<ol style="list-style-type: none"> 1. Improve academic self-concept <ul style="list-style-type: none"> • Display a positive interest in learning • Take pride in work and achievement. 2. Acquire skills for improving learning <ul style="list-style-type: none"> • Apply time-management and task-management skills • Use communication skills to know when and how to ask for help when needed 3. Achieve School Success <ul style="list-style-type: none"> • Take responsibility for their actions • Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students 	<p><i>Curriculum</i></p> <ul style="list-style-type: none"> • Sunburst Study Skills • Second Step – <i>Committee for Children</i> • Skills for Success <p><i>Resources</i></p> <ul style="list-style-type: none"> • Landmark College Master Notebook System • Learning Style Inventories- www.learning-styles-online.com & www.truecolors.com • Use of Assignment Book 	Self-Concept Achievement Time Management Study Skills Responsibility Academic Cooperation Collaboration Learning Styles – Internet Goal Setting Problem-Setting Decision-Making
ASCA Standard B	Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	<ol style="list-style-type: none"> 1. Improve learning <ul style="list-style-type: none"> • Apply the study skills necessary for academic success at each level • Use knowledge of learning styles to positively influence school performance 2. Plan to Achieve Goals <ul style="list-style-type: none"> • Use problem-solving and decision-making skills to assess progress toward educational goals 		
ASCA Standard C	Students will understand the relationship of academics to the world of work and to life at home and in the community.	<ol style="list-style-type: none"> 1. Relate School to Life Experience <ul style="list-style-type: none"> • Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life • Seek co-curricular and community experiences to enhance the school experience 		

6-8 Career Development

	Standard	Competencies	Suggested Resources/Activities	Key Concepts
ASCA Standard A	Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions	<ol style="list-style-type: none"> Develop Career Awareness <ul style="list-style-type: none"> Develop skills to locate, evaluate and interpret career information Learn about the variety of traditional and nontraditional occupations Develop Employment Readiness <ul style="list-style-type: none"> Develop a positive attitude toward work and learning Understanding the importance of responsibility, dependability, punctuality, integrity and effort in the workplace 	<p><i>Curriculum</i></p> <ul style="list-style-type: none"> Dream Catchers Career Curriculum – <i>JIST Pub.</i> Cheshire Career Center DVD The Real Game – <i>National Life/Work Center</i> <p><i>Resources</i></p> <ul style="list-style-type: none"> Bridges/ Choices Internet Career Program New Hampshire Higher Education Assistance Foundation <p><i>Activities</i></p> <ul style="list-style-type: none"> Cheshire Career Center Tours Community Service Projects Job Shadow Job/ Career Fair 	Occupation Career Exploration Assessment/Inventories Goal Setting Interests Abilities Self-Awareness Decision Making Mentoring Employment Time Management Responsibility Portfolios Conflict Resolution Team Work
ASCA Standard B	Students will employ strategies to achieve future career goals with success and satisfaction.	<ol style="list-style-type: none"> Acquire Career Information <ul style="list-style-type: none"> Know the various ways in which occupations can be classified Use research and information resources to obtain career information Identify Career Goals <ul style="list-style-type: none"> Demonstrate awareness of the education and training needed to achieve career goals Maintain a career-planning portfolio 		

6-8 Career Development *cont.*

	Standard	Competencies	Suggested Resources/Activities	Key Concepts
ASCA Standard C	Students will understand the relationship between personal qualities education, training and the world of work.	<ol style="list-style-type: none"> 1. Acquire knowledge to Achieve Career Goals <ul style="list-style-type: none"> • Understand the relationship between educational achievement and career success 2. Apply Skills to Achieve Career Goals <ul style="list-style-type: none"> • Learn how to use conflict-management skills with peers and adults • Learn to work cooperatively with others as a team member 		

6-8 Personal/Social Development

	Standard	Competencies	Suggested Resources/Activities	Key Concepts
ASCA Standard A	Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.	<ol style="list-style-type: none"> Acquire Self-Knowledge <ul style="list-style-type: none"> Distinguish between appropriate and inappropriate behavior Identify personal strengths and assets Identify values, attitudes and beliefs Understand that change is a part of growth Acquire Interpersonal Skills <ul style="list-style-type: none"> Recognize, accept, respect and appreciate individual differences Know that communication involves speaking, listening and non-verbal behavior 	<p><i>Curriculums</i></p> <ul style="list-style-type: none"> Second Step – <i>Committee for Children</i> Rachel’s Challenge Bully Proof – <i>Wellesley Ctr.</i> Hardy Girls, Healthy Women - Internet Girls Circle – UNH <p>Resources</p> <ul style="list-style-type: none"> www.projectalert.com Monadnock Center for Violence Prevention (sexual harassment) 	Self-Knowledge Values Beliefs Personal Strengths Feelings Personal Growth Respect Decision Making Communication Problem Solving Peer Relationships Personal Safety Stress Management Self-Care Advocacy Family Relationships Coping Strategies
ASCA Standard B	Students will make decisions, set goals and take necessary action to achieve goals.	<ol style="list-style-type: none"> Self -Knowledge Application <ul style="list-style-type: none"> Use decision making and problem solving model Demonstrate how to seek help for solving problems and making decisions Know when peer pressure is influencing a decision 	<p><i>Activities</i></p> <ul style="list-style-type: none"> Monadnock Family Services Challenge Program (Strive) Girls, Inc. Team Building Activities Advisory Peer Mediation Red Ribbon Activities Small Group Counseling Character Building Activities 	
ASCA Standard C	Students will understand safety and survival skills.	<ol style="list-style-type: none"> Acquire Personal Safety Skills <ul style="list-style-type: none"> Differentiate between situations requiring peer support and situations requiring adult professional help Learning techniques for managing stress and conflict Learn coping skills for managing life events 		

9-12 Academic Development

	Standard	Competencies	Suggested Resources/Activities	Key Concepts
ASCA Standard A	Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.	<ol style="list-style-type: none"> 1. Improve Academic Self-Concept <ul style="list-style-type: none"> • Take pride in work and in achievement • Accept mistakes as essential to the learning process • Identify attitudes and behaviors which lead to successful learning 2. Acquire Skills for Improving Learning <ul style="list-style-type: none"> • Apply time management and task management skills • Use communication skills to know when and how to ask for help when needed 3. Achieve School Success <ul style="list-style-type: none"> • Take responsibility for their actions • Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students 	<p><i>Community Resources</i></p> <ul style="list-style-type: none"> • Keene State College • Community Education <p><i>Resources</i></p> <ul style="list-style-type: none"> • CIRTT • KHS Library • Academic Opportunities Bulletin Board • Program of Studies • Profile • Parent/Student Handbook • Homework Assignment Book • KHS Website • PowerSchool Parent Portal • Scholarship Newsletter • Blackbird Beacon • Student Assistance Team (individual, group and all school programs) • College Board <p><i>Activities</i></p> <ul style="list-style-type: none"> • ASVAB Course Selection Activities 	<p>Self-Concept</p> <p>Time and Task Management</p> <p>Communication Skills</p> <p>School Success</p> <p>Academic Success</p> <p>Long Term Planning</p> <p>Course Selection</p> <p>Problem Solving</p> <p>Critical Thinking</p> <p>Study Skills</p> <p>Decision Making</p>

9-12 Academic Development *cont.*

	Standard	Competencies	Suggested Resources/Activities	Key Concepts
ASCA Standard B	Students will complete school with the academic preparation essential to choose from wide range of substantial post-secondary options, including college.	<ol style="list-style-type: none"> 1. Improve Learning <ul style="list-style-type: none"> • Learn and apply critical thinking skills • Become self-directed and independent learners 2. Plan to Achieve Goals <ul style="list-style-type: none"> • Use problem-solving and decision-making skills to assess progress towards educational goals • Identify post-secondary options consistent with interests achievement, aptitude, and abilities 		
ASCA Standard C	Students will understand the relationship of academics to the world of work and to life at home and in the community.	<ol style="list-style-type: none"> 1. Relate School to Life Experiences <ul style="list-style-type: none"> • Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life • Understand how school success and academic achievement enhance future career and avocational opportunities 		

9-12 Career Development

	Standard	Competencies	Suggested Resources/Activities	Key Concepts
ASCA Standard A	Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	<ol style="list-style-type: none"> 1. Develop Career Awareness <ul style="list-style-type: none"> • Develop skills to locate, evaluate, and interpret career information • Pursue and develop competency in areas of interest 2. Develop Employment Readiness <ul style="list-style-type: none"> • Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace • Utilize time-and task-management skills 	<p><i>Community Resources</i></p> <ul style="list-style-type: none"> • Center for College Planning • Educational Talent Search • Upward Bound • Vocational Rehabilitation <p><i>Resources</i></p> <ul style="list-style-type: none"> • www.bridges.com • www.nhheaf.com • www.collegeboard.com • KHS Library • College Bulletin Board • KHS Post Secondary Planning Booklet <p><i>Activities</i></p> <ul style="list-style-type: none"> • ASVAB • KHS College/Career Fair • College Representative Visits • Junior Parent and Student Planning Night • Senior Parent Night • Financial Aid Night 	Post Secondary Planning Conflict Management Goal Setting Career Awareness Career Exploration Career Preparation Cooperative Learning Experiences Educational Planning Employment Interests, Aptitudes and Abilities Assessments/Inventories Self-Concept Self-Awareness

9-12 Career Development *cont.*

	Standard	Competencies	Suggested Resources/Activities	Key Concepts
ASCA Standard B	Students will employ strategies to achieve future career goals with success and satisfaction.	<ol style="list-style-type: none"> 1. Acquire Career Information <ul style="list-style-type: none"> • Apply decision-making skills to career planning, course selection, and career transitions • Identify personal skills, interests, and abilities and relate them to current career choices • Demonstrate knowledge of the career planning process 2. Identify Career Goals <ul style="list-style-type: none"> • Demonstrate awareness of the education and training needed to achieve career goals • Assess and modify their educational plan to support career goals • Select course work that is related to career interests 		
ASCA Standard C	Students will understand the relationship between personal qualities, education training and the world of work.	<ol style="list-style-type: none"> 1. Acquire Knowledge to Achieve Career Goals <ul style="list-style-type: none"> • Understand the relationship between educational achievement and career success • Identify personal preferences and interests which influence career choices and success 2. Apply Skills to Achieve Career Goals <ul style="list-style-type: none"> • Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational and career goals • Learn how to use conflict management skills with peers and adults 		

9-12 Personal/Social Development

	Standard	Competencies	Suggested Resources/Activities	Key Concepts
ASCA Standard A	Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.	<ol style="list-style-type: none"> 1. Acquire Self-Knowledge <ul style="list-style-type: none"> • Identify values, attitudes and beliefs • Learn the goal setting process • Identify personal strengths and assets 2. Acquire Interpersonal Skills <ul style="list-style-type: none"> • Recognize, accept, respect, and appreciate individual differences • Use effective communication skills 	<p><i>Community Resources</i></p> <ul style="list-style-type: none"> • CIRTT • Community Agencies (MFS, MAPS, Cheshire Medical Center, Antioch, MDS, Easter Seals, etc) • CHINS Diversion • City of Keene • Clinical Supervision • Center for Violence Prevention 	Self-Knowledge Goal Setting Beliefs Values Advocacy Stress Management Interpersonal Skills Communication Skills Conflict Resolution Citizenship Respect Self-Care Peer Relationships Family Relationships Healthy Lifestyles Coping Strategies
ASCA Standard B	Students will make decisions, set goals, and take necessary action to achieve goals.	<ol style="list-style-type: none"> 1. Self-Knowledge Application <ul style="list-style-type: none"> • Identify alternative solutions to a problem • Identify alternative ways of achieving goals • Develop an action plan to set and achieve realistic goals 	<p><i>Resources</i></p> <ul style="list-style-type: none"> • KHS Library • Student Assistance Team (individual, group and all school programs) • Safe School Ambassadors • Daily Announcements • Peer Mediation 	Assertiveness Peer Pressure Bullying
ASCA Standard C	Students will understand safety and survival skills.	<ol style="list-style-type: none"> 1. Acquire Personal Safety Skills <ul style="list-style-type: none"> • Identify resource people in the school and community, and know how to seek their help • Learn techniques for managing stress and conflict 	<p><i>Activities</i></p> <ul style="list-style-type: none"> • Safe School Ambassadors • Daily Announcements • Peer Mediation • Health Class Presentation • Individual Student Meetings • The Yellow Dress – Deana’s Educational Theater 	

School Counseling Curriculum Crosswalk

K-2

	Academic Development	Career Development	Personal/Social Development
NH Career Development Frameworks	<p>Standard 1: Students will demonstrate a firm grounding in the interactive language processes of reading, writing, speaking, listening, and viewing, as well as the ability to use those skills to communicate effectively.</p> <ul style="list-style-type: none"> • Demonstrate, using a variety of communication tools, an understanding of the various roles an individual may have (teacher, friend) • Demonstrate the capacity to communicate constructively with peers and adults • Actively seek response, advice, and critique from others <p>Standard 2: Students will demonstrate a firm grounding in essential computational skills as well as strong problem-solving and reasoning abilities.</p> <ul style="list-style-type: none"> • Describe steps needed to solve a problem • Demonstrate that a problem can be solved in more than one way <p>Standard 3: Students will take an active role in their own learning.</p> <ul style="list-style-type: none"> • Demonstrate self-direction in their learning and work 	<p>Standard 6: Students will acquire the knowledge, attitudes and skills to make a successful transition from school to the world of work and adult life.</p> <ul style="list-style-type: none"> • Demonstrate an awareness and knowledge of the work of family members, school personnel, and community workers • Describe jobs that are present in the community or region <p>Standard 7: Students will understand the relationship between individual qualities, education and training, and the world of work.</p> <ul style="list-style-type: none"> • Develop a positive attitude toward work and learning • Demonstrate appropriate safety practices in the school setting 	<p>Standard 4: The student will develop characteristics and behaviors necessary for success in school, work, and everyday settings.</p> <ul style="list-style-type: none"> • Identify and appreciate individual characteristics and differences • Identify healthy ways of dealing with conflict and stress • Demonstrate knowledge of good health habits • Identify the impact of individual behaviors <p>Standard 5: The student will demonstrate skills in working cooperatively/ collaboratively with others.</p> <ul style="list-style-type: none"> • Work toward a common goal as a member of a team • Identify and practice the skills needed to resolve conflicts • Demonstrate a sensitivity to a multi-cultural world • Demonstrate how to express feelings in an appropriate manner
National Health Standards	<p>Standard 2: Accessing Information Standard 3: Self Management Standard 4: Analyzing Influences Standard 5: Interpersonal Communication Standard 6: Decision Making and Goal Setting</p>	<i>Does Not Apply</i>	<p>Standard 3: Self Management Standard 5: Interpersonal Communication Standard 6: Decision Making and Goal Setting Standard 7: Advocacy</p>

School Counseling Curriculum Crosswalk

3-5

	Academic Development	Career Development	Personal/Social Development
NH Career Development Frameworks	<p>Standard 1: Students will demonstrate a firm grounding in the interactive language processes of reading, writing, speaking, listening, and viewing, as well as the ability to use those skills to communicate effectively.</p> <ul style="list-style-type: none"> • Demonstrate, using a variety of communication tools, an understanding of the various roles an individual may have (teacher, friend) • Demonstrate the capacity to communicate constructively with peers and adults • Actively seek response, advice, and critique from others <p>Standard 2: Students will demonstrate a firm grounding in essential computational skills as well as strong problem-solving and reasoning abilities.</p> <ul style="list-style-type: none"> • Describe steps needed to solve a problem • Demonstrate that a problem can be solved in more than one way <p>Standard 3: Students will take an active role in their own learning.</p> <ul style="list-style-type: none"> • Establish expectations for achievement and use evaluation tools. • Demonstrate an understanding of the importance of observation, practice, effort, and learning. 	<p>Standard 6: Students will acquire the knowledge, attitudes and skills to make a successful transition from school to the world of work and adult life.</p> <ul style="list-style-type: none"> • Demonstrate an awareness and knowledge of the work of family members, school personnel, and community workers. • Demonstrate the ability to obtain information about jobs from parents, relatives, adult friends, and/or neighbors and share that information with classmates. • Describe jobs that are present in the community or region. • Demonstrate an understanding of how work is important to all people. • Use media and technology to identify a variety of occupations. <p>Standard 7: Students will understand the relationship between individual qualities, education and training, and the world of work.</p> <ul style="list-style-type: none"> • Identify individual qualities and relate them to successful completion of schoolwork. • Develop a positive attitude toward learning. • Develop a positive attitude toward work. • Describe and demonstrate the importance of planning. • Demonstrate appropriate safety practices in the school setting. 	<p>Standard 4: The student will develop characteristics and behaviors necessary for success in school, work, and everyday settings.</p> <ul style="list-style-type: none"> • Identify and appreciate individual characteristics and differences. • Identify healthy ways of dealing with conflicts and stress. • Demonstrate an awareness of how one is seen by others. • Demonstrate positive attitudes about self. • Demonstrate knowledge of good health habits. • Identify the impact of individual behaviors. • Describe how work can satisfy individual needs. <p>Standard 5: The student will demonstrate skills in working cooperatively/ collaboratively with others.</p> <ul style="list-style-type: none"> • Demonstrate the ability to participate in forming a team and identifying a common goal. • Work toward a common goal as a member of a team. • Identify and practice the skills needed to resolve conflicts with other people. • Demonstrate an understanding of, appreciation for, and sensitivity to a multicultural world. • Demonstrate how to express feelings, reactions, and ideas in an appropriate manner.
National Health Standards	<p>Standard 2: Accessing Information Standard 4: Analyzing Influences Standard 5: Interpersonal Communication Standard 6: Decision Making and Goal Setting</p>	<p>Standard 5: Interpersonal Communication Standard 6: Decision Making Standard 7: Goal Setting</p>	<p>Standard 3: Self Management Standard 4: Analyzing Influences Standard 5: Interpersonal Communication Standard 6: Decision Making and Goal Setting Standard 7: Advocacy</p>

School Counseling Curriculum Crosswalk

6-8

	Academic Development	Career Development	Personal/Social Development
NH Career Development Frameworks	<p>Standard 1: Students will demonstrate a firm grounding in the interactive language processes of reading, writing, speaking, listening, and viewing, as well as the ability to use those skills to communicate effectively.</p> <ul style="list-style-type: none"> Recognize when an individual or group does not understand their message and respond appropriately. Communicate and work effectively with others as active participants and responsive listeners. <p>Standard 2: Students will demonstrate a firm grounding in essential computational skills as well as strong problem-solving and reasoning abilities.</p> <ul style="list-style-type: none"> Describe the process used to solve a problem and apply the process to a new problem. Use problem solving in civic, social and everyday settings. <p>Standard 3: Students will take an active role in their own learning.</p> <ul style="list-style-type: none"> Establish learning goals around interests, abilities, and achievements. Identify and understand the impact of their preferred learning style on their ability to receive and process information. 	<p>Standard 6: Students will acquire the knowledge, attitudes and skills to make a successful transition from school to the world of work and adult life.</p> <ul style="list-style-type: none"> Demonstrate an understanding of career clusters. Make decisions and set appropriate career goals. <p>Standard 7: Students will understand the relationship between individual qualities, education and training, and the world of work.</p> <ul style="list-style-type: none"> Explain the relationship between educational achievement and career planning. Develop an individual educational and career plan that integrates interests, abilities, and skills. 	<p>Standard 4: The student will develop characteristics and behaviors necessary for success in school, work, and everyday settings.</p> <ul style="list-style-type: none"> Demonstrate an awareness of the importance of maintaining physical and emotional health. Describe the individual concepts and interests that influence one's decisions. <p>Standard 5: The student will demonstrate skills in working cooperatively/ collaboratively with others.</p> <ul style="list-style-type: none"> Demonstrate the tolerance and respect in interpersonal and group situations. Identify sources and effects of peer pressure.
National Health Standards	<p>Standard 2: Accessing Information</p> <p>Standard 3: Self Management</p> <p>Standard 4: Analyzing Influences</p> <p>Standard 5: Interpersonal Communication</p> <p>Standard 6: Decision Making and Goal Setting</p>	<p><i>Does Not Apply</i></p>	<p>Standard 3: Self Management</p> <p>Standard 5: Interpersonal Communication</p> <p>Standard 6: Decision Making and Goal Setting</p>

School Counseling Curriculum Crosswalk

9-12

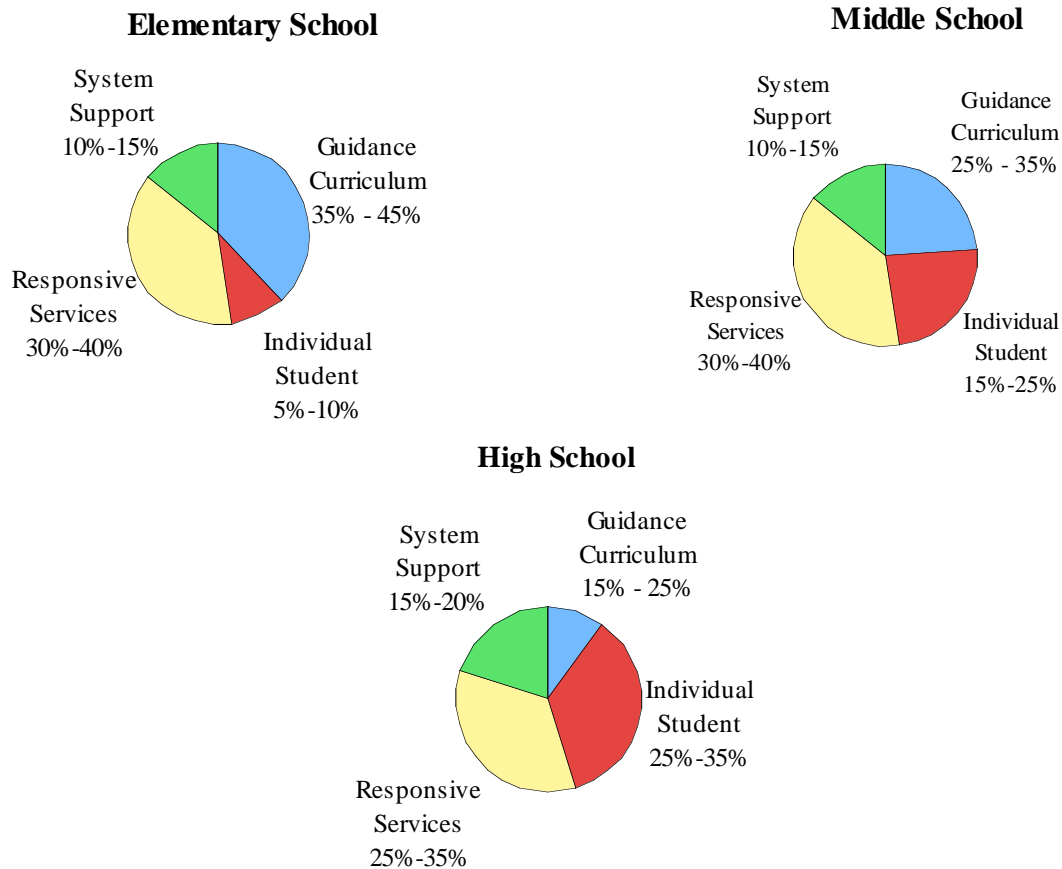
	Academic Development	Career Development	Personal/Social Development
NH Career Development Frameworks	<p>Standard 1: Students will demonstrate a firm grounding in the interactive language processes of reading, writing, speaking, listening, and viewing, as well as the ability to use those skills to communicate effectively.</p> <ul style="list-style-type: none"> • Access information from multiple sources and information-retrieval systems. • Demonstrate the ability to summarize ideas and information. • Use cross-referencing while gathering information. • Utilize others' critique as a resource in achieving goals. • Demonstrate the ability to adjust communication style and language so that it is appropriate to the situation, topic, purpose, and audience. <p>Standard 2: Students will demonstrate a firm grounding in essential computational skills as well as strong problem-solving and reasoning abilities.</p> <ul style="list-style-type: none"> • Identify the issues involved in making a decision or solving a problem. • Gather and use appropriate materials and resources in making individual and career decisions, including printed materials, human resources, and information accessed through technology. • Apply decision-making skills in a wide variety of situations. • Develop a systemic plan and communicate the plan clearly. <p>Standard 3: Students will take an active role in their own learning.</p> <ul style="list-style-type: none"> • Demonstrate an understanding of how courses of study relate to the selection of college majors, further training, and/or entry to the job market. • Describe how skills developed in academic and vocational programs relate to career goals. • Show evidence of effective time management. 	<p>Standard 6: Students will acquire the knowledge, attitudes and skills to make a successful transition from school to the world of work and adult life.</p> <ul style="list-style-type: none"> • Locate, evaluate and interpret career information. • Demonstrate the use of a range of resources to gather information about careers. • Explain the importance of the balance between work and leisure time. • Explain how employment opportunities relate to education and training. • Describe the impact of factors such as population, economic and societal trends, and geographic location on occupational opportunities. <p>Standard 7: Students will understand the relationship between individual qualities, education and training, and the world of work.</p> <ul style="list-style-type: none"> • Evaluate the relationship between their individual interests, abilities, and skills and achieving individual, social, educational, and career goals. • Demonstrate a positive attitude toward work and learning. • Review and update their individual educational and career plan based on progress, continued and changing development of interests, and an awareness of the importance of lifelong learning. • Share and discuss their individual educational and career plan, including decisions to be implemented after high school. • Identify the steps required for transition from high school to entry into postsecondary education, training, and/or employment. 	<p>Standard 4: The student will develop characteristics and behaviors necessary for success in school, work, and everyday settings.</p> <ul style="list-style-type: none"> • Demonstrate an understanding of how individual characteristics relate to achieving individual, social, educational, and career goals. • Apply decision-making skills to career planning and career transitions. • Demonstrate the ability to make decisions consistent with one's own belief system. <p>Standard 5: The student will demonstrate skills in working cooperatively and collaboratively with others.</p> <ul style="list-style-type: none"> • Demonstrate confidence and positive self-concept in beginning work related experiences, practice or actual. • Demonstrate the ability to respect the rights of, and accept responsibility for, self and others. • Demonstrate effective and flexible team skills as team member or leader.
National Hlth Std	<p>Standard 2: Accessing Information Standard 3: Self Management Standard 4: Analyzing Influences Standard 5: Interpersonal Communication Standard 6: Decision Making and Goal Setting</p>	<i>Does Not Apply</i>	<p>Standard 3: Self Management Standard 5: Interpersonal Communication Standard 6: Decision Making and Goal Setting</p>

Management System

ASCA recommends 20% of counselor time be dedicated to Management Services. In order to accomplish this task, the counselor:

- Creates a program calendar
- Identifies activities tailored to school needs
- Collects student achievement, and achievement related data
- Communicates with staff and families regarding needs

The following charts display ASCA's recommended use of counselor's time at each grade level:



Also, the SAU 29 counselors have created a K-12 highlighted annual events calendar to identify priority activities / events.

SAU 29 Comprehensive K-12 School Counseling Program Highlighted Annual Events

Curriculum, Responsive Services, Student Planning, and System Supports are ongoing throughout the year.

Month	Elementary School	Middle School	High School
August	<ul style="list-style-type: none"> • Kindergarten Orientation • New Student Orientation • Teacher Consult • New Student File Reviews • Program Schedule • 504 Transitions 	<ul style="list-style-type: none"> • New Student Orientation • 6th/7th Grade Orientation • Master Schedule • Teacher Consult • 504 Transitions 	<ul style="list-style-type: none"> • Freshmen Orientation • New Student Registration/Orientation • Master Schedule • Teacher Consult
September	<ul style="list-style-type: none"> • File Reviews • Kindergarten Screening • New Student Groups • NECAP Prep and Planning • NWEA (MAP) Support • Peer Mediation Training 	<ul style="list-style-type: none"> • New Student Transition Activities • NECAP (MAP) Prep and Planning • Open House • Peer Mediation Training • Violence Prevention Program 	<ul style="list-style-type: none"> • College Representative Visits • GPA/Class Rank • Post-Secondary Planning • PSAT Registration • Senior Meetings
October	<ul style="list-style-type: none"> • Budget • NECAP Testing (grades 3, 4 and 5) • Open House • Red Ribbon Week 	<ul style="list-style-type: none"> • Budget • College Awareness Program (NHHEAF) • NECAP Testing (grades 6, 7 and 8) • NWEA (MAP) Support • Red Ribbon Week 	<ul style="list-style-type: none"> • Budget • College Representative Visits • Health Class Visits • Post-Secondary Planning • PSATs • SATs • Senior Parent/Student Post-Secondary Planning Night • St. Paul's Advanced Studies Information Night
November	<ul style="list-style-type: none"> • Coordination of Holiday Gift Giving • Mix-It Up Day • Parent Conferences 	<ul style="list-style-type: none"> • Coordination of Holiday Gift Giving • Mix-It Up Day • Parent Conferences 	<ul style="list-style-type: none"> • College Representative Visits • Coordination of Holiday Gift Giving • Post-Secondary Planning • Program of Studies Prep • SATs
December	<ul style="list-style-type: none"> • Mid-Year Academic Reviews 	<ul style="list-style-type: none"> • Mid-Year Academic Reviews 	<ul style="list-style-type: none"> • College Representative Visits • Financial Aid Night • Freshmen Check-In Meetings • Program of Studies Prep • PSAT Results Presentation • SATS
January	<ul style="list-style-type: none"> • NWEA (MAP) Support • 5th/6th Grade Transition 	<ul style="list-style-type: none"> • NWEA (MAP) Support • Program of Studies • Transition Meeting at KHS for Middle School Counselors 	<ul style="list-style-type: none"> • Distribution of Program of Studies to 8th grade students • Transition Activities Related to Semester Change • Transition Activities for 8th Grade School Counselors

SAU 29 Comprehensive K-12 School Counseling Program Highlighted Annual Events

Curriculum, Responsive Services, Student Planning, and System Supports are ongoing throughout the year.

Month	Elementary School	Middle School	High School
February	<ul style="list-style-type: none"> • Mayhew Applications Due • Preschool Transition Meeting • 5th Grade Transition and Curriculum Charts 	<ul style="list-style-type: none"> • 8th Grade Academic Transition Planning/Activities • 5th/6th Grade Academic Transition Planning/Activities 	<ul style="list-style-type: none"> • GPA/Class Rank • Health Class Visits • Mid-Year Reports to Colleges • 8th Grade Parent Night • 8th Grade KMS Math Class Visits • 8th Grade Course Requests Entered • Violence Prevention Program for Grade 10
March	<ul style="list-style-type: none"> • 5th/6th Grade Transition • Preschool Observation Forms 	<ul style="list-style-type: none"> • Transition Activities 	<ul style="list-style-type: none"> • AP Registration/Coordination • Course Request Entered for High School Students • Distribution of Program of Studies to High School Students
April	<ul style="list-style-type: none"> • Kindergarten Registration • Kindergarten Screening • 5th/6th Grade Transition 	<ul style="list-style-type: none"> • 8th Grade Students/Parents meet with KHS Counselors • 5th/6th Grade Parent Orientation at KMS 	<ul style="list-style-type: none"> • Course Selection Meetings with Students • Distribution of Scholarship Information • Master Schedule Preparation • Post-Secondary Planning Night for Juniors • SATs • 8th Grade Course Selection Meetings
May	<ul style="list-style-type: none"> • Camp Scholarships • NECAP Science Testing (grade 4) • NWEA (MAP) Support • 504 Transition Meetings (grades 5/6) 	<ul style="list-style-type: none"> • Build Master Schedule • Camp Scholarships • Graduation Preparation • NECAP Science Testing (grade 8) • 504 Transition Meetings (grade 8) • NWEA (MAP) Support • 8th Grade Awards Preparation • 8th Grade Tours 	<ul style="list-style-type: none"> • AP Testing • Build Master Schedule • SATs • Scholarship Committee • 8th Grade Tours
June	<ul style="list-style-type: none"> • Academic Review/Promotion • Camp Scholarships • Kindergarten Meet and Greet • Placement Meetings • 5th/6th Grade Transitions • 5th/6th Grade Recognition 	<ul style="list-style-type: none"> • Academic Review/Promotion • Awards Assembly Preparation • Camp Scholarships • Graduation • Summer School Coordination • 5th/6th Graders to KMS for Tours/Shadowing 	<ul style="list-style-type: none"> • Academic Review/Promotion • Final Transcripts • Graduation Preparation • Graduation Survey • Preparation of Data for the Rollover • SATs
July	<ul style="list-style-type: none"> • Program Review and Revision 	<ul style="list-style-type: none"> • Program Review and Revision 	<ul style="list-style-type: none"> • Program Review and Revision

Accountability

Accountability and evaluation are critical in helping school counselors assess the implementation of the school counseling program. The program strives to promote academic, career, and personal/social development by addressing barriers to learning with both a developmental curriculum and also various responsive services. Using accountability strategies school counselors facilitate program delivery, analyze the program for effectiveness, and review and improve as needed. This evaluation assists school counselors in understanding educational issues and assessing the impact of the school counseling program to ensure it is making a difference for all students.

Accountability strategies may include:

- Participate in activities to individually monitor student progress (ie: Analyzing MAPS or NECAP data, various forms of standardized testing)
- Participate in school based analysis of test results
- Strive to demonstrate the effectiveness of the school counseling program through data collection (i.e.: pre and post tests)
- Review and analyze attendance data and disciplinary and bullying reports

Recommendations

The following recommendations emerged from the review and revision of the SAU 29 School Counseling Program in 2008:

Ongoing:

- Engender an understanding in the educational community, through public relations efforts, that the SAU 29 School Counseling Program is more than curriculum
- Re-establish a review of curriculum in a way equitable to other discipline areas
- Establish annual goals for professional development, identify needs, and develop a district-wide plan

Short-term:

- Establish a district level Director of School Guidance and Counseling (*Ed 306.39 Guidance and Counseling Program*) to act as a liaison to district administration and to facilitate coordination for the program
- With the support of a Guidance Director, establish three annual K-12 meetings with pre-determined goals
- Review recommendations annually with the district level Director of School Guidance and Counseling
- Receive SAU technical support in creating a link on the SAU website

Long-term:

- Reformat the crosswalk of guidance curriculum with physical education and health curriculums (2006)
- Work toward the integration of the Guidance Curriculum with Language Arts, Social Studies, and Science Curricula
- Collect, analyze and use data to create an action plan
- Start the process, at each grade level, of identifying and developing rubrics to evaluate curriculum indicators



Ethical Standards for School Counselors

Revised June 26, 2004

Ethical Standards for School Counselors was adopted by the ASCA Delegate Assembly, March 19, 1984, revised March 27, 1992, June 25, 1998, and June 26, 2004.

Preamble

The American School Counselor Association (ASCA) is a professional organization whose members are certified/licensed in school counseling with unique qualifications and skills to address the academic, personal/social and career development needs of all students. Professional school counselors are advocates, leaders, collaborators and consultants who create opportunities for equity in access and success in educational opportunities by connecting their programs to the mission of schools and subscribing to the following tenets of professional responsibility:

- Each person has the right to be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations regardless of ethnic/racial status, age, economic status, special needs, English as a second language or other language group, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.
- Each person has the right to receive the information and support needed to move toward self-direction and self-development and affirmation within one's group identities, with special care being given to students who have historically not received adequate educational services: students of color, low socio-economic students, students with disabilities and students with nondominant language backgrounds.
- Each person has the right to understand the full magnitude and meaning of his/her educational choices and how those choices will affect future opportunities.
- Each person has the right to privacy and thereby the right to expect the counselor-student relationship to comply with all laws, policies and ethical standards pertaining to confidentiality in the school setting.

In this document, ASCA specifies the principles of ethical behavior necessary to maintain the high standards of integrity, leadership and professionalism among its members. The Ethical Standards for School Counselors were developed to clarify the nature of ethical responsibilities held in common by school counseling professionals. The purposes of this document are to:

- Serve as a guide for the ethical practices of all professional school counselors regardless of level, area, population served or membership in this professional association;
- Provide self-appraisal and peer evaluations regarding counselor responsibilities to students, parents/guardians, colleagues and professional associates, schools, communities and the counseling profession; and
- Inform those served by the school counselor of acceptable counselor practices and expected professional behavior.

A.1. Responsibilities to Students

The professional school counselor:

- a. Has a primary obligation to the student, who is to be treated with respect as a unique individual.
- b. Is concerned with the educational, academic, career, personal and social needs and encourages the maximum development of every student.
- c. Respects the student's values and beliefs and does not impose the counselor's personal values.
- d. Is knowledgeable of laws, regulations and policies relating to students and strives to protect and inform students regarding their rights.

A.2. Confidentiality

The professional school counselor:

- a. Informs students of the purposes, goals, techniques and rules of procedure under which they may receive counseling at or before the time when the counseling relationship is entered. Disclosure notice includes the limits of confidentiality such as the possible necessity for consulting with other professionals, privileged communication, and legal or authoritative restraints. The meaning and limits of confidentiality are defined in developmentally appropriate terms to students.
- b. Keeps information confidential unless disclosure is required to prevent clear and imminent danger to the student or others or when legal requirements demand that confidential information be revealed. Counselors will consult with appropriate professionals when in doubt as to the validity of an exception.
- c. In absence of state legislation expressly forbidding disclosure, considers the ethical responsibility to provide information to an identified third party who, by his/her relationship with the student, is at a high risk of contracting a disease that is commonly known to be communicable and fatal. Disclosure requires satisfaction of all of the following conditions:
 - Student identifies partner or the partner is highly identifiable
 - Counselor recommends the student notify partner and refrain from further high-risk behavior
 - Student refuses
 - Counselor informs the student of the intent to notify the partner
 - Counselor seeks legal consultation as to the legalities of informing the partner
- d. Requests of the court that disclosure not be required when the release of confidential information may potentially harm a student or the counseling relationship.
- e. Protects the confidentiality of students' records and releases personal data in accordance with prescribed laws and school policies. Student information stored and transmitted electronically is treated with the same care as traditional student records.

f. Protects the confidentiality of information received in the counseling relationship as specified by federal and state laws, written policies and applicable ethical standards. Such information is only to be revealed to others with the informed consent of the student, consistent with the counselor's ethical obligation.

g. Recognizes his/her primary obligation for confidentiality is to the student but balances that obligation with an understanding of the legal and inherent rights of parents/guardians to be the guiding voice in their children's lives.

A.3. Counseling Plans

The professional school counselor:

a. Provides students with a comprehensive school counseling program that includes a strong emphasis on working jointly with all students to develop academic and career goals.

b. Advocates for counseling plans supporting students right to choose from the wide array of options when they leave secondary education. Such plans will be regularly reviewed to update students regarding critical information they need to make informed decisions.

A.4. Dual Relationships

The professional school counselor:

a. Avoids dual relationships that might impair his/her objectivity and increase the risk of harm to the student (e.g., counseling one's family members, close friends or associates). If a dual relationship is unavoidable, the counselor is responsible for taking action to eliminate or reduce the potential for harm. Such safeguards might include informed consent, consultation, supervision and documentation.

b. Avoids dual relationships with school personnel that might infringe on the integrity of the counselor/student relationship

A.5. Appropriate Referrals

The professional school counselor:

a. Makes referrals when necessary or appropriate to outside resources. Appropriate referrals may necessitate informing both parents/guardians and students of applicable resources and making proper plans for transitions with minimal interruption of services. Students retain the right to discontinue the counseling relationship at any time.

A.6. Group Work

The professional school counselor:

a. Screens prospective group members and maintains an awareness of participants' needs and goals in relation to the goals of the group. The counselor takes reasonable precautions to protect members from physical and psychological harm resulting from interaction within the group.

b. Notifies parents/guardians and staff of group participation if the counselor deems it appropriate and if consistent with school board policy or practice.

c. Establishes clear expectations in the group setting and clearly states that confidentiality in group counseling cannot be guaranteed. Given the developmental and chronological ages of minors in schools, the counselor recognizes the tenuous nature of confidentiality for minors renders some topics inappropriate for group work in a school setting.

d. Follows up with group members and documents proceedings as appropriate.

A.7. Danger to Self or Others

The professional school counselor:

a. Informs parents/guardians or appropriate authorities when the student's condition indicates a clear and imminent danger to the student or others. This is to be done after careful deliberation and, where possible, after consultation with other counseling professionals.

b. Will attempt to minimize threat to a student and may choose to 1) inform the student of actions to be taken, 2) involve the student in a three-way communication with parents/guardians when breaching confidentiality or 3) allow the student to have input as to how and to whom the breach will be made.

A.8. Student Records

The professional school counselor:

a. Maintains and secures records necessary for rendering professional services to the student as required by laws, regulations, institutional procedures and confidentiality guidelines.

b. Keeps sole-possession records separate from students' educational records in keeping with state laws.

c. Recognizes the limits of sole-possession records and understands these records are a memory aid for the creator and in absence of privilege communication may be subpoenaed and may become educational records when they 1) are shared with others in verbal or written form, 2) include information other than professional opinion or personal observations and/or 3) are made accessible to others.

d. Establishes a reasonable timeline for purging sole-possession records or case notes. Suggested guidelines include shredding sole possession records when the student transitions to the next level, transfers to another school or graduates. Careful discretion and deliberation should be applied before destroying sole-possession records that may be needed by a court of law such as notes on child abuse, suicide, sexual harassment or violence.

A.9. Evaluation, Assessment and Interpretation

The professional school counselor:

a. Adheres to all professional standards regarding selecting, administering and interpreting assessment measures and only utilizes assessment measures that are within the scope of practice for school counselors.

b. Seeks specialized training regarding the use of electronically based testing programs in administering, scoring and interpreting that may differ from that required in more traditional assessments.

c. Considers confidentiality issues when utilizing evaluative or assessment instruments and electronically based programs.

d. Provides interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the student(s) can understand.

e. Monitors the use of assessment results and interpretations, and takes reasonable steps to prevent others from misusing the information.

f. Uses caution when utilizing assessment techniques, making evaluations and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.

g. Assesses the effectiveness of his/her program in having an impact on students' academic, career and personal/social development through accountability measures especially examining efforts to close achievement, opportunity and attainment gaps.

A.10. Technology

The professional school counselor:

- a. Promotes the benefits of and clarifies the limitations of various appropriate technological applications. The counselor promotes technological applications (1) that are appropriate for the student's individual needs, (2) that the student understands how to use and (3) for which follow-up counseling assistance is provided.
- b. Advocates for equal access to technology for all students, especially those historically underserved.
- c. Takes appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted over electronic media including although not limited to fax, electronic mail and instant messaging.
- d. While working with students on a computer or similar technology, takes reasonable and appropriate measures to protect students from objectionable and/or harmful online material.
- e. Who is engaged in the delivery of services involving technologies such as the telephone, videoconferencing and the Internet takes responsible steps to protect students and others from harm.

A.11. Student Peer Support Program

The professional school counselor:

Has unique responsibilities when working with student-assistance programs. The school counselor is responsible for the welfare of students participating in peer-to-peer programs under his/her direction.

B. RESPONSIBILITIES TO PARENTS/GUARDIANS

B.1. Parent Rights and Responsibilities

The professional school counselor:

- a. Respects the rights and responsibilities of parents/guardians for their children and endeavors to establish, as appropriate, a collaborative relationship with parents/guardians to facilitate the student's maximum development.
- b. Adheres to laws, local guidelines and ethical standards of practice when assisting parents/guardians experiencing family difficulties that interfere with the student's effectiveness and welfare.
- c. Respects the confidentiality of parents/guardians.
- d. Is sensitive to diversity among families and recognizes that all parents/guardians, custodial and noncustodial, are vested with certain rights and responsibilities for the welfare of their children by virtue of their role and according to law.

B.2. Parents/Guardians and Confidentiality

The professional school counselor:

- a. Informs parents/guardians of the counselor's role with emphasis on the confidential nature of the counseling relationship between the counselor and student.
- b. Recognizes that working with minors in a school setting may require counselors to collaborate with students' parents/guardians.
- c. Provides parents/guardians with accurate, comprehensive and relevant information in an objective and caring manner, as is appropriate and consistent with ethical responsibilities to the student.
- d. Makes reasonable efforts to honor the wishes of parents/guardians concerning information regarding the student, and in cases of divorce or separation exercises a good-faith effort to keep both parents informed with regard to critical information with the exception of a court order.

C. RESPONSIBILITIES TO COLLEAGUES AND PROFESSIONAL ASSOCIATES

C.1. Professional Relationships

The professional school counselor:

- a. Establishes and maintains professional relationships with faculty, staff and administration to facilitate an optimum counseling program.
- b. Treats colleagues with professional respect, courtesy and fairness. The qualifications, views and findings of colleagues are represented to accurately reflect the image of competent professionals.
- c. Is aware of and utilizes related professionals, organizations and other resources to whom the student may be referred.

C.2. Sharing Information with Other Professionals

The professional school counselor:

- a. Promotes awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information and staff consultation.
- b. Provides professional personnel with accurate, objective, concise and meaningful data necessary to adequately evaluate, counsel and assist the student.
- c. If a student is receiving services from another counselor or other mental health professional, the counselor, with student and/or parent/guardian consent, will inform the other professional and develop clear agreements to avoid confusion and conflict for the student.
- d. Is knowledgeable about release of information and parental rights in sharing information.

D. RESPONSIBILITIES TO THE SCHOOL AND COMMUNITY

D.1. Responsibilities to the School

The professional school counselor:

- a. Supports and protects the educational program against any infringement not in students' best interest.
- b. Informs appropriate officials in accordance with school policy of conditions that may be potentially disruptive or damaging to the school's mission, personnel and property while honoring the confidentiality between the student and counselor.
- c. Is knowledgeable and supportive of the school's mission and connects his/her program to the school's mission.
- d. Delineates and promotes the counselor's role and function in meeting the needs of those served. Counselors will notify appropriate officials of conditions that may limit or curtail their effectiveness in providing programs and services.
- e. Accepts employment only for positions for which he/she is qualified by education, training, supervised experience, state and national professional credentials and appropriate professional experience.
- f. Advocates that administrators hire only qualified and competent individuals for professional counseling positions.
- g. Assists in developing: (1) curricular and environmental conditions appropriate for the school and community, (2) educational procedures and programs to meet students' developmental needs and (3) a systematic evaluation process for comprehensive, developmental, standards-based school counseling programs, services and personnel.

The counselor is guided by the findings of the evaluation data in planning programs and services.

D.2. Responsibility to the Community

The professional school counselor:

a. Collaborates with agencies, organizations and individuals in the community in the best interest of students and without regard to personal reward or remuneration.

b. Extends his/her influence and opportunity to deliver a comprehensive school counseling program to all students by collaborating with community resources for student success.

E. RESPONSIBILITIES TO SELF

E.1. Professional Competence

The professional school counselor:

a. Functions within the boundaries of individual professional competence and accepts responsibility for the consequences of his/her actions.

b. Monitors personal well-being and effectiveness and does not participate in any activity that may lead to inadequate professional services or harm to a student.

c. Strives through personal initiative to maintain professional competence including technological literacy and to keep abreast of professional information. Professional and personal growth are ongoing throughout the counselor's career.

E.2. Diversity

The professional school counselor:

a. Affirms the diversity of students, staff and families.

b. Expands and develops awareness of his/her own attitudes and beliefs affecting cultural values and biases and strives to attain cultural competence.

c. Possesses knowledge and understanding about how oppression, racism, discrimination and stereotyping affects her/him personally and professionally.

d. Acquires educational, consultation and training experiences to improve awareness, knowledge, skills and effectiveness in working with diverse populations: ethnic/racial status, age, economic status, special needs, ESL or ELL, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.

F. RESPONSIBILITIES TO THE PROFESSION

F.1. Professionalism

The professional school counselor:

a. Accepts the policies and procedures for handling ethical violations as a result of maintaining membership in the American School Counselor Association.

b. Conducts herself/himself in such a manner as to advance individual ethical practice and the profession.

c. Conducts appropriate research and report findings in a manner consistent with acceptable educational and psychological research practices. The counselor advocates for the protection of the individual student's identity when using data for research or program planning.

d. Adheres to ethical standards of the profession, other official policy statements, such as ASCA's position statements, role statement and the ASCA National Model, and relevant statutes established by federal, state and local governments, and when these are in conflict works responsibly for change.

e. Clearly distinguishes between statements and actions made as a private individual and those made as a representative of the school counseling profession.

f. Does not use his/her professional position to recruit or gain clients, consultees for his/her private practice or to seek and receive unjustified personal gains, unfair advantage, inappropriate relationships or unearned goods or services.

F.2. Contribution to the Profession

The professional school counselor:

a. Actively participates in local, state and national associations fostering the development and improvement of school counseling.

b. Contributes to the development of the profession through the sharing of skills, ideas and expertise with colleagues.

c. Provides support and mentoring to novice professionals.

G. MAINTENANCE OF STANDARDS

Ethical behavior among professional school counselors, association members and nonmembers, is expected at all times. When there exists serious doubt as to the ethical behavior of colleagues or if counselors are forced to work in situations or abide by policies that do not reflect the standards as outlined in these Ethical Standards for School Counselors, the counselor is obligated to take appropriate action to rectify the condition. The following procedure may serve as a guide:

1. The counselor should consult confidentially with a professional colleague to discuss the nature of a complaint to see if the professional colleague views the situation as an ethical violation.

2. When feasible, the counselor should directly approach the colleague whose behavior is in question to discuss the complaint and seek resolution.

3. If resolution is not forthcoming at the personal level, the counselor shall utilize the channels established within the school, school district, the state school counseling association and ASCA's Ethics Committee.

4. If the matter still remains unresolved, referral for review and appropriate action should be made to the Ethics Committees in the following sequence:

- state school counselor association
- American School Counselor Association

5. The ASCA Ethics Committee is responsible for:

- educating and consulting with the membership regarding ethical standards
- periodically reviewing and recommending changes in code
- receiving and processing questions to clarify the application of such standards; Questions must be submitted in writing to the ASCA Ethics chair.
- handling complaints of alleged violations of the ethical standards. At the national level, complaints should be submitted in writing to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 1101 King St., Suite 625, Alexandria, VA 22314.

ASCA Position Statements

ASCA position statements can be viewed in detail at <http://www.schoolcounselor.org>.

Position Statement: Academic and Career Planning

The Professional School Counselor and Academic and Career Planning
(Adopted 1994, Revised 2000, 2006)

Position Statement: At-Risk Students

The Professional School Counselor and the Prevention and Intervention of Behaviors that Place Students At Risk (Adopted 1989-90; revised 1993, 1999, 2004)

Position Statement: Promotion of Safe Schools

The Professional School Counselor and Bullying, Harassment and Violence-Prevention Programs: Supporting Safe and Respectful Schools (Adopted 1994/2000, Revised 2005)

Position Statement: Child Abuse/Neglect Prevention

The Professional School Counselor and Child Abuse And Neglect Prevention
(Adopted 1981; revised 1985, 1993, 1999, 2003)

Position Statement: Comprehensive School Counseling Programs

The Professional School Counselor and Comprehensive School Counseling Programs
(Adopted 1988; revised 1993, 1997, 2005)

Position Statement: Confidentiality

The Professional School Counselor and Confidentiality
(Adopted 1974; reviewed and reaffirmed 1980; revised 1986, 1993, 1999, 2002, 2008)

Position Statement: Crisis/Critical Incident Response in the Schools

The Professional School Counselor and Crisis/Critical Incident Response in the Schools
(Adopted 2000; revised 2007)

Position Statement: Discipline

The Professional School Counselor and Discipline
(Adopted 1989; revised 1993, 1999, 2001, 2007)

Position Statement: Special-Needs Students

The Professional School Counselor and Students with Special Needs
(Adopted 1999; revised 2004)

Position Statement: Student Assistance Programs

The Professional School Counselor and Student Assistance Programs
(Adopted 1994, Revised 2000)

American School Counselor Association (ASCA) Position

Professional school counselors play a key role in initiating and creating student assistance programs in the schools.

**Keene School District
PREVENTION POLICY**

JICK - PUPIL SAFETY AND VIOLENCE

Category P

Also, JBAA, JIC, JICD, IHBA

I. General Statement of Policy

The Board is committed to providing all pupils a safe school environment in which all members of the school community are treated with respect. This policy is intended to comply with RSA 193-F:3, which specifically identifies "bullying" as a form of pupil harassment. Conduct constituting bullying will not be tolerated, and is prohibited by this policy, in accordance with RSA 193-F:3.

II. Bullying Defined disorderly response from the student being treated in this manner.
The Superintendent

Bullying is conduct which subjects a pupil to insults, taunts, or challenges, whether verbal or physical in nature, which are likely to intimidate or provoke a violent or may develop administrative regulations to implement this definition.

III. Reporting Procedures

Any school employee or employee of a company under contract with a school in the District, or the District itself, who has witnessed or has reliable information that a pupil has been subjected to "bullying," as defined in II above, shall report such incident to the principal, or his/her designee.

The Principal is initially responsible for receiving oral or written reports of violations of this Policy. The Principal may designate, in writing, an additional person to receive such reports. If the Principal received the information verbally, he/she shall reduce the report he/she received to writing within twenty-four hours of receiving the information, and forward it to the Superintendent. If the Principal received the information in writing, he/she shall forward what he/she received to the Superintendent within twenty-four hours of receipt.

The District will make available forms for reporting incidents of bullying, and shall encourage the use of these forms. Such forms shall be available in the Principal's office in each building, and from the Superintendent's Office. After receiving any such report, the Principal shall report the incident to the Superintendent, who shall notify the School Board.

The principal, or designee, shall by telephone and in writing via first-class mail, report the incident to the parent or legal guardian of all pupils involved within 48 hours of the occurrence of such incident. Any such notification under this policy must be consistent with student privacy rights under the applicable provisions of FERPA. The notice shall advise the individuals involved of their due process rights including the right to appeal to the state board of education.

The Superintendent may, within the 48 hour time period, grant the Principal a waiver

from the notification requirement if the Superintendent deems such waiver to be in the best interest of the child. Any waiver granted shall be in writing.

IV. Investigation

The Superintendent shall direct an investigation to be made of reports of bullying in accordance with the procedures specified in Policy JBAA.

V. Training

The Superintendent may develop age-appropriate methods of discussing the meaning, substance, and application of this policy with staff and students in order to minimize the occurrence of bullying, and for staff to effectively respond to any such incidents.

VI. Notice of Policy

The Superintendent shall provide written notice of this policy to students, parents, and staff through appropriate references in the student and employee handbooks, or through other reasonable means. The Superintendent shall also make all contractors contracting with the District aware of this policy.

VII. Discipline

If it is determined, after investigation, that a pupil has engaged in bullying conduct prohibited by this policy and implementing administrative regulations, that pupil shall be subject to appropriate disciplinary action, which may include, but not be limited to, suspension and expulsion. Any such disciplinary action shall be taken in accord with applicable school board policy and legal requirements.

VIII. Appeal

Aggrieved parties may appeal disciplinary action to the School Board. The School Board shall notify all parties involved in writing of its decision. The aggrieved party has the right under RSA 193-F:3 to appeal the decision of the School Board to the State Board of Education, who shall, in writing, notify all parties involved of its decision.

IX. Capture of Audio Recordings on School Buses

Pursuant to RSA 570-A:2, notice is hereby given that the Board authorizes audio recordings to be made in conjunctions with video recordings of the interior of school buses while students are being transported to and from school or school activities. The Superintendent shall ensure that there is a sign informing the occupants of school buses that such recordings are occurring.

Legal References:

RSA 193-F:3, Pupil Safety and Violence Prevention Act of 2000

RSA 570-A:2, Capture of Audio Recordings on School Buses Allowed

Approved KBE: May 13, 2008

**Keene School District
WELLNESS POLICY**

JLCF – SCHOOL

The Child Nutrition and WIC Reauthorization Act of 2004 (PL#108-265) requires each local educational agency that receive funding for U.S. Department of Agriculture (USDA) Child Nutrition Programs to establish a local school wellness policy by the beginning of 2006-2007 school year. Childhood obesity has become a national crisis affecting our school environment. The US Congress recognizes that schools play a critical role in creating a healthy environment that models the current USDA Guidelines for nutrition and physical activity. The law places the responsibility of developing a wellness policy at the school district level.

Healthy eating and activity patterns and healthy relationships in the school environment are essential for students to achieve their highest level of academic potential, physical well-being and mental growth. Students with good physical and emotional health are available for learning. A balanced diet, regular physical activity and an environment that nurtures the emotional growth of the individual student also contribute to the reduction of many chronic diseases associated with childhood obesity such as Type 2 diabetes, high blood pressure, depression and poor self esteem. Schools have a responsibility to help students develop and maintain lifelong habits that maintain their physical and emotional health. Staff wellness also is an integral part of a healthy school environment, since school staff members can be daily role models for healthy behaviors.

Goal: All students attending Keene School District schools shall strive to possess the knowledge, skills and attitude necessary to make nutritious food choices, participate in regular, healthful physical activity and maintain healthy relationships for a lifetime. To meet this goal, the Keene School District adopts this school wellness policy with a commitment to nutrition, physical activity, comprehensive health education and the social and emotional health of its students. This policy is designed to effectively utilize school and community resources and to equitably serve the needs and interests of all students and staff.

Nutrition Education

Students K-12, shall receive nutrition education that is aligned with the NH Health Education Curriculum Guidelines. This nutrition education will teach the knowledge and skills needed to adopt healthy eating behaviors necessary to promote and protect health and wellness. Nutrition education information shall be offered throughout the school campus including, but not limited to, the classroom and school dining area. Staff members who provide nutrition education shall have the appropriate training.

Physical Education and Physical Activity Opportunities

The district shall offer physical education opportunities that include the components of a quality physical education program*. Physical Education shall equip students with the knowledge, skill and values necessary for lifelong physical activity. Physical Education instruction shall be aligned with the NASPE Standards and the K-12 NH State Physical Education Guidelines.

Every year, all students, K-12 shall have the opportunity to participate regularly in supervised physical activities, either organized or unstructured, intended to maintain physical fitness and to understand the short and long term benefits of a physically active and healthy lifestyle.

*Reference NASPE guidelines.

Other School-Based Activities Designed to Promote Student Wellness

The district shall implement appropriate programs, both within, before and after the school day that help to create a school environment that conveys consistent wellness messages and opportunities for students. The district will provide opportunities and programs that will support the practices of healthy nutrition, physical activity, and positive social-emotional relationships.

Nutrition Guidelines for Foods Available at Schools During the School Day

The district will strive to meet or exceed USDA guidelines and standards while ensuring nutritionally sound choices in all schools. School lunches must meet Federal nutrition requirements, but decisions about what specific foods to serve and how they are prepared are made by the Director of Keene Food Service. The district shall monitor all food and beverages sold or served to students, including those outside the federally regulated child nutrition programs. The district shall encourage students to make nutritious food choices.

Plan for Measuring, Implementing and Monitoring Policy

The district shall establish and support a wellness committee that addresses all aspects of the Keene School District Wellness Policy. The committee will have a representative from parents, students, teachers, food service professionals, school health services, administration, the School Board, and other interested community members. This committee shall oversee implementation and monitoring of the district wellness policy. The district will conduct a review of the progress toward wellness policy goals each year.

Approved KBE: September 11, 2007

Website Resources

www.ed.state.nh.us

- NH Rules For Education – Ed 306.39 Guidance and Counseling Programs (2005)
- NHEON – New Hampshire Career Frameworks
- New Hampshire Implementation Manual for Comprehensive School Guidance and Counseling (2004)
- New Hampshire Health Education Curriculum Guidelines

www.schoolcounselor.org

- ASCA Position Statements
- Ethical Standards for Counselors
- ASCA National Model For School Counseling Programs