

COMPREHENSIVE COUNSELING PROGRAM



June 2009

ACKNOWLEDGEMENTS

This draft has been the merging of several programs and manuals developed over the last 10 years in the Fairbanks North Star Borough School District and draws heavily from the work that comes before it. The following documents have greatly assisted in the development of this draft:

The Comprehensive High School Counseling Program – 1998
Middle School Counseling Curriculum – 1999
Elementary Counseling Resource Manual - 2000

Curriculum Department

Peggy Carlson - Curriculum Director
Joyce Bennett - Curriculum Coordinator
Kathy Port - Curriculum Coordinator
Debbie Johnson - Materials Development Specialist

Writers

Amber Buxton
Kathy Doyel
Paula Bettano-Everts
Grace Ferreira
Linda Skeel-Haenel
Lynn Hoffman
Bruce Merritt
Joni Simpson
Brian Smith
Alice Szuberla
Mary Kavis-Watson
Susan Burgess, **Facilitator**

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FOUNDATION

MISSION

The mission of the FNSBSD Comprehensive School Counseling Program is to advocate and provide support for maximum student achievement in the areas of academic, career, and personal/social growth. School counselors work with parents, educators, and the community to provide developmentally appropriate and comprehensive services that meet the needs of all students in order for them to become productive members of an ever-changing global society.

PHILOSOPHY/BELIEF

As counselors of the FNSBSD, we believe:

- all students are capable of learning, achieving and acquiring knowledge in different ways and at different rates.
- all students are valued as individuals.
- all students have a right to, and will benefit from, a comprehensive counseling program that is culturally and developmentally appropriate.
- students, with their parents, are responsible for monitoring their educational progress, assisted by the professional school counselor.

and that counselors:

- help students recognize their learning strengths, weaknesses and potential.
- coordinate activities and programs that support the academic mission of the school.
- utilize the strengths of parents and the community and serve as liaisons between parents, the community and the school.
- serve as leaders in the advocacy of school reform and are key players in school reform.
- participate in on-going programs and professional development that enhance their skills and knowledge.

COUNSELOR ROLE

Among the skills that characterize a school counselor, the following are considered essential:

Skill	Description
Counseling	School counselors spend time on individual and group counseling, crisis intervention, prevention and responsive services.
Consultation	School counselors acting as consultants can help parents, teachers, and students work together effectively. They seek solutions to improve the educational/social/emotional experience for all students.
Coordination of Services	School counselors coordinate resources and services for students and families through community outreach. School counselors collaborate with agencies to provide a variety of services and opportunities to students and their families.
Leadership	School counselors seek to make schools a welcoming learning community where all students can achieve academic, career, and personal/social success.
Advocacy	School counselors are advocates for all students.
Teaming and Collaboration	Counselors collaborate with all school community members. Counselors collaborate most closely with teachers to deliver the counseling program. In addition, they use professional development opportunities to promote the counseling programs to members of the educational community and develop collaborative projects.
Use of Data	Data provides a method to determine the impact of a school counseling program on student success and school climate.
Use of Technology	School counselors are technologically literate and proficient in using the internet, communicating electronically, and processing data electronically to better assess student progress and program quality.

Adapted from the Alaska School Counseling Framework June 2007

Benefits of a Comprehensive School Counseling Program

Comprehensive developmental school counseling programs provide a system that encourages and promotes academic, career, and personal/social development in preparation for the challenges of the 21st century. School counseling programs have a positive impact on students, parents/guardians, teachers, administrators, boards of education, school counselors, and the community.

Benefits for Students:

- Prepares students for the challenges of the 21st century by acquiring knowledge and skills in academic, career, and personal/social development
- Connects the educational program to future success
- Ensures student access to the school counseling program
- Promotes a rigorous academic curriculum for every student
- Promotes commitment to learning
- Supports development of skills to increase student success
- Ensures equitable access to educational opportunities
- Monitors data to facilitate student improvement
- Fosters advocacy for students
- Facilitates career exploration and development

Benefits for Parents:

- Prepares their children for the challenges of the 21st century through academic, career, and personal/social development
- Provides support for parents in advocating for their child's academic, career, and personal/social development
- Develops a systematic approach for their child's long-range planning and learning
- Increases opportunities for parent/school interaction
- Provides training and informational workshops

Benefits for Teachers:

- Promotes an interdisciplinary team approach to address student needs and educational goals
- Positively impacts school climate and the learning community
- Supports classroom instruction
- Increases teacher accessibility to the counselor as a classroom presenter and resource person
- Provides a system for co-facilitation of classroom guidance lessons
- Encourages positive, calendared activities and supportive working relationships
- Analyzes data to improve school climate and student achievement

Benefits for School Counselors:

- Provides a clearly defined role and function in the educational system
- Eliminates non-counseling functions
- Provides direct service to every student
- Provides a tool for program management and accountability
- Recognizes the school counselors as leaders, advocates, and change agents
- Ensures the school counseling program's contribution to the school's mission

Benefits for Administrators:

- Aligns the school counseling program with the school's academic mission
- Assists administration to use school counselors effectively to enhance learning and development for all students
- Provides a proactive school counseling curriculum addressing the students' needs and enhancing school climate
- Uses data to jointly develop school counseling goals and school counselor responsibilities
- Provides a means of evaluating the effectiveness of the school counseling program
- Demonstrates school counseling accountability

Benefits for Boards of Education:

- Provides rationale for implementing a comprehensive developmental counseling program in the school system
- Provides assurance that a quality school counseling program is available to every student
- Informs the community about the school counseling program
- Provides data about improved student achievement
- Demonstrates the necessity of appropriate levels of funding for implementation

Benefits for Student Services Personnel:

- Provides school psychologists and other professional student services personnel with a clearly defined role of the school counselor
- Fosters a positive team approach, which enhances cooperative working relationships
- Maximizes collaborative teaming to ensure individual student success
- Uses school counseling program data to maximize benefit to individual student growth

Benefits for the Community:

- Provides an increased opportunity for collaboration and participation of community members with the school program
- Creates community awareness and visibility of the school counseling program
- Connects the community to the needs of the school and the school to the needs of the community
- Enhances economic development through quality preparation of students for the world of work

Benefits for Business and Industry:

- Increases opportunities for business and industry to participate actively in the total school program
- Provides increased opportunity for collaboration among counselors, business, and industry
- Provides a potential work force with decision-making skills, pre-employment skills, and increased worker maturity

Adapted from the
New York State School Counselor Association (2005). The New York State Model For Comprehensive K-12 School Counseling Programs. Leicester, NY: Author

and the
Montana State Counselors Association

PROGRAM STANDARDS

The following standards were developed by the American School Counselor Association National Model, and adopted by the Alaska School Counselor Association State Model and the Comprehensive Counseling Program for Alaska Public Schools. They serve as the foundation of the FNSBSD Comprehensive School Counseling Program, and represent knowledge, attitudes and skills that all students will acquire and demonstrate in the areas of academic, career and personal/social development as a result of participation in the FNSBSD Comprehensive School Counseling Program.

Academic Development:

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

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

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

Career Development:

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

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

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

Personal/Social Development:

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

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

Standard C: Students will understand safety and survival skills.

DELIVERY SYSTEMS

Counselors deliver services in four areas: school guidance program, individual planning, responsive services and system support. The suggested amount of time that counselors spend in each area is taken from the American School Counselor Association National Model. The student to counselor ratio recommended by the American School Counselor Association is 250:1. Research (*The Student to Counselor Ratio: Does it Matter*, Carrell and Carrell, 2006) suggests that lower student to counselor ratios have positive effects on the students in a comprehensive counseling program.

A. School Guidance Program

Representative Activities

- classroom instruction
- interdisciplinary activities
- group activities
- parent workshops and instruction

B. Individual Student Planning

Representative Activities

- individual or small group appraisal to analyze and evaluate students' abilities, interests, skills and achievement.
- individual or small group advisement involving students, parents or guardians and the school in planning students programs that meet their needs.

C. Responsive Services

Representative Activities

- consultation
- individual and small group counseling
- crisis counseling/response
- referrals
- peer facilitation

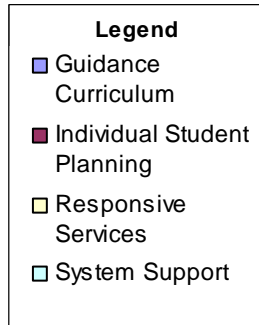
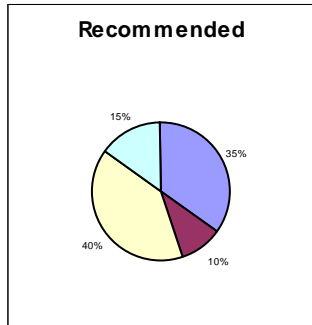
D. System Support

Representative Activities

- professional development
- consultation, collaboration, and teaming
- program management and operation
- counselors work with a variety of resources; parents, students, community and business leaders, government officials, and school board members are utilized to provide counseling related services to students.

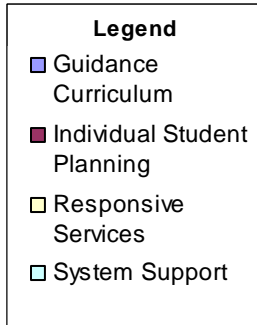
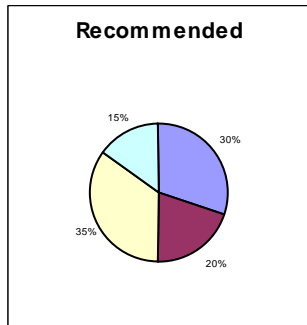
COUNSELOR RECOMMENDED TIME ALLOTMENTS

Elementary



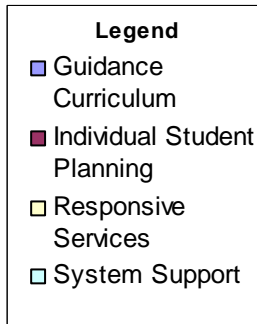
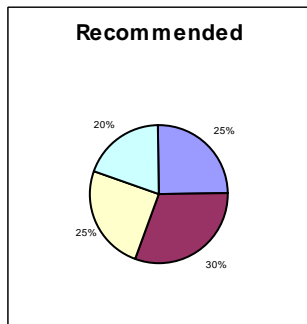
Delivery System Component	Recommended Percentage	Recommended Percentage
Guidance Curriculum	(35-45%)	35
Individual Student Planning	(5 -10%)	10
Responsive Services	(30-40%)	40
System Support	(10-15%)	15
		100

Middle/Jr. High



Delivery System Component	Recommended Percentage	Recommended Percentage
Guidance Curriculum	(25-35%)	30
Individual Student Planning	(15-25%)	20
Responsive Services	(30-40%)	35
System Support	(10-15%)	15
		100

High School



Delivery System Component	Recommended Percentage	Recommended Percentage
Guidance Curriculum	(15-25%)	25
Individual Student Planning	(25-35%)	30
Responsive Services	(25-35%)	25
System Support	(15-20%)	20
		100

MANAGEMENT SYSTEMS

District Wide Counseling Advisory Committee

An advisory committee is a representative group of persons appointed to both advise and assist the school counseling program within a school district. The FNSBSD Counseling Program Advisory Committee is advisory in nature and will offer suggestions about the counseling program and services, assist with continuous evaluation, revision, and improvement of the program, and express concerns from the community. Advisory council members reflect the community's diversity and include parents or guardians, counselors, business and community members. The council meets twice a year.

Yearly Counseling Program Calendar

A yearly calendar written by counselors in each school indicates overall counseling activities in that building. The yearly calendar indicates major activities, dates, and themes for the year. The yearly calendar will be made available to staff, students, and parents.

Use of Community Resources

Counselors will work with a variety of resources to implement the Comprehensive Counseling Program. Parents, students, community and business leaders, government officials, and school board members are utilized to provide counseling related services to students.

ELEMENTARY COMPETENCIES AND ACTIVITIES



The mission of the Elementary School Counseling program in the Fairbanks North Star Borough is to provide all students with the support, skills, and knowledge necessary for a productive, fulfilling life and career in an evolving society. This is accomplished by creating opportunities in the school and community.

ACADEMIC

ASCA Standard 1: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the lifespan.

Student Competencies	K	Grade 1	Grade 2	Grade 3
<ul style="list-style-type: none"> • Articulate feeling of competence and confidence as learners • Display a positive interest in learning • Take pride in work and achievement • Accept mistakes as essential to the learning process • Identify attitudes and behaviors leading to successful learning • Demonstrate how effort and persistence positively affect learning • Use communications skills to know when and how to ask for help when needed • Take responsibility for their action • Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students • Demonstrate dependability, productivity and initiative • Share knowledge 	<ul style="list-style-type: none"> • Classroom Guidance Lessons 	<ul style="list-style-type: none"> • Classroom Guidance Lessons 	<ul style="list-style-type: none"> • Classroom Guidance Lessons 	<ul style="list-style-type: none"> • Classroom Guidance Lessons

ACADEMIC

ASCA Standard 2: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Student Competencies	K	Grade 1	Grade 2	Grade 3
<ul style="list-style-type: none"> • Seek information and support from faculty, staff, family and peers • Use knowledge of learning styles to positively influence school performance (Gr.3) • Become a self-directed and independent learner (Gr. 3) • Establish challenging academic goals in elementary, middle/junior high and high school (Gr. 3) • Understand the relationship between classroom performance and success in school (Gr. 2, 3) 	<ul style="list-style-type: none"> • Classroom Guidance Lessons • Parent Letters • Work w/ Classroom Teachers 	<ul style="list-style-type: none"> • Classroom Guidance Lessons • Parent Letters • Work w/ Classroom Teachers 	<ul style="list-style-type: none"> • Classroom Guidance Lessons • Parent Letters • Work w/ Classroom Teachers 	<ul style="list-style-type: none"> • Classroom Guidance Lessons • Parent Workshop “Meaning Behind Grades” • Parent Letters • Work w/ Classroom Teachers

ACADEMIC

ASCA Standard 3: Students will understand the relationship of academics to the world of work and to life at home and in the community

Student Competencies	K	Grade 1	Grade 2	Grade 3
<ul style="list-style-type: none"> • 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 vocational opportunities 	<ul style="list-style-type: none"> • Classroom Guidance Lessons 	<ul style="list-style-type: none"> • Classroom Guidance Lessons 	<ul style="list-style-type: none"> • Classroom Guidance Lessons 	<ul style="list-style-type: none"> • Classroom Guidance Lessons • Guest Speakers

CAREER

ASCA Standard 4: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Student Competencies	K	Grade 1	Grade 2	Grade 3
<ul style="list-style-type: none"> • Learn about the variety of traditional and nontraditional occupations • Develop an awareness of personal abilities, skills interests and motivations (Gr. 3) • Learn how to interact and work cooperatively in teams (Gr. 3) • Learn how to set goals (Gr. 3) 	<ul style="list-style-type: none"> • Classroom Guidance Lessons • Career Cluster Focus: <ul style="list-style-type: none"> • Law Enforcement, Public Safety and Security • Health Science • Education and Training 	<ul style="list-style-type: none"> • Classroom Guidance Lessons • Career Cluster Focus: <ul style="list-style-type: none"> • Law Enforcement, Public Safety and Security • Health Science • Education and Training 	<ul style="list-style-type: none"> • Classroom Guidance Lessons • Career Cluster Focus: <ul style="list-style-type: none"> • Agriculture, Food and Natural Resources • Transportation, Distribution and Logistics 	<ul style="list-style-type: none"> • Classroom Guidance Lessons • Career Cluster Focus: <ul style="list-style-type: none"> • Agriculture, Food and Natural Resources • Transportation, Distribution and Logistics

CAREER

ASCA Standard 5: Students will employ strategies to achieve future career goals with success and satisfaction.

Student Competencies	K	Grade 1	Grade 2	Grade 3
<ul style="list-style-type: none"> • Identify personal skills, interests and abilities, and relate them to current career choice • Know the various ways which occupations can be classified • Demonstrate awareness of the education and training needed to achieve career goals 	<ul style="list-style-type: none"> • Classroom Guidance Lessons • Career Cluster Focus: <ul style="list-style-type: none"> • Law Enforcement, Public Safety and Security • Health Science • Education and Training 	<ul style="list-style-type: none"> • Classroom Guidance Lessons • Career Cluster Focus: <ul style="list-style-type: none"> • Law Enforcement, Public Safety and Security • Health Science • Education and Training 	<ul style="list-style-type: none"> • Classroom Guidance Lessons • Career Cluster Focus: <ul style="list-style-type: none"> • Agriculture, Food and Natural Resources • Transportation, Distribution and Logistics 	<ul style="list-style-type: none"> • Classroom Guidance Lessons • Career Cluster Focus: <ul style="list-style-type: none"> • Agriculture, Food and Natural Resources • Transportation, Distribution and Logistics

CAREER

ASCA Standard 6: Students will understand the relationship between personal qualities, education, training and the world of work.

Student Competencies	K	Grade 1	Grade 2	Grade 3
<ul style="list-style-type: none"> • Identify personal preferences and interests which influence career choices and success • Learn to work cooperatively with others as a team member 	<ul style="list-style-type: none"> • Classroom Guidance Lessons • Career Cluster Focus: <ul style="list-style-type: none"> • Law Enforcement, Public Safety and Security • Health Science • Education and Training 	<ul style="list-style-type: none"> • Classroom Guidance Lessons • Career Cluster Focus: <ul style="list-style-type: none"> • Law Enforcement, Public Safety and Security • Health Science • Education and Training 	<ul style="list-style-type: none"> • Classroom Guidance Lessons • Career Cluster Focus: <ul style="list-style-type: none"> • Agriculture, Food and Natural Resources • Transportation, Distribution and Logistics 	<ul style="list-style-type: none"> • Classroom Guidance Lessons • Career Cluster Focus: <ul style="list-style-type: none"> • Agriculture, Food and Natural Resources • Transportation, Distribution and Logistics

PERSONAL/SOCIAL

ASCA Standard 7: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

Student Competencies	K	Grade 1	Grade 2	Grade 3
<ul style="list-style-type: none"> • Develop positive attitudes toward self as a unique and worthy person • Understand change is 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 (Gr. 1, 2, 3) • Demonstrate cooperative behavior in groups (Gr. 3) • Use effective communications skills (Gr. 2, 3) • Know that communication involves speaking, listening and nonverbal behavior • Learn how to make and keep friends • Recognize, accept, and appreciate ethnic and cultural diversity (Gr.3) 	<ul style="list-style-type: none"> • Classroom Guidance Lessons • Support Groups • Individual and small group counseling 	<ul style="list-style-type: none"> • Classroom Guidance Lessons • Support Groups • Individual and small group counseling 	<ul style="list-style-type: none"> • Classroom Guidance Lessons • Support Groups • Individual and small group counseling 	<ul style="list-style-type: none"> • Classroom Guidance Lessons • Support Groups • Individual and small group counseling

PERSONAL/SOCIAL

ASCA Standard 8: Students will make decisions, set goals and take necessary action to achieve goals.

Student Competencies	K	Grade 1	Grade 2	Grade 3
<ul style="list-style-type: none"> • Understand consequences of decisions and choices (Gr. 3) • Identify alternative solutions to problems (Gr. 3) • Develop effective coping skills for dealing with problems (Gr. 3) • Demonstrate when, where and how to seek help for problem solving problems and making decisions • Know how to apply conflict-resolution skills • Demonstrate a respect and appreciation for individual and cultural differences (Gr. 3) 	<ul style="list-style-type: none"> • Classroom Guidance Lessons • Support Groups • Individual and small group counseling 	<ul style="list-style-type: none"> • Classroom Guidance Lessons • Support Groups • Individual and small group counseling 	<ul style="list-style-type: none"> • Classroom Guidance Lessons • Support Groups • Individual and small group counseling 	<ul style="list-style-type: none"> • Classroom Guidance Lessons • Support Groups • Individual and small group counseling

PERSONAL/SOCIAL

ASCA Standard 9: Students will understand safety and survival skills.

Student Competencies	K	Grade 1	Grade 2	Grade 3
<ul style="list-style-type: none"> • Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact) • Learn about the relationship between rules, laws, safety and the protection of rights of the individual • Learn about the differences between appropriate and inappropriate physical contact • Demonstrate the ability to set boundaries, rights and personal privacy • Differentiate between situations requiring peer support and situations requiring adult professional help • Identify resource people in the school and community, and know how to seek help • Apply effective problem-solving and decision – making skills to make safe and healthy choices (Gr. 2, 3) 	<ul style="list-style-type: none"> • Classroom Guidance Lessons • Support Groups • Individual and small group counseling 	<ul style="list-style-type: none"> • Classroom Guidance Lessons • Support Groups • Individual and small group counseling 	<ul style="list-style-type: none"> • Classroom Guidance Lessons • Support Groups • Individual and small group counseling 	<ul style="list-style-type: none"> • Classroom Guidance Lessons • Support Groups • Individual and small group counseling

ACADEMIC

ASCA Standard 1: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the lifespan.

Student Competencies	Grade 4	Grade 5	Grade 6
<ul style="list-style-type: none"> • Articulate feeling of competence and confidence as learners • Display a positive interest in learning • Take pride in work and achievement • Accept mistakes as essential to the learning process • Identify attitudes and behaviors leading to successful learning • Demonstrate how effort and persistence positively affect learning • Use communications skills to know when and how to ask for help when needed • Take responsibility for their action • Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students • Share knowledge 	<ul style="list-style-type: none"> • Classroom Guidance Lessons 	<ul style="list-style-type: none"> • Classroom Guidance Lessons 	<ul style="list-style-type: none"> • Classroom Guidance Lessons

ACADEMIC

ASCA Standard 2: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Student Competencies	Grade 4	Grade 5	Grade 6
<ul style="list-style-type: none"> • Demonstrate the motivation to achieve individual potential (Gr. 6) • Learn and apply critical-thinking skills (Gr. 5, 6) • Apply the study skills necessary for academic success at each level • Seek information and support from faculty, staff, family and peers • Organize and apply academic information from a variety of sources • Use knowledge of learning styles to positively influence school performance (Gr. 5, 6) • Become a self-directed and independent learner (Gr. 4) • Establish challenging academic goals in elementary, middle/junior high and high school • Use assessment results in educational planning (Gr. 6) • Understand the relationship between classroom performance and success in school 	<ul style="list-style-type: none"> • Classroom Guidance Lessons • Parent Workshop “Meaning Behind Grades” 	<ul style="list-style-type: none"> • Classroom Guidance Lessons • Parent Workshop “Meaning Behind Grades” 	<ul style="list-style-type: none"> • Career Guidance Lesson: WIN (beginning 2010-2011) instructional software that allows students to practice skills tested on the WIN Benchmark Assessment • Career Trek • Transition Activities Registration for 7th grade • Guest Speakers • Orientation Class Meeting • Parent Workshop “Meaning Behind Grades”

ACADEMIC

ASCA Standard 3: Students will understand the relationship of academics to the world of work and to life at home and in the community

Student Competencies	Grade 4	Grade 5	Grade 6
<ul style="list-style-type: none"> • Seek co-curricular and community experience to enhance the school experience (Gr. 5, 6) • 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 (Gr. 6) • 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 vocational opportunities 	<ul style="list-style-type: none"> • Classroom Guidance Lessons • Guest Speakers 	<ul style="list-style-type: none"> • Classroom Guidance Lessons • Guest Speakers 	<ul style="list-style-type: none"> • Classroom Guidance Lessons • Guest Speakers

CAREER

ASCA Standard 4: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Student Competencies	Grade 4	Grade 5	Grade 6
<ul style="list-style-type: none"> • Learn about the variety of traditional and nontraditional occupations. • Develop an awareness of personal abilities, skills interests and motivations. • Learn how to interact and work cooperatively in teams • Learn to make decisions (Gr. 6) • Learn how to set goals • Develop hobbies and vocational interests (Gr. 5, 6) • Acquire employability skills such as working on a team, problem-solving and organizational skills (Gr. 5, 6) • Learn to respect individual uniqueness in the workplace (Gr. 5, 6) • Develop a positive attitude toward work and learning (Gr. 5, 6) • Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace (Gr. 5, 6) • Utilize time and task management skills 	<ul style="list-style-type: none"> • Classroom Guidance Lessons • Career Cluster Focus: <ul style="list-style-type: none"> • Business Management and Administration • Hospitality and Tourism • Science, Technology, Engineering and Math 	<ul style="list-style-type: none"> • Classroom Guidance Lessons • Career Cluster Focus: <ul style="list-style-type: none"> • Information Technology • Architecture and Construction • Human Services 	<ul style="list-style-type: none"> • Classroom Guidance Lessons • Career Cluster Focus: <ul style="list-style-type: none"> • Arts, Audio Video Technology and Communications • Government and Public Administration • Finance

CAREER

ASCA Standard 5: Students will employ strategies to achieve future career goals with success and satisfaction.

Student Competencies	Grade 4	Grade 5	Grade 6
<ul style="list-style-type: none"> • Apply decision-making skills to career planning, course selection and career transition (Gr. 6) • Identify personal skills, interests and abilities, and relate them to current career choice • Know the various ways in which occupations can be classified • Describe traditional and nontraditional career choices and how they relate to career choice (Gr. 6) • Demonstrate awareness of the education and training needed to achieve career goals 	<ul style="list-style-type: none"> • Classroom Guidance Lessons • Career Cluster Focus: <ul style="list-style-type: none"> • Business Management and Administration • Hospitality and Tourism • Science, Technology, Engineering and Math 	<ul style="list-style-type: none"> • Classroom Guidance Lessons • Career Cluster Focus: <ul style="list-style-type: none"> • Information Technology • Architecture and Construction • Human Services 	<ul style="list-style-type: none"> • Classroom Guidance Lessons • Career Cluster Focus: <ul style="list-style-type: none"> • Arts, Audio Video Technology and Communications • Government and Public Administration • Finance • WIN (beginning 2010-2011) instructional software that allows students to practice skills tested on the WIN Benchmark Assessment • WIN Benchmark Assessment, assesses applied academic skills needed in the workplace in the areas of Applied Mathematics, Reading for Information, and Locating Information • Coordinate Scheduling for Middle School

CAREER

ASCA Standard 6: Students will understand the relationship between personal qualities, education, training and the world of work.

Student Competencies	Grade 4	Grade 5	Grade 6
<ul style="list-style-type: none"> • Understand the relationship between educational achievement and career success (Gr. 5, 6) • Identify personal preferences and interests influencing career choice and success • Understand that work is an important and satisfying means of personal expression (Gr. 6) • Demonstrate how interests, abilities and achievement relate to achieving personal, social educational and career goals (Gr. 6) • Learn to work cooperatively with other as a team member (Gr. 5, 6) 	<ul style="list-style-type: none"> • Classroom Guidance Lessons • Guest Speakers 	<ul style="list-style-type: none"> • Classroom Guidance Lessons • Guest Speakers 	<ul style="list-style-type: none"> • Classroom Guidance Lessons • WIN (beginning 2010-2011) instructional software that allows students to practice skills tested on the WIN Benchmark Assessment • WIN Benchmark Assessment, assesses applied academic skills needed in the workplace in the areas of Applied Mathematics, Reading for Information, and Locating Information • Guest Speakers

PERSONAL/SOCIAL

ASCA Standard 7: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

Student Competencies	Grade 4	Grade 5	Grade 6
<ul style="list-style-type: none"> • Develop positive attitudes toward self as a unique and worthy person • Identify values, attitudes and beliefs • Learn the goal setting process • Understand change is 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 personal strengths and assets (Gr. 5, 6) • Identify and recognize changing family roles • Recognize that everyone has rights and responsibilities • Respect alternative points of view • Use effective communications skills • Know that communication involves speaking, listening and nonverbal behavior • Learn how to make and keep friends • Recognize, accept, and appreciate ethnic and cultural diversity 	<ul style="list-style-type: none"> • Classroom Guidance Lessons • Support Groups • Individual and small group counseling 	<ul style="list-style-type: none"> • Classroom Guidance Lessons • Support Groups • Individual and small group counseling 	<ul style="list-style-type: none"> • Classroom Guidance Lessons • Support Groups • Individual and small group counseling

PERSONAL/SOCIAL

ASCA Standard 8: Students will make decisions, set goals and take necessary action to achieve goals.

Student Competencies	Grade 4	Grade 5	Grade 6
<ul style="list-style-type: none"> • Use a decision-making and problem-solving model • Understand consequences of decisions and choices • Identify alternative solutions to problems • Develop effective coping skills for dealing with problems • Demonstrate when, where and how to seek help for problem solving problems and making decisions • Know how to apply conflict-resolution skills • Demonstrate a respect and appreciation for individual and cultural differences (Gr. 5, 6) • Know when peer pressure is influencing a decision (Gr. 5, 6) • Identify long and short term goals (Gr. 5, 6) • Identify alternative ways of achieving goals (Gr. 5, 6) • Use persistence and perseverance in acquiring knowledge and skills (Gr. 5, 6) • Develop an action plan to set and achieve realistic goals (Gr. 6) • Demonstrate a respect and appreciation for individual and cultural differences 	<ul style="list-style-type: none"> • Classroom Guidance Lessons • Support Groups • Individual and small group counseling 	<ul style="list-style-type: none"> • Classroom Guidance Lessons • Support Groups • Individual and small group counseling 	<ul style="list-style-type: none"> • Classroom Guidance Lessons • Support Groups • Individual and small group counseling

PERSONAL/SOCIAL

ASCA Standard 9: Students will understand safety and survival skills.

Student Competencies	Grade 4	Grade 5	Grade 6
<ul style="list-style-type: none"> • Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact) • Learn about the relationship between rules, laws, safety and the protection of rights of the individual • Learn the difference between appropriate and inappropriate physical contact • Demonstrate the ability to set boundaries, rights and personal privacy • Differentiate between situations requiring peer support and situations requiring adult professional help • Identify resource people in the school and community, and know how to seek help • Apply effective problem-solving and decision – making skills to make safe and healthy choices • Learn about the emotional and physical dangers of substance use and abuse • Learn how to cope with peer pressure • Learn techniques for managing stress and conflict • Learn coping skills for managing life events (Gr. 6) 	<ul style="list-style-type: none"> • Classroom Guidance Lessons • Support Groups • Individual and small group counseling 	<ul style="list-style-type: none"> • Classroom Guidance Lessons • Support Groups • Individual and small group counseling 	<ul style="list-style-type: none"> • Classroom Guidance Lessons • Support Groups • Individual and small group counseling

MIDDLE/JR HIGH COMPETENCIES AND ACTIVITIES



The Middle/Jr. High School Counseling Program is an integral part of the total educational process. The primary commitment is meeting the unique developmental needs of early adolescents.

During this time of great physical, emotional, and cognitive change, middle school counselors are advocates for students through the delivery of a comprehensive developmental counseling program

ACADEMIC

ASCA Standard 1: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the lifespan.

Student Competencies	Grade 7	Grade 8
<ul style="list-style-type: none"> • Identify attitudes and behaviors that lead to successful learning • Apply time management skills for improving learning • Apply knowledge and learning styles to positively influence school performance • Take responsibility for their actions • Develop a broad range of interests and abilities 	<ul style="list-style-type: none"> • New Student Registration • Career Classroom Lessons: AKCIS Jr. /JOB-O Interest Inventory <i>Qualities for Success</i> <i>What Do I Like?</i> <i>Who Am I?</i> Reality Check Online Portfolios Responsive Services as needed • Classroom visits w/admin. re: responsibility and rules • Individual and group information sharing re. choosing electives • Classroom lesson on study skills/organization. Resource: <i>The Guide MS Guidance Curriculum-Academic Sec.</i> 	<ul style="list-style-type: none"> • WIN (beginning 2010-2011) instructional software that allows students to practice skills tested on the WIN Benchmark Assessment • WIN Benchmark Assessment: (beginning 2010-2011), assesses applied academic skills needed in the workplace in the areas of Applied Mathematics, Reading for Information, and Locating Information • Career Classroom Lessons: AKCIS Jr. Career Cluster Inventory Reality Check Update Online Portfolios Responsive Services as needed • Classroom visits w/admin. re: responsibility and rules. Individual and group information sharing re: choosing electives

ACADEMIC

ASCA Standard 2: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Student Competencies	Grade 7	Grade 8
<ul style="list-style-type: none"> • Demonstrate the motivation to achieve individual potential • Learn and apply critical thinking skills • Seek information and support from faculty, staff, family and peers • Establish challenging goals in elementary, middle/Jr. and high school • Develop and implement annual plan of study to maximize academic ability and achievement • Apply knowledge of aptitudes and interests to goal setting • Understand the relationship between classroom performance and success in school • Identify post secondary options consistent with interests, achievement, aptitude and abilities 	<ul style="list-style-type: none"> • Career Classroom Lessons: AKCIS Jr. /JOB-O Interest Inventory Reality Check Online Portfolios Responsive Services as needed • Classroom visits w/admin. on responsibility and rules • Transition Activity-6th to 7th Parent Night • Bully Prevention Lessons • Resources: Olweus, Second Step, Stop Bullying Now • Registration/Scheduling 	<ul style="list-style-type: none"> • Career Classroom Lessons: AKCIS Jr. Career Cluster Inventory Reality Check Update Online Portfolios Responsive Services as needed • Classroom visits w/admin. on responsibility and rules • Transition meetings • Bully Prevention Lessons • Resources: Olweus, Second Step, Stop Bullying Now • 4 Year Plans (with parent input) • Transition Activities: HS Counselors meet with 8th graders, HS Parent Night • WIN Benchmark Assessment: (beginning 2010-2011), assesses applied academic skills needed in the workplace in the areas of Applied Mathematics, Reading for Information, and Locating Information

ACADEMIC

ASCA Standard 3: Students will understand the relationship of academics to the world of work and to life at home and the community.

Student Competencies	Grade 7	Grade 8
<ul style="list-style-type: none"> • Demonstrate the ability to balance school, studies, extracurricular, activities, leisure time, and family life • Understand that school success is the preparation to make the transition from student to community member 	<ul style="list-style-type: none"> • Career Classroom Lessons: AKCIS Jr. /JOB-O Interest Inventory • Registration/Orientation • Classroom Lesson: Study Skills, Organizational Skills 	<ul style="list-style-type: none"> • Career Classroom Lessons: AKCIS Jr. Career Cluster Inventory • WIN (beginning 2010-2011) instructional software that allows students to practice skills tested on the WIN Benchmark Assessment • Registration/Orientation • Classroom Lesson: Study Skills, Organizational Skills

CAREER

ASCA Standard 4: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Student Competencies	Grade 7	Grade 8
<ul style="list-style-type: none"> • Develop skills to locate, evaluate and interpret career information • Learn about the variety of traditional and non-traditional occupations • Develop an awareness of personal abilities, skills, interests and motivation • Understand the importance of planning • Pursue and develop competency in areas of interest • Develop hobbies and vocations of interest • Apply job readiness skills to seek employment opportunities • Learn to respect individual uniqueness in the work place • Understand the importance or responsibility, dependability, punctuality, integrity and effort in the work place 	<ul style="list-style-type: none"> • Career Classroom Lessons: AKCIS Jr. /JOB-O Interest Inventory Reality Check Online Portfolios • Mat-Su PEAK Activities: <i>Rating Employability Skills</i> <i>Work Place Value</i> <i>Exploring Career Pathways</i> <i>Using Multiple Resources</i> • Diversity Classroom Lessons • Bully Prevention Classroom Lessons • GR. 7, <i>The Guide</i> MS Guidance Curriculum Activities 	<ul style="list-style-type: none"> • Career Classroom Lessons: AKCIS Jr. Career Cluster Inventory Reality Check Update Online Portfolios • Mat-Su PEAK Activities: <i>Resume for a Pathway</i> <i>Complete a Job Application</i> <i>Using Multiple Resources</i> • Diversity Classroom Lessons • Bully Prevention Classroom Lessons • GR. 8, <i>The Guide</i> MS Guidance Curriculum Activities

CAREER

ASCA Standard 5: Students will employ strategies to achieve further career success and satisfaction.

Student Competencies	Grade 7	Grade 8
<ul style="list-style-type: none"> • Apply decision making skills to career planning, course selection and career transition • Identify personal skills, interest and abilities and relate them to current career choice • Demonstrate knowledge of the career planning process • Know the various ways in which occupations can be classified • Use research and information resources to obtain career information • Learn to search the Internet to access career planning information • Describe traditional and non-traditional career choices and how they relate to career choice • Understand how changing economic and societal need influence employment trends and future training • Demonstrate awareness of the education and training needed to achieve career goals • Assess and modify their educational plan to support career • Select course work that is related to career interests • Maintain a career planning portfolio 	<ul style="list-style-type: none"> • Career Classroom Lessons: AKCIS Jr. /JOB-O Interest Inventory Reality Check Online Portfolios • Mat-Su PEAK Activities: <i>What is a Career Pathway?</i> <i>Know Your Rights</i> <i>Career Field Trip Worksheet</i> <i>Community Service Activity</i> 	<ul style="list-style-type: none"> • Career Classroom Lessons: AKCIS Jr. Career Cluster Inventory Reality Check Update Online Portfolios • WIN (beginning 2010-2011) instructional software that allows students to practice skills tested on the WIN Benchmark Assessment • 4 Year Plans (with parent input) • Mat-Su PEAK Activities: <i>Test Yourself on the ABC's of Higher Learning</i> <i>Making Your 4 Year Plan</i> <i>Career Field Trip Worksheet</i> <i>Community Service Activity</i>

CAREER

ASCA Standard 6: Students will understand the relationship between personal qualities, education and training and the world of work.

Student Competencies	Grade 7	Grade 8
<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 influencing career choice and success • Understand that the changing workplace requires lifelong learning and acquiring new skills • Describe the effect of work on lifestyle • Understand the importance of equity and access in career choice • Understand that work is an important and satisfying means of personal expression • Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals 	<ul style="list-style-type: none"> • Career Classroom Lessons: AKCIS Jr. /JOB-O Interest Inventory Reality Check Online Portfolios • Use Career Resources such as Career Fair, Construction Career Fair, Community Service Activities • Resource: Mat-Su PEAK GR. 7 	<ul style="list-style-type: none"> • Career Classroom Lessons: AKCIS Jr. Career Cluster Inventory Reality Check Update Online Portfolios • WIN (beginning 2010-2011) instructional software that allows students to practice skills tested on the WIN Benchmark Assessment • 4 Year Plans (with parent input) • Use Career Resources such as Career Fair, Construction Career Fair, Community Service Activities • Resource: Mat-Su PEAK GR. 8

PERSONAL/SOCIAL

ASCA Standard 7: Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.

Student Competencies	Grade 7	Grade 8
<ul style="list-style-type: none"> • Identify personal strengths and assets • 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 • Recognize and respect differences in various family configurations • Distinguish between appropriate and inappropriate behaviors • Learn the goal setting process • Understand change as a part of growth 	<ul style="list-style-type: none"> • Bully Prevention Classroom Lessons • Resources: Olweus, Second Step, Stop Bullying Now Diversity and Tolerance Classroom Lessons • Resource: <i>The Guide</i>, MS Guidance Curriculum Activities- Personal/Social Section • Mat-Su PEAK Activities: <i>We're All in This Together</i> <i>I Know My Own Strengths and Weaknesses</i> 	<ul style="list-style-type: none"> • Bully Prevention Classroom Lessons • Resources: Olweus, Second Step, Stop Bullying Now Diversity and Tolerance Classroom Lessons • Resource: <i>The Guide</i>, MS Guidance Curriculum Activities- Personal/Social Section • Mat-Su PEAK Activities: <i>We're All in This Together</i> <i>I Know My Own Strengths and Weaknesses</i>

PERSONAL/SOCIAL

ASCA Standard 8: Students will make decisions, set goals and take necessary action to achieve goals.

Student Competencies	Grade 7	Grade 8
<ul style="list-style-type: none"> • Understand consequences of decisions and choices • Identify alternative solutions to a problem • Develop effective coping skills for dealing with problems • Demonstrate a respect and appreciation for individual and cultural differences • Know when peer pressure is influencing a decision • Develop an action plan to set and achieve realistic goals • Use a decision making and problem solving model • Know how to apply conflict resolution skills 	<ul style="list-style-type: none"> • Bully Prevention Classroom Lessons • Resources: Olweus, Second Step, Stop Bullying Now • Classroom presentations with admin. on responsibility and rules • Diversity and Tolerance Classroom Lessons • Resources: Teaching Tolerance Magazine and Videos, Crossing the Line • Career Classroom Lessons: AKCIS Jr., JOB-O Reality Check 	<ul style="list-style-type: none"> • Bully Prevention Classroom Lessons • Classroom presentations w/ admin. on responsibility and rules • Diversity and Tolerance Classroom Lessons • Resources: Teaching Tolerance Magazine and Videos, Crossing the Line • Career Classroom Lessons: AKCIS Jr. Reality Check • WIN (beginning 2010-2011) instructional software that allows students to practice skills tested on the WIN Benchmark Assessment • 4 Year Plans (with parent input) • Transition Meetings

PERSONAL/SOCIAL

ASCA Standard 9: Students will understand safety and survival skills.

Student Competencies	Grade 7	Grade 8
<ul style="list-style-type: none"> • Learn about the relationship between rules, laws, safety and the protection of rights of the individual • Learn about the differences between appropriate and inappropriate physical contact • Demonstrate the ability to set boundaries, rights and personal privacy • Differentiate between situations requiring peer support and situations requiring adult professional help • 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 about the emotional and physical dangers of substance use and abuse • Learn coping skills for managing life events 	<ul style="list-style-type: none"> • Bully Prevention Classroom Lessons • Classroom Presentations with admin. re: responsibility and rules 	<ul style="list-style-type: none"> • Bully Prevention Classroom Lessons • Classroom Presentations with admin. re: responsibility and rules

**HIGH SCHOOL
COMPETENCIES
AND
ACTIVITIES**



ACADEMIC

ASCA Standard 1: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the lifespan

Student Competencies	Grade 9	Grade 10		
<ul style="list-style-type: none"> • Display a positive interest in learning • Take pride in work and achievement • Identify attitudes and behaviors leading to successful learning • Apply time-management and task-management skills • Demonstrate how effort and persistence positively affect learning • Use communications skills to know when and how to ask for help when needed • Apply knowledge and learning styles to positively influence school performance • Take responsibility for their action • Develop a broad range of interest and abilities • Demonstrate dependability, productivity and initiative 	<ul style="list-style-type: none"> • Spring Transition Activities: HS counselors do pre-registration workshops with 8th graders. May include 8th grade parent night, career tech/fine arts assembly at high school for 8th graders • Freshmen Orientation: building tour, overview of activities, find locker, meet teachers, “fashion show” what to wear, what to avoid • Academic Success Classroom Guidance Lessons (as needed) may include time management, study skills, importance of attendance and other topics • 4 Yr. Plan Review (with parent input) • Course Selection • Fall 9th Grade Parent Night (may include 10th grade) to include graduation requirements, course offerings, motivating students, communicating with teachers and school • Individual advising with students (and parents, as needed) • Counseling Web Site • Parent Newsletters 	<ul style="list-style-type: none"> • 4 Yr. Plan Review (with parent input) • Course Selection • PLAN test (practice ACT and career exploration assessment) to include a preview of the test and an interpretation of results (academic and career) • Fall 10th Grade Parent Night: to include graduation requirements, course offerings, motivating students, communicating with teachers and school • Individual advising with students (and parents, as needed) • Counseling Web Site • Parent Newsletters • Academic Success Classroom Guidance Lessons (as needed) may include time management, study skills, importance of attendance and other topics 		
<p style="text-align: center;">* (beginning 2010-2011)</p>	<th data-bbox="605 1157 1045 1207" style="text-align: center;">Grade 11</th> <td data-bbox="1045 1157 1487 1923"> <th data-bbox="1045 1157 1487 1207" style="text-align: center;">Grade 12</th> </td>	Grade 11	<th data-bbox="1045 1157 1487 1207" style="text-align: center;">Grade 12</th>	Grade 12
	<ul style="list-style-type: none"> • PSAT (practice SAT-Preliminary Scholastic Aptitude Test) to include a review of scores • ASVAB (Armed Services Vocational Aptitude Batter) to include a review of scores • 4 Yr. Plan Review (with parent input) • Course Selection • College & Career Fair • Work Keys Assessment* assesses applied academic skills in Applied Mathematics, Reading for Information, Locating Information • Parent Postsecondary Education: evening presentation, conference workshop, or other venue • JR. Postsecondary Planning, to include parent workshops, classroom presentations, and career exploration • College and other Postsecondary workshops for parents and students; to include financial aid workshops • Individual advising with students (and parents, as needed) • Counseling Web Site • Parent Newsletters 	<ul style="list-style-type: none"> • 4 Yr. Plan Review (with parent input) • Course Selection • College & Career Fair • ASVAB (Armed Services Vocational Aptitude Batter) to include a review of scores • Parent Postsecondary Education: evening presentation, conference workshop, or other venue • College and other Postsecondary workshops for parents and students, to include financial aid workshops • Individual advising with students (and parents, as needed) • Counseling Web Site • Parent Newsletters • SR. Postsecondary Planning, to include parent workshops, classroom presentations, and career exploration 		

ACADEMIC

ASCA Standard 2: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Student Competencies	Grade 9	Grade 10
<ul style="list-style-type: none"> • Seek information and support from faculty, staff, family and peers • Use knowledge of learning styles to positively influence school performance • Establish challenging academic goals in elementary, middle/junior high and high school • Use assessment results in educational planning • Develop and implement annual plan of study to maximize academic ability and achievement • Apply knowledge of aptitudes and interests to goal setting • Use problem-solving and decision-making skills to assess progress toward educational goals • Understand the relationship between classroom performance and success in school • Identify post-secondary options consistent with interests, achievement, aptitude and abilities • Demonstrate the motivation to achieve individual potential • Learn and apply critical thinking skills • Apply the study skills necessary for academic success at each level • Become self-directed and independent learners <p style="text-align: right;">*(beginning 2010-2011)</p>	<ul style="list-style-type: none"> • 4 Yr. Plan Review (with parent input) • Course Selection • Spring Transition Activities: HS counselors do pre-registration workshops with 8th graders. May include 8th grade parent night, career tech/fine arts assembly at high school for 8th graders • Freshmen Orientation: building tour, overview of activities, find locker, meet teachers, “fashion show” what to wear, what to avoid • Academic Success Classroom Guidance Lessons (as needed) may include time management, study skills, importance of attendance and other topics • Fall 9th Grade Parent Night (may include 10th grade) to include graduation requirements, course offerings, motivating students, communicating with teachers and school 	<ul style="list-style-type: none"> • 4 Yr. Plan Review (with parent input) • Course Selection • PLAN test (practice ACT and career exploration assessment) to include a preview of the test and an interpretation of results (academic and career)
	<ul style="list-style-type: none"> • NCAA Workshop (explanation of National Collegiate Athletic Association Rules for Athletes) • Individual advising with students (and parents, as needed) • Counseling Web Site • Parent Newsletters 	
	Grade 11	Grade 12
	<ul style="list-style-type: none"> • 4 Yr. Plan Review (with parent input) • Course Selection • PSAT (practice SAT-Preliminary Scholastic Aptitude Test) to include a review of scores • ASVAB (Armed Services Vocational Aptitude Batter) to include a review of scores • College & Career Fair • Work Keys Assessment* assesses applied academic skills in Applied Mathematics, Reading for Information, Locating Information • Parent Postsecondary Education: evening presentation, conference workshop, or other venue • JR. Postsecondary Planning, to include parent workshops, classroom presentations, and career exploration • College and Other Postsecondary Workshops: to include financial aid workshops 	<ul style="list-style-type: none"> • 4 Yr. Plan Review (with parent input) • Course Selection • College & Career Fair • Parent Postsecondary Education: evening presentation, conference workshop, or other venue • College and other Postsecondary workshops for parents and students, to include financial aid workshops • ASVAB (Armed Services Vocational Aptitude Batter) to include a review of scores • SR. Postsecondary Planning, to include parent workshops, classroom presentations, and career exploration
<ul style="list-style-type: none"> • NCAA Workshop (explanation of National Collegiate Athletic Association Rules for Athletes) • Individual advising with students (and parents, as needed) • Counseling Web Site • Parent Newsletters 		

ACADEMIC

ASCA Standard 3: Students will understand the relationship of academics to the world of work and to life at home and the community.

Student Competencies	Grade 9	Grade 10
<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 experience 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 vocational opportunities 	<ul style="list-style-type: none"> • Spring Transition Activities: HS counselors do pre-registration workshops with 8th graders. May include 8th grade parent night, career tech/fine arts assembly at high school for 8th graders • Freshmen Orientation: building tour, overview of activities, find locker, meet teachers, “fashion show” what to wear, what to avoid • Academic Success Classroom Guidance Lessons (as needed) may include time management, study skills, importance of attendance and other topics • 4 Yr. Plan Review (with parent input) • Course Selection • Fall 9th Grade Parent Night (may include 10th grade) to include graduation requirements, course offerings, motivating students, communicating with teachers and school • Individual advising with students (and parents, as needed) • Counseling Web Site • Parent Newsletters 	<ul style="list-style-type: none"> • 4 Yr. Plan Review (with parent input) • Course Selection • PLAN test (practice ACT and career exploration assessment) to include a preview of the test and an interpretation of results (academic and career) • Fall Parent Night to include graduation requirements, course offerings, motivating students, communicating with teachers and school • Individual advising with students (and parents, as needed) • Counseling Web Site • Parent Newsletters
	Grade 11	Grade 12
	<ul style="list-style-type: none"> • 4 Yr. Plan Review (with parent input) • Course Selection • PSAT (practice SAT-Preliminary Scholastic Aptitude Test) to include a review of scores • ASVAB (Armed Services Vocational Aptitude Batter) to include a review of scores • College & Career Fair • Work Keys Assessment* (beginning 2010-2011) assesses applied academic skills in Applied Mathematics, Reading for Information, Locating Information • Parent Postsecondary Education: evening presentation, conference workshop, or other venue • JR. Postsecondary Planning, to include parent workshops, classroom presentations, and career exploration • College and other Postsecondary workshops: to include financial aid workshops • Individual advising with students (and parents, as needed) • Counseling Web Site • Parent Newsletters 	<ul style="list-style-type: none"> • 4 Yr. Plan Review (with parent input) • Course Selection • College & Career Fair • Parent Postsecondary Education: evening presentation, conference workshop, or other venue • College and other Postsecondary workshops for parents and students, to include financial aid workshops • Individual advising with students (and parents, as needed) • Counseling Web Site • Parent Newsletters • ASVAB (Armed Services Vocational Aptitude Batter) to include a review of scores • SR. Postsecondary Planning, to include parent workshops, classroom presentations, and career exploration

CAREER

ASCA Standard 4: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Student Competencies	Grade 9	Grade 10
<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 an awareness of personal abilities, skills, interests and motivations • Learn how to set goals • Pursue and develop competency in areas of interest • Develop hobbies and vocational interests • Balance between work and leisure time • Acquire employability skills such as working on a team, problem-solving and organizational skills • Apply job readiness skills to seek employment opportunities • Learn to respect individual uniqueness in the workplace • Learn how to write a resume • Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace 	<ul style="list-style-type: none"> • 4 Yr. Plan Review (with parent input) • Course Selection • Intro to AKCIS (Alaska Career Information System): Career pathways Reality check Interest inventory Create “personal profile” • Individual advising with students (and parents, as needed) • Fall Parent Night to include graduation requirements, course offerings, motivating students, communicating with teachers and school • Counseling Web Site • Parent Newsletters 	<ul style="list-style-type: none"> • 4 Yr. Plan Review (with parent input) • Course Selection • PLAN test (practice ACT and career exploration assessment) to include a preview of the test and an interpretation of results (academic and career) • AKCIS (Alaska Career Information System): Occupation sort Job sort Resumes • Fall Parent Night to include graduation requirements, course offerings, motivating students, communicating with teachers and school • Individual advising with students (and parents, as needed) • Counseling Web Site • Parent Newsletters
	Grade 11	Grade 12
	<ul style="list-style-type: none"> • 4 Yr. Plan Review (with parent input) • Course Selection • College & Career Fair • Work Keys Assessment* (beginning 2010-2011) assesses applied academic skills in Applied Mathematics, Reading for Information, Locating Information • Parent Postsecondary Education: evening presentation, conference workshop, or other venue • JR. Postsecondary Planning, to include parent workshops, classroom presentations, and career exploration • PSAT (practice SAT-Preliminary Scholastic Aptitude Test) to include a review of scores • ASVAB (Armed Services Vocational Aptitude Batter) to include a review of scores • AKCIS (Alaska Career Information System): Undergraduate school sort, Financial aid sort, Occupations and employment sorts • Individual advising with students (and parents, as needed) • Counseling Web Site • Parent Newsletters 	<ul style="list-style-type: none"> • 4 Yr. Plan Review (with parent input) • Course Selection • College & Career Fair • Parent Postsecondary Education: evening presentation, conference workshop, or other venue • College and other Postsecondary workshops for parents and students, to include financial aid workshops • ASVAB (Armed Services Vocational Aptitude Batter) to include a review of scores • AKCIS – as needed • Individual advising with students (and parents, as needed) • Counseling Web Site • Parent Newsletters

CAREER

ASCA Standard 5: Students will employ strategies to achieve further career success and satisfaction.

Student Competencies	Grade 9	Grade 10
<ul style="list-style-type: none"> • Apply decision making skills to career planning, course selection and career transition • Identify personal skills, interests and abilities, and relate them to current career choice • Demonstrate knowledge of the career-planning process • Know the various ways in which occupations can be classified • Use research and information resources to obtain career information • Learn to use the internet to access career planning information • Describe traditional and nontraditional career choices and how they relate to career choice • Understand how changing economic and societal needs influence employment trends and future training • Demonstrate awareness of the education and training needed to achieve career goals • Assess and modify their educational plan to support career • Use employability and job readiness skills in internship, mentoring, shadowing and/or other world of work experiences • Select course work that is related to career interests • Maintain a career portfolio 	<ul style="list-style-type: none"> • 4 Yr. Plan Review (with parent input) • Course Selection • Intro to AKCIS (Alaska Career Information System): Career pathways Reality check Interest inventory Create “personal profile” • Individual advising with students (and parents, as needed) • Counseling Web Site • Parent Newsletters 	<ul style="list-style-type: none"> • 4 Yr. Plan Review (with parent input) • Course Selection • PLAN test (practice ACT and career exploration assessment) to include a preview of the test and an interpretation of results (academic and career) • AKCIS (Alaska Career Information System): Occupation sort Job sort Resumes • Individual advising with students (and parents, as needed) • Counseling Web Site • Parent Newsletters
	Grade 11	Grade 12
	<ul style="list-style-type: none"> • 4 Yr. Plan Review (with parent input) • Course Selection • College & Career Fair • Work Keys Assessment* (beginning 2010-2011): assesses applied academic skills in Applied Mathematics, Reading for Information, Locating Information • Parent Postsecondary Education: evening presentation, conference workshop, or other venue • JR. Postsecondary Planning, to include parent workshops, classroom presentations, and career exploration • PSAT (practice SAT-Preliminary Scholastic Aptitude Test) to include a review of scores • ASVAB (Armed Services Vocational Aptitude Batter) to include a review of scores • AKCIS (Alaska Career Information System): Undergraduate school sort, Financial aid sort, Occupations and employment sorts • Individual advising with students (and parents, as needed) • Counseling Web Site • Parent Newsletters 	<ul style="list-style-type: none"> • 4 Yr. Plan Review (with parent input) • Course Selection • College & Career Fair • Parent Postsecondary Education: evening presentation, conference workshop, or other venue • College and other Postsecondary workshops for parents and students, to include financial aid workshops • AKCIS – as needed • SR. Postsecondary Planning, to include parent workshops, classroom presentations, and career exploration • ASVAB (Armed Services Vocational Aptitude Batter) to include a review of scores • Individual advising with students (and parents, as needed) • Counseling Web Site • Parent Newsletters

CAREER

ASCA Standard 6: Students will understand the relationship between personal qualities, education and training and the world of work.

Student Competencies	Grade 9	Grade 10
<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 influencing career choice and success • Describe the effect of work on lifestyle • Understand that work is an important and satisfying means of personal expression • Demonstrate how interests, abilities and achievement relate to achieving personal, social educational and career goals • Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences. 	<ul style="list-style-type: none"> • 4 Yr. Plan Review (with parent input) • Course Selection • Intro to AKCIS (Alaska Career Information System): • Career pathways • Reality check • Interest inventory • Create “personal profile” • Individual advising with students (and parents, as needed) • Counseling Web Site • Parent Newsletters 	<ul style="list-style-type: none"> • 4 Yr. Plan Review (with parent input) • Course Selection • PLAN test (practice ACT and career exploration assessment) to include a preview of the test and an interpretation of results (academic and career) • AKCIS (Alaska Career Information System): Occupation sort Job sort Resumes • Individual advising with students (and parents, as needed) • Counseling Web Site • Parent Newsletters
	Grade 11	Grade 12
	<ul style="list-style-type: none"> • 4 Yr. Plan Review (with parent input) • Course Selection • College & Career Fair • Work Keys Assessment* (beginning 2010-2011) assesses applied academic skills in Applied Mathematics, Reading for Information, Locating Information • Parent Postsecondary Education: evening presentation, conference workshop, or other venue • JR. Postsecondary Planning, to include parent workshops, classroom presentations, and career exploration • PSAT (practice SAT-Preliminary Scholastic Aptitude Test) to include a review of scores • ASVAB (Armed Services Vocational Aptitude Batter) to include a review of scores • AKCIS (Alaska Career Information System): Undergraduate school sort, Financial aid sort, Occupations and employment sorts • Individual advising with students (and parents, as needed) • Counseling Web Site • Parent Newsletters 	<ul style="list-style-type: none"> • 4 Yr. Plan Review (with parent input) • Course Selection • College & Career Fair • Parent Postsecondary Education: evening presentation, conference workshop, or other venue • College and other Postsecondary workshops for parents and students, to include financial aid workshops • AKCIS – as needed • SR. Postsecondary Planning, to include parent workshops, classroom presentations, and career exploration • ASVAB (Armed Services Vocational Aptitude Batter) to include a review of scores • Individual advising with students (and parents, as needed) • Counseling Web Site • Parent Newsletters

PERSONAL/SOCIAL

ASCA Standard 7: Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.

Student Competencies	Grade 9	Grade 10
<ul style="list-style-type: none"> • Develop positive attitudes toward self as a unique and worthy person • Identify values, attitudes and beliefs • Identify personal strengths and assets • Learn the goal setting process • Understand change as a part of growth • Recognize that everyone has rights and responsibilities • Respect alternative points of view • Recognize, accept, respect, and appreciate individual differences • Recognize, accept, respect, and appreciate cultural diversity • Recognize and respect differences in various family configurations • Use effective communication skills • Know that communication involves speaking, listening, and on-verbal behavior 	<ul style="list-style-type: none"> • Fall 9th Grade classroom site specific focused presentations, as needed • Individual Counseling • Counseling Support Groups • Conflict Resolution • Crisis Intervention • AKCIS (Alaska Career Information System) – Interest Inventories • Counseling Web Site • Parent Newsletters 	<ul style="list-style-type: none"> • Fall 10th Grade classroom site specific focused presentations, as needed • Individual Counseling • Counseling Support Groups • Conflict Resolution • Crisis Intervention • PLAN (Pre-ACT) Career & Interest Survey • AKCIS (Alaska Career Information System) – Interest Inventories • Counseling Web Site • Parent Newsletters
	Grade 11	Grade 12
	<ul style="list-style-type: none"> • Individual Counseling • Counseling Support Groups • Conflict Resolution • Crisis Intervention • ASVAB (Armed Services Vocational Aptitude Assessment) – Interest Inventories • AKCIS (Alaska Career Information System) – Interest Inventories • Counseling Web Site • Parent Newsletters 	<ul style="list-style-type: none"> • Individual Counseling • Counseling Support Groups • Conflict Resolution • Crisis Intervention • ASVAB (Armed Services Vocational Aptitude Assessment) – Interest Inventories • AKCIS (Alaska Career Information System) – Interest Inventories • Counseling Web Site • Parent Newsletters

PERSONAL/SOCIAL

ASCA Standard 8: Students will make decisions, set goals and take necessary action to achieve goals.

Student Competencies	Grade 9	Grade 10
<ul style="list-style-type: none"> • Understand consequences of decisions and choices • Identify alternative solutions to problems • Develop effective coping skills for dealing with problems • Demonstrate when, where and how to seek help for problem solving problems and making decisions • Identify long and short term goals • Identify alternative ways of achieving goals • Use persistence and perseverance in acquiring knowledge and skills • Develop an action plan to set and achieve realistic goals • Demonstrate the ability to assess boundaries, rights, and personal privacy • Differentiate between situations requiring peer support and situations requiring adult professional help • Identify resource people in the school and community, and know how to seek their help • Learn how to cope with peer pressure • Learn techniques for managing stress and conflict • Learn coping skills for managing life events • Know how to apply conflict resolution skills • Demonstrate a respect and appreciation for individual and cultural differences 	<ul style="list-style-type: none"> • 4 Yr. Plan Review (with parent input) • Course Selection • Fall 9th Grade Classroom site specific focused presentations, as needed • Individual Counseling • Counseling Support Groups • Conflict Resolution • Crisis Intervention • AKCIS (Alaska Career Information System) – Interest Inventories 	<ul style="list-style-type: none"> • 4 Yr. Plan Review (with parent input) • Course Selection • Individual Counseling • Counseling Support Groups • Conflict Resolution • Crisis Intervention • PLAN (Pre-ACT) Career & Interest Survey • AKCIS (Alaska Career Information System) – Interest Inventories
	Grade 11	Grade 12
	<ul style="list-style-type: none"> • 4 Yr. Plan Review (with parent input) • Course Selection • Individual Counseling • Counseling Support Groups • Conflict Resolution • Crisis Intervention • Postsecondary Workshops and Presentations • ASVAB (Armed Services Vocational Aptitude Assessment) – Interest Inventories • AKCIS (Alaska Career Information System) – Interest Inventories • Individual Counseling • Counseling Support Groups 	<ul style="list-style-type: none"> • 4 Yr. Plan Review (with parent input) • Course Selection • Individual Counseling • Conflict Resolution • Crisis Intervention • Postsecondary Workshops and Presentations • ASVAB (Armed Services Vocational Aptitude Assessment) – Interest Inventories • AKCIS (Alaska Career Information System) – Interest Inventories • Individual Counseling • Counseling Support Groups

PERSONAL/SOCIAL

ASCA Standard 9: Students will understand safety and survival skills.

Student Competencies	Grade 9	Grade 10
<ul style="list-style-type: none"> • Demonstrate the ability to set boundaries, rights and personal privacy • Differentiate between situations requiring peer support and situations requiring adult professional help • Identify resource people in the school and community, and know how to seek help • Learn how to cope with peer pressure • Learn techniques for managing stress and conflict • Learn coping skills for managing life events • Learn the difference between appropriate and inappropriate physical contact (Gr. 9) 	<ul style="list-style-type: none"> • Fall 9th Grade Classroom site specific focused presentations, as needed • Fall 9th Grade Transition Activities Freshman Orientation, Parent Night • Individual Counseling • Counseling Support Groups • Conflict Resolution • Crisis Intervention • Counseling Web Site • Parent Newsletters 	<ul style="list-style-type: none"> • Individual Counseling • Counseling Support Groups • Conflict Resolution • Crisis Intervention • Counseling Web Site • Parent Newsletters
	Grade 11	Grade 12
	<ul style="list-style-type: none"> • Individual Counseling • Counseling Support Groups • Conflict Resolution • Crisis Intervention • Postsecondary Workshops and Presentations • Counseling Web Site • Parent Newsletters 	<ul style="list-style-type: none"> • Individual Counseling • Counseling Support Groups • Conflict Resolution • Crisis Intervention • Postsecondary Workshops and Presentations • Counseling Web Site • Parent Newsletters

ACCOUNTABILITY

Accountability and evaluation of the school counseling program are absolute necessities, and help to answer the question, “How are students different as a result of the school counseling program?”

Counselor Action Plan

As a first step in determining how students are different as a result of the counseling activities, an action plan is drawn up once a quarter to evaluate one specific counseling activity. A template of the Action Plan is contained in the Appendix. Information contained in the Action Plan should include:

- Grade Level
- Lesson Content
- ASCA Domain and Standard
- Curriculum and Materials
- Start and End Dates
- Number of Students Affected
- Location
- Evaluation and Assessment
- Contact Person

Assessment Tools

Means of evaluating counseling activities include pre and post tests, attendance rates, retention rates, grades, discipline referrals, and test scores. Other evaluation tools include school climate survey, school report card, student and/or staff surveys.

APPENDIX

DEVELOPMENTALLY APPROPRIATE STUDENT COMPETENCIES

The following charts indicate the developmentally appropriate grade levels where the competencies and indicators for each standard will be a major focus of targeted guidance activities for all students at that grade level. School counselors address all standards and competencies every day with students, but this chart indicates grade levels where the standards and competencies are addressed with planned activities that reach every student.

ACADEMIC	K	1	2	3	4	5	6	7	8	9	10	11	12
SC K-12.2.1 Academic Development: Standard A													
<i>Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.</i>													
<i>Improve Academic Self-Concept</i>													
Articulate feelings of competence and confidence as a learner	x	x	x	x	x	x	x						
Display a positive interest in learning	x	x	x	x	x	x	x						
Take pride in work and in achievement	x	x	x	x	x	x	x						
Accept mistakes as essential to the learning process	x	x	x	x	x	x	x						
Identify attitudes and behaviors which lead to successful learning	x	x	x	x	x	x	x	x	x	x	x	x	x
<i>Acquire Skills for Improving Learning</i>													
Apply time management and task management skills								x	x	x	x	x	x
Demonstrate how effort and persistence positively affect learning	x	x	x	x	x	x	x	x	x	x	x	x	x
Use communication skills to know when and how to ask for help when needed	x	x	x	x	x	x	x	x	x	x	x	x	x
Apply knowledge of learning styles to positively influence school performance								x	x	x	x	x	x
<i>Achieve School Success</i>													
Take responsibility for their actions	x	x	x	x	x	x	x	x	x	x	x	x	x
Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students	x	x	x	x	x	x	x						
Develop a broad range of interests and abilities								x	x	x	x	x	x
Demonstrate dependability, productivity and initiative										x	x	x	x
Share knowledge	x	x	x	x	x	x	x	x	x	x	x	x	x

American School Counselor Association (2005):
The ASCA National Model: A Framework for School Counseling Program

ACADEMIC	K	1	2	3	4	5	6	7	8	9	10	11	12
SC K-12.2.2. Academic Development: Standard B <i>Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.</i>													
Improve Learning													
Demonstrate the motivation to achieve individual potential							x	x	x	x	x	x	x
Learn and apply critical thinking skills						x	x	x	x	x	x	x	x
Apply the study skills necessary for academic success at each level				x	x	x	x	x	x	x	x	x	x
Seek information and support from faculty, staff, family, and peers	x	x	x	x	x	x	x	x	x	x	x	x	x
Organize and apply academic information from a variety of sources								x	x	x	x	x	x
Use knowledge of learning styles to positively influence school performance				x		x	x			x	x	x	x
Become self-directed and independent learners				x	x					x	x	x	x
Plan to achieve Goals													
Establish challenging academic goals in elementary, middle/junior high and high school				x	x	x	x	x	x	x	x	x	x
Use assessment results in educational planning							x	x	x	x	x	x	x
Develop and implement an annual plan of study to maximize academic ability and achievement								x	x	x	x	x	x
Apply knowledge of aptitudes and interests to goal setting								x	x	x	x	x	x
Use problem-solving and decision-making skills to assess progress toward educational goals										x	x	x	x
Understand the relationship between classroom performance and success in school			x	x	x	x	x	x	x	x	x	x	x
Identify post-secondary options consistent with interests, achievement, aptitude and abilities							x	x	x	x	x	x	x
SC K-12.2.3 Academic Development: Standard C <i>Students will understand the relationship of academics to the world of work, and to life at home and in the community.</i>													
Relate School to Life Experiences													
Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life									x	x	x	x	x
Seek co-curricular and community experiences to enhance the school experience						x	x	x	x	x	x	x	x
Understand the relationship between learning and work								x	x	x	x	x	x
Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals							x	x	x	x	x	x	x
Understand that school success is the preparation to make the transition from student to community member	x	x	x	x	x	x	x	x	x	x	x	x	x
Understand how school success and academic achievement enhance future career and vocational opportunities	x	x	x	x	x	x	x	x	x	x	x	x	x

Career Development	K	1	2	3	4	5	6	7	8	9	10	11	12
SC K-12.1.1 Career Development: Standard A													
<i>Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</i>													
<i>Develop Career Awareness</i>													
Develop skills to locate, evaluate, and interpret career information								x	x	x	x	x	x
Learn about the variety of traditional and non-traditional occupations	x	x	x	x	x	x	x	x	x	x	x	x	x
Develop an awareness of personal abilities, skills, interests, and motivations	x	x	x	x	x	x	x	x	x	x	x	x	x
Learn how to interact and work cooperatively in teams				x	x	x	x	x	x				
Learn to make decisions							x	x	x	x	x	x	x
Learn how to set goals				x	x	x	x	x	x	x	x	x	x
Understand the importance of planning								x	x				
Pursue and develop competency in areas of interest								x	x	x	x	x	x
Develop hobbies and vocational interests						x	x	x	x	x	x	x	x
Balance between work and leisure time								x	x	x	x	x	x
<i>Develop Employment Readiness</i>													
Acquire employability skills such as working on a team, problem-solving and organizational skills						x	x	x	x	x	x	x	x
Apply job readiness skills to seek employment opportunities										x	x	x	x
Demonstrate knowledge about the changing workplace								x	x				
Learn about the rights and responsibilities of employers and employees								x	x				
Learn to respect individual uniqueness in the workplace						x	x	x	x				
Learn how to write a resume											x		
Develop a positive attitude toward work and learning						x	x	x	x				
Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace						x	x	x	x	x	x	x	x
Utilize time- and task-management skills								x	x				

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Career Development	K	1	2	3	4	5	6	7	8	9	10	11	12
SC K-12.1.2 Career Development: Standard B													
<i>Students will employ strategies to achieve future career goals with success and satisfaction.</i>													
Acquire Career Information													
Apply decision-making skills to career planning, course selection, and career transitions							x	x	x	x	x	x	x
Identify personal skills, interests, and abilities and relate them to current career choices	x	x	x	x	x	x	x	x	x	x	x	x	x
Demonstrate knowledge of the career planning process								x	x	x	x	x	x
Know the various ways which occupations can be classified	x	x	x	x	x	x	x	x	x	x	x	x	x
Use research and information resources to obtain career information								x	x	x	x	x	x
Learn to use the internet to access career planning information								x	x	x	x	x	x
Describe traditional and non-traditional occupations and how these relate to career choice							x	x	x	x	x	x	x
Understand how changing economic and societal needs influence employment trends and future training								x	x	x	x	x	x
Identify Career Goals													
Demonstrate awareness of the education and training needed to achieve career goals	x	x	x	x	x	x	x	x	x	x	x	x	x
Assess and modify their educational plan to support career goals								x	x	x	x	x	x
Use employability and job readiness skills in internship, mentoring, shadowing and/or other world of work experiences										x	x	x	x
Select course work that is related to career interests								x	x	x	x	x	x
Maintain a career planning portfolio								x	x	x	x	x	x

American School Counselor Association (2005):
The ASCA National Model: A Framework for School Counseling Program

Career Development	K	1	2	3	4	5	6	7	8	9	10	11	12
SC K-12.1.3 Career Development: Standard C <i>Students will understand the relationship between personal qualities, education, training, and the world of work.</i>													
<i>Acquire Knowledge to Achieve Career Goals</i>													
Understand the relationship between educational achievement and career success						X	X	X	X	X	X	X	X
Explain how work can help to achieve personal success and satisfaction								X	X	X	X	X	X
Identify personal preferences and interests which influence career choices and success	X	X	X	X	X	X	X	X	X	X	X	X	X
Understand that the changing workplace requires lifelong learning and acquiring new skills								X	X				
Describe the effect of work on lifestyles								X	X	X	X	X	X
Understand the importance of equity and access in career choice								X	X				
Understand that work is an important and satisfying means of personal expression							X	X	X	X	X	X	X
<i>Apply Skills to Achieve Career Goals</i>													
Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational and career goals.							X	X	X	X	X	X	X
Learn how to use conflict management skills with peers and adults	X	X	X	X	X	X	X	X	X	X	X	X	X
Learn to work cooperatively with others as a team member	X	X	X	X	X	X	X						
Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences										X	X	X	X

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Personal/Social Development	K	1	2	3	4	5	6	7	8	9	10	11	12
SC K-12.1.4 Personal/Social Development: Standard A <i>Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.</i>													
Acquire Self-Knowledge													
Develop a positive attitude toward self as a unique and worthy person	x	x	x	x	x	x	x	x	x	x	x	x	x
Identify values, attitudes and beliefs					x	x	x	x	x	x	x	x	x
Learn the goal setting process					x	x	x	x	x	x	x	x	x
Understand change as a part of growth	x	x	x	x	x	x	x	x	x	x	x	x	x
Identify and express feelings	x	x	x	x	x	x	x						
Distinguish between appropriate and inappropriate behaviors	x	x	x	x	x	x	x	x	x				
Recognize personal boundaries, rights and privacy needs	x	x	x	x	x	x	x	x	x				
Understand the need for self-control and how to practice it		x	x	x	x	x	x						
Demonstrate cooperative behavior in groups				x	x	x	x						
Identify personal strengths and assets						x	x	x	x				
Identify and discuss changing personal and social roles								x	x				
Identify and recognize changing family roles					x	x	x						
Acquire Interpersonal Skills													
Recognize that everyone has rights and responsibilities					x	x	x	x	x	x	x	x	x
Respect alternative points of view					x	x	x	x	x	x	x	x	x
Recognize, accept, respect and appreciate individual differences								x	x	x	x	x	x
Recognize, accept and appreciate ethnic and cultural diversity								x	x	x	x	x	x
Recognize and respect differences in various family configurations								x	x	x	x	x	x
Use effective communication skills			x	x	x	x	x	x	x	x	x	x	x
Know that communication involves speaking, listening, and nonverbal behavior	x	x	x	x	x	x	x	x	x	x	x	x	x
Learn how to make and keep friends	x	x	x	x	x	x	x						

American School Counselor Association (2005):
The ASCA National Model: A Framework for School Counseling Program

Personal/Social Development	K	1	2	3	4	5	6	7	8	9	10	11	12
SC K-12.1.5 Personal/Social Development: Standard B													
<i>Students will make decisions, set goals, and take necessary action to achieve goals.</i>													
Self-Knowledge Applications													
Use a decision-making and problem-solving model				x	x	x	x	x	x				
Understand consequences of decisions and choices				x	x	x	x	x	x	x	x	x	x
Identify alternative solutions to a problem				x	x	x	x	x	x	x	x	x	x
Develop effective coping skills for dealing with problems				x	x	x	x	x	x	x	x	x	x
Demonstrate when, where, and how to seek help for solving problems and making decisions	x	x	x	x	x	x	x	x	x	x	x	x	x
Know how to apply conflict resolution skills	x	x	x	x	x	x	x	x	x	x	x	x	x
Demonstrate a respect and appreciation for individual and cultural differences				x	x	x	x	x	x	x	x	x	x
Know when peer pressure is influencing a decision						x	x	x	x	x	x	x	x
Identify long- and short-term goals						x	x	x	x	x	x	x	x
Identify alternative ways of achieving goals						x	x	x	x	x	x	x	x
Use persistence and perseverance in acquiring knowledge and skills						x	x	x	x	x	x	x	x
Develop an action plan to set and achieve realistic goals							x	x	x	x	x	x	x
SC K-12.1.5 Personal/Social Development: Standard C													
<i>Students will understand safety and survival skills.</i>													
Acquire Personal Safety Skills													
Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)	x	x	x	x	x	x	x						
Learn about the relationship between rules, laws, safety, and the protection of an individual's rights	x	x	x	x	x	x	x	x	x				
Learn the difference between appropriate and inappropriate physical contact	x	x	x	x	x	x	x	x	x	x			
Demonstrate the ability to assert boundaries, rights, and personal privacy	x	x	x	x	x	x	x	x	x	x	x	x	x
Differentiate between situations requiring peer support and situations requiring adult professional help	x	x	x	x	x	x	x	x	x	x	x	x	x
Identify resource people in the school and community, and know how to seek their help	x	x	x	x	x	x	x	x	x	x	x	x	x
Apply effective problem-solving and decision-making skills to make safe and healthy choices			x	x	x	x	x	x	x	x			
Learn about the emotional and physical dangers of substance use and abuse					x	x	x	x	x	x			
Learn how to cope with peer pressure						x	x	x	x	x	x	x	x
Learn techniques for managing stress and conflict					x	x	x	x	x	x	x	x	x
Learn coping skills for managing life events							x	x	x	x	x	x	x

ACADEMIC

A

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

Competency A1 – Improve Academic Self-Concept

A: A1.1 – Articulate feelings of competence and confidence as learners

K - Draw pictures of self and family. Verbally share about family and self. Book: *Little Engine That Could*. Stresses attitude of you can do it!

1st-3rd - Draw pictures of self and family. Verbally share about family and self. Book: *Little Engine That Could*. Stresses attitude of you can do it!

4th-6th - Write a short journal on your favorite academic subjects. Share with a classmate why you like these domains, and specific topics that have really motivated you

A: A1.2 – Display a positive interest in learning

K - Share with the class what you learned: last year, last summer, and so far this year. Give examples like tie your shoes, zip up your coat, ride a bike. Practice listening to partner's examples and repeat back what they said. Book: *Talking Stick, Listening Skills*

1st-3rd - Share with the class what you learned: last year, last summer, and so far this year. Give examples like tie your shoes, zip up your coat, ride a bike. Practice listening to partner's examples and repeat back what they said. Book: *Talking Stick, Listening Skills*

4th-6th - Write a poem on the fun things you learned last year. Share with the class. Draw a picture on something that would be fun to learn this year. Share with a friend

A: A1.3 – Take pride in work and achievement

K - Students share verbally with a partner something they did that they were proud of. Examples: they drew a picture, learned some letters or numbers, helped mom or dad. Books: *The Kissing Hand* and *Can Do Attitude*. Draw things that you like to do. Share with class. Work independently and with others. Book: *Two Cool Coyote*.

1st-3rd - Students share verbally with a partner something they did that they were proud of. Examples: they draw a picture, learned some letters or numbers, helped mom or dad. Books: *The Kissing Hand* and *Can Do Attitude*. Draw things that you like to do. Share with class. Work independently and with others. Book: *Two Cool Coyotes*

4th-6th - Students share the fun things they did last summer with a partner. The partner repeats back a summary of what was said. Then write a few sentences summarizing a time when they were a good listener to a friend. Verbally share with a partner about this event

A: A1.4 – Accept mistakes as essential to the learning process

K - Verbally discuss times you made mistakes and learned from them. Counselor starts! Examples: Got in trouble for lying or tattling, lost something, or disobeyed a parent. Draw a picture of a simple mistake. Examples: Spilling your milk, or breaking a dish. Share with a classmate. Demonstrate an understanding of the importance of practice, effort and learning. Practice makes perfect! Mistakes are part of learning. Examples: Hanging up coat, counting to 10, or saying your ABC's. Draw pictures of something you made mistakes on, but learned to do after first making mistakes. Book: *Who am I?*

1st-3rd - Verbally discuss times you made mistakes and learned from them. Counselor starts! Examples: Got in trouble for lying or tattling, lost something, or disobeyed a parent. Draw a picture of a simple mistake. Examples: Spilling your milk, or breaking a dish. Share with a classmate. Demonstrate an understanding of the importance of practice, effort and learning. Practice makes perfect! Examples: Hanging up coat, counting to 10, or saying your ABC's. Draw pictures of something you made mistakes on, but learned to do after first making mistakes. Book: *Who am I?*

4th-6th - List some of the fun mistakes you have made. Examples: lost your keys, did the wrong homework page, borrowed your sister's shirt without asking. Share with your classmate. Brainstorm things you have learned after goofing up. Draw a picture of this and share with you partner

A: A1.5 – Identify attitudes and behaviors leading to successful learning

K-3 - Brainstorm attitudes that help us learn. Examples: listening, not talking when others are talking, following the teachers directions. Learn basic goal setting techniques and good study habits. When we read at home do we do it in front of the TV? What about the lighting? Do we work at a desk? Learn how to have good attitudes for test taking. Eat a good breakfast. Develop the ability to follow instructions and finish assignments...turning them in on time. Draw a picture of you following directions. Develop the skill of working independently and with others. Develop the skills for decision making. Books: *Stop, Think, and Choose*: Part one and two. *Career Pathways and Goal Setting, The Many Sides of Me*. Create a career file for every student

4th-6th - Brainstorm attitudes that make your self-esteem go up or down. With your partner share about a time that your attitude negatively affected your work. Then share a time where your super attitude helped you do some outstanding work. Write a journal that describes the attitude that you would ideally want at school and work. Share with a classmate. Graph or chart your attitude for a week. Discuss how various moments helped or hurt your learning process. Use age appropriate literature

Competency A2 – Acquire Skills for Improving Learning

A: A2.2 – Demonstrate how effort and persistence positively affect learning

K - Age appropriate literature; discussion, use of puppets

1st-3rd - Age appropriate literature (*The Little Train that Could*). Goal setting exercise; utilize elementary counseling resource manual, page 80, as beginning the process

4th-6th - Goal setting exercise; utilize Elementary Counseling Resource Manual, pages 80-81, as beginning the process (Learning about the importance of good work habits)

A: A2.3 – Use communications skills to know when and how to ask for help when needed

K-3 - Lesson on 'Tattling vs. Telling'; I know how to ask for help; following directions activity. Specific picture - importance of listening and persistence; Read, "*Peter Rabbit*" - discuss following directions - what happens when we do? When we don't? Read "*The Recess Queen*" - asking for help

4th-6th - Importance of listening and attention skills. Conduct a discussion in terms of the differences between assertive, aggressive and passive styles of communication. Practice active listening skills, cooperative learning activity with groups - learning to get along, communicate and appreciate others' strengths/differences

Competency A3 – Achieve School Success

A: A3.1 – Take responsibility for their actions

K - Literature related to Kindergarten transitions (i.e. Proud to be 5); work with classroom teacher in reference to individual class rules

1st-3rd - Continue to work with individual class room teachers in reference to individual class needs; continue to share and process literature emphasizing cause and effect. (i.e. *Yertle the Turtle*)

4th-6th - Continue discussion on cause and effect; (i.e. Sunburst unit on Study Skills and Setting Goals; Creating a Peaceable School)

A: A3.2 – Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students

K - Practice sharing (i.e. musical instrument sharing; build a mosaic); read social skills literature; students will independently complete a coloring sheet

1st-3rd - Utilize Primary Sopris West Corporative lessons; Implement Kagan training/activities

4th-6th - Utilize Intermediate Sopris West Cooperative lessons; Implement Kagan training/activities

A: A3.4 – Demonstrate dependability, productivity and initiative

K - Practice sharing (i.e. musical instrument sharing; build a mosaic]; read social skills literature; students will independently complete a coloring sheet

1st-3rd - Utilize Primary Sopris West Cooperative lessons; Implement Kagan training/activities

4th- 6th - Utilize Intermediate Sopris West Cooperative lessons; Implement Kagan training/activities

A: A3.5 – Share knowledge

K - Show and tell with the counselor

1st-6th - Show and tell with the counselor; i.e. Beanie Baby lessons, age appropriate

B

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

Competency B1 – Improve Learning

A: B1.1 – Demonstrate the motivation to achieve individual potential

6th - Utilize information in Sopris West activity book on multiple intelligences

A: B1.2 – Learn and apply critical-thinking skills

5th-6th - Kagan activities

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

3rd-6th - Protecting You/Protecting Me, Steps to Respect

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

K-6th - Personal safety lessons, age appropriate

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

3rd-6th - Utilize information from Sopris West and Kagan Multiple Intelligences

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

3rd-4th - Sunburst units regarding goal setting and study skills; general discussion on interviewing skills, etc.

Competency B2 – Plan to achieve goals

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

3rd - Life Planning work sheet; Elementary Counseling Resource Manual, p. 69

4th-6th - Work with classroom teachers regarding individual class needs; Life Planning work sheet

A: B2.2 – Use assessment results in educational planning

6th - Utilize information/activities in Career Trek; work with parents; present said information at a PTA/ parent meeting; meaning behind grades. WIN Benchmark Assessment (beginning 2010-2011). Plan guest speakers that explain and reiterate those new challenges associated with junior high, meaning behind grades

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

2nd-3rd - Stop and Think, role-plays; conflict resolution (i.e. Sunburst)

4th-6th - Stop and Think, role plays; conflict resolution (i.e. Sunburst). Study skills check list; skills for classroom success check list

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

6th - Career Trek; AKCIS Jr. website worksheets, WIN Benchmark Assessment (beginning 2010-2011)

C

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

Competency C1 – Relate School to Life Experience

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

5th-6th - Enhance school experience with guest speakers from the community. Relate school personnel to their jobs. Understand that all careers are acceptable to male or female. Develop a respect for all jobs and careers. Title: *All Those Jobs, Who am I?* Describe the importance of personal qualities to getting jobs. Title: *Bag of Jobs*, part one and two

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

6th - Guest speakers over 40 who are back in college. Never stop learning. The connection of healthy self-esteem and continuing to learn. What are goals? How do you set them? How do you achieve them? Title: *A Job That Fits Me*

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

K - Students brainstorm how their classroom is their community. How their student jobs help their classroom. Draw a picture of a student job. Draw a picture of something they know in the community. Make a sign welcoming the new superintendent. Field trips to the food bank, and a bank. High school guest speakers who are moving from student to community jobs. How do school habits connect with work habits? Title: *Career Plan*. What jobs are available for young teens? What are employees looking for? Title: *This or That: Decision Making in Action*

1st-3rd - Students brainstorm how their classroom is their community. How their student jobs help their classroom. Draw a picture of a student job. Draw a picture of something they know in the community. Make a sign welcoming the new superintendent. Field trips to the food bank, and a bank. High school guest speakers who are moving from student to community jobs. How do school habits connect with work habits? Title: *Career Plan*. What jobs are available for young teens? What are employees looking for? Title: *This or That: Decision Making in Action*

4th-6th - Students brainstorm how their classroom is their community. How are they becoming a community member. Brainstorm volunteer jobs in the Fairbanks area. High school students as guest speakers who are becoming community members. Write a journal on how you want to help the community. Share with a classmate. Use age appropriate literature

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

3rd-6th - School success enhances future career. If one student gets all A's and the other all C's, who is more likely to be hired? Why? How does success in school relate to success in careers? Keep a career folder. Share with classmates good qualities in school that would also be good job qualities. Guest speakers who own their own businesses share what they are looking for when they hire someone

CAREER

A

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

Competency A1 – Develop Career Awareness

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

6th - Career Trek; use of classified in the local newspaper

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

K - Age appropriate literature; sharing of family occupations

K-6th - WIN Lesson Plans

1st-6th - Age appropriate literature; sharing of family occupations. Bring pictures of workers and discuss; riddles or charades for kids that describe various jobs

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

K - Age appropriate literature; sharing information about themselves as an individual

1st-3rd - Elementary Counseling Resource Manual, pages 27-28. (Uniqueness)

4th-6th - Elementary Counseling Resource Manual, pages 29-32. (*Appreciating Differences and Identity* game)

6th - WIN Benchmark Assessment (beginning 2010-2011)

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

3rd - Kagan activities; Peace Games; age appropriate literature

4th-6th - Utilize activities from Sopris West on cooperation; Kagan activities; Peace Games; age appropriate literature

C: A1.5 – Learn to make decisions

6th - Elementary Counseling Resource Manual, page 96- decision making work sheet. Read *Pumpkin Soup*-list instances from story where lack of teamwork caused problems and when teamwork is necessary

C: A1.6 – Learn how to set goals

3rd - Students will set goals at the beginning of the year and revisit throughout the year

4th-6th - Utilize Sunburst kit on goal setting; students will set goals at the beginning of the year and revisit throughout the year

C: A1.9 – Develop hobbies and vocational interests

5th-6th - Bring pictures of workers-discuss; riddles for kids that describe various jobs. Read *Pumpkin Soup*-list instances from story where lack of teamwork caused problems and when teamwork is necessary. Make a tiny book where kids will tell about themselves, their interests and career path. Discuss 6 career paths, list on board and have kids brainstorm different jobs to fit within each path. Lesson, What Is a Career Pathway? using some kind of career interest survey

Competency A: 2 – Develop Employment Readiness

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

5th-6th - Career Trek; career development activities for the elementary school grades. Cooperative activities

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

5th-6th - Teaching Tolerance, age appropriate activity

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

5th-6th - Age appropriate literature stressing the importance of a positive attitude

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

5th-6th - Class jobs; age appropriate literature stressing the importance of a positive attitude

B

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

Competency B: 1 – Acquire Career Information

C: B.1.1 – Apply decision making skills to career planning, course selection and career transition

6th - Transitions-middle school orientations-student guest speakers

C: B1.2 – Identify personal skills, interests and abilities, and relate them to current career choice

K-6th - Career Cluster Focus; WIN Lesson Plans

3rd-5th - Mat-Su PEAK-begin to review, although specifically for 6th grade; Career Trek; career development activities

6th - Mat-Su PEAK; Career Trek; career development activities

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

K-6th - Career Cluster Focus; WIN Lesson Plans

6th - Career Trek; going to college days

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

6th - State career information website -AKCIS; Career Trek; guest speakers

Competency B: 2 Identify Career Goals

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

K-6th - Career Cluster Focus; WIN Lesson Plans

3rd-6th - Work with classroom teachers regarding individual class needs; utilize *Elementary Activities Career* book; Life Planning work sheet



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

Competency C1 – Acquire Knowledge to Achieve Career Goals

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

5th-6th - People who go to college usually get the highest paying jobs. Why? Brainstorm ideas why. More education equals more career opportunities. Often the high school students with the best grades receive scholarships for college. Pretend you are hiring someone; write a few sentences stating what you want in an employee

6th – WIN Benchmark Assessment (beginning 2010-2011)

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

K-6th - Career Cluster Focus; Win Lesson Plans

6th - Brainstorm how your interests can become a job for you. Write a journal about your ideal job. Share with a classmate. Guest speakers who turned an interest into a job. Use age appropriate literature

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

6th - Brainstorm ways you can express yourself on the job. Examples: art work, creative writing, graphs, and charts. Ideas for developing more productivity at your job. Guest speakers share how they express themselves at work. Do a journal fast write that tells how you hope to use your talents to express your personality on the job. Share with a classmate. Continue your career file

Competency C2 – Apply Skills to Achieve Career Goals

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

6th - Select Career Trek activities. Rate your employability skills - discuss how different personality traits and their interests can help them be successful in life and in their careers. WIN Benchmark Assessments

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

K - Read, *King of the Playground*-how problems between friends are solved. Read, *Meet Danitra Brown* or *The Other Side*. Chart qualities that make others good friends and others that tear down friends. Read, *The Goodness Gorillas*-working together and how small/large groups can make a difference and make changes

1st-3rd - Read, *King of the Playground*-how problems between friends are solved. Read, *Meet Danitra Brown* or *The Other Side*. Chart qualities that make others good friends and others that tear down friends. Kids can write short poem about a friend or what makes a good friend. Read, *The Goodness Gorillas*-working together and how small/large groups can make a difference and make changes

4th-6th - Role-playing while practicing active listening skills and brainstorming solutions. Select activities from curriculum *Creating a Peaceable School*

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

5th-6th - Things that Bug Me from 'The Box'. Recognize things that we do that might bother others or things others do that bother us. Set goal to change one behavior to help us get along better with others. *Nettie's Trip South* story-kids write down one line from story that stands out and two reasons why. Group kids: each group comes to consensus on one line between them to share with the class; discuss reasons. Design a clown: put into groups of 4. Each group gets the same materials in a packet and must design their own clown and name it

PERSONAL/SOCIAL



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

Competency A1 – Acquire Self-knowledge

PS: A1.1 – Develop positive attitudes toward self as a unique and worthy person

K - Use literature related to positive self-esteem (*I'm Gonna Like Me: Letting Off a Little Self-Esteem* – Jamie Lee Curtis, *Berenstain Bears*); work with classroom teachers in reference to individual class and student needs

1st-3rd - Continue to work with classroom teacher in reference to class and individual needs, continue to use literature emphasizing in classroom self-esteem and individual strengths

1st - *Sweet Pickles*–Joy Berry

4th-6th - Continue to work with classroom teacher on individual class and student needs; continue discussion on building self-esteem and recognizing strengths (Sopris West Multiple Intelligences, Kagan Multiple Intelligences)

PS: A1.2 – Identify values, attitudes and beliefs

4th-6th - REACH Curriculum (*Respecting Ethnic and Cultural Heritage*)

K-6th - *Character Counts, Character Education*

PS: A1.3 – Learn the goal setting process

4th-6th - Sunburst units regarding goal setting, students set a goal for the school year at the beginning of the year, revisit throughout year to track progress

PS: A1.4 – Understand change is a part of growth

K - Use age appropriate literature (*Proud to Be Five*)

1st-3rd - Use age appropriate literature, REACH curriculum

4th-6th - REACH curriculum, set time with school nurse to be involved in classroom discussion on growth and development

PS: A1.5 – Identify and express feelings

K - Use age appropriate literature to discuss different feelings (*Today I Feel Silly*–Jamie Lee Curtis; Classroom guidance games, Bully Prevention–Early Childhood), Dr. Seuss–*My Many Colored Days*, include bookmark or have students make their own “many colored day” book

1st-3rd - Use age appropriate literature focusing on feelings and how to express feelings (*Today I Feel Silly, When Sophie Gets Angry, Really Angry, The Way I Feel, and Dr. Seuss-My Many Colored Days*)

4th-6th - Age appropriate literature emphasizing feelings and expressing feelings, Dr. Seuss–*My Many Colored Days* and have them make own book, anger and anger management curriculum

PS: A1.6 – Distinguish between appropriate and inappropriate behaviors

K-6th - Personal safety – grade level appropriate

PS: A1.7 – Recognize personal boundaries, rights and privacy needs

K-6th - Personal safety lessons, grade level appropriate.

PS: A1.8 – Understand the need for self-control and how to practice it

1st-3rd - Use age appropriate literature, Peace Games

4th-6th - Peace Games, practice calming down activities, i.e.–count to ten, walk away

PS: A1.9 – Demonstrate cooperative behavior in groups

3rd-6th - Cooperative learning activities – Kagan, Peace Games; grade level appropriate

PS: A1.10 – Identify personal strengths and assets

5th-6th - Utilize information from Sopris West–Multiple Intelligence, Kagan–Multiple Intelligence, Mat-Su P.E.A.K. Self-Awareness information book

PS: A1.12 – Identify and recognize changing family roles

4th-6th - REACH curriculum

Competency A2 Acquire Interpersonal Skills

PS: A2.1 – Recognize that everyone has rights and responsibilities

4th-6th - *Creating a Peaceable School*

PS: A2.2 – Respect alternative points of view

4th-6th - Guest speakers; use of “I” messages–role playing–standing in the other person’s shoes; age appropriate literature

PS: A2.6 – Use effective communication skills

2nd-6th - Kagan; Sunburst activities; use of “I” messages; feelings education; Sopris West activities specific to communication; role playing

PS: A2.7 – Know that communication involves speaking, listening and nonverbal behavior

K - Role-playing; age appropriate literature; select Sunburst activities

1st-6th - Steps to respect; feelings bingo/charades; role-playing

PS: A2.8 – Learn how to make and keep friends

K - Friendship bracelets; friendship chains; practice giving and receiving compliments

1st-6th - Age appropriate literature; brainstorming qualities of friendship; Peace Games; Kagan activities, friendship bracelets; friendship chains; practice giving and receiving compliments

B

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

Competency B1 – Self-knowledge Application

PS: B1.1 – Use a decision-making and problem-solving model

3rd-6th - Protecting You, Protecting Me activities

PS: B1.2 – Understand consequences of decisions and choices

3rd-6th - Protecting You, Protecting Me activities, role-playing

PS: B1.3 – Identify alternative solutions to problems

3rd-6th - Protecting You, Protecting Me activities

PS: B1.4 – Develop effective coping skills for dealing with problems

3rd-6th - Protecting You, Protecting Me activities

PS: B1.5 – Demonstrate when, where and how to seek help for problem solving problems and making decisions

K-6th - Protecting You, Protecting Me activities

PS: B1.6 – Know how to apply conflict-resolution skills

K-6th - Protecting You, Protecting Me activities; Sunburst activities

PS: B1.7 – Demonstrate a respect and appreciation for individual and cultural differences

5th-6th - REACH Training and activities

PS: B1.8 – Know when peer pressure is influencing a decision

5th-6th - Protecting You, Protecting me activities

PS: B1.9 – Identify long and short term goals

5th-6th - Set a goal at the beginning of the year and check throughout the year; Sunburst units regarding goal setting; goal setting work sheet (elementary counseling resource manual)

PS: B1.10 – Identify alternative ways of achieving goals

5th-6th - Age-appropriate literature; discussion/ brainstorming exercises to generate the completion of goals; elementary counselor yellow book

PS: B1.11 – Use persistence and perseverance in acquiring knowledge and skills

5th-6th - Age-appropriate literature; discussion/ brainstorming exercises to generate the completion of goals; time management exercises (i.e. Sunburst, elementary counselor yellow book, PYPM)

PS: B1.12 – Develop an action plan to set and achieve realistic goals

6th - Portfolio; see above information



Standard: Students will understand safety and survival skills

Competency C1 Acquire Personal Safety Skills

PS: C1.1 – Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)

K-3rd - Classroom practice with counselor support; fire safety guest speaker

4th-6th - Classroom practice with counselor support

PS: C1.2 – Learn about the relationship between rules, laws, safety and the protection of rights of the individual

K-6th - Protecting You, Protecting Me curriculum; age appropriate literature; guest speakers

PS: C1.3 – Learn about the differences between appropriate and inappropriate physical contact

K-6th - Personal safety lessons, age appropriate

PS: C1.4 – Demonstrate the ability to set boundaries, rights and personal privacy

K-3rd - Personal safety lessons, age appropriate

4th-6th - Personal safety lessons; 6th grade –sexual harassment training, Internet safety

PS: C1.5 – Differentiate between situations requiring peer support and situations requiring adult professional help

K - Telling and tattling lessons/discussion

1st-6th - Telling and tattling lessons/discussion; conflict resolution/managers; role of a counselor; Elementary Counseling Resource Manual

PS: C1.6 – Identify resource people in the school and community, and know how to seek help

K-6th - Personal safety lessons, age appropriate

PS: C1.7 – Apply effective problem-solving and decision-making skills to make safe and healthy choices

2nd-3rd - Protecting You, Protecting Me

4th-6th - Elementary Counseling Resource Manual-decision making worksheet

PS: C1.8 – Learn about the emotional and physical dangers of substance use and abuse

4th-6th - Protecting You, Protecting Me; guest speakers

PS: C1.9 – Learn how to cope with peer pressure

5th-6th - “I” statements; role playing; charades; Protecting You, Protecting Me; Sopris West conflict management

PS: C1.10 – Learn techniques for managing stress and conflict

4th- 6th - Age appropriate literature; brainstorming/ discussion; *Creating Peaceable Schools*; steps to respect

K-6th - Yoga for Kids video

PS: C1.11 – Learn coping skills for managing life events

6th - Define life events per the population; common language; brainstorm group of trusted adults

MIDDLE/JR. HIGH COUNSELING SUGGESTED ACTIVITIES AND RESOURCES

Middle School/Junior High School Lesson Plans developed by the Mat-Su PEAK Program

ACADEMIC

A

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

A: A3.1 – Take pride in work and achievement

I Complete Work in a Timely Fashion

CAREER

A

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

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

*Rating Employability Skills
Work Place Values*

C: A1.2 – Learn about the variety of traditional and non-traditional occupations

Exploring Career Pathways

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

*Resume for a Pathway
Complete a Job Application*

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

Using Multiple Resources

B

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

C: B2.1 – Demonstrate awareness needed to achieve career goals

*Know Your Rights
Test Yourself on the ABC's of Higher Learning*

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

*Making Your 4 Year Plan
Career Field Trip Worksheet
What is a Career Pathway?*

C: B5 – Maintaining a Career Planning Portfolio

Community Service Activity

PERSONAL/SOCIAL

A

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

PS: A6 – Distinguish Between Appropriate and Inappropriate Behavior

I Make Safe and Healthy Choices

















PS: A2.1 – Recognize that Everyone Has Rights and Responsibilities

We're All in This Together

PS: A2.3 – Recognize, Accept, Respect and Appreciate Individual differences

I Know My Own Strengths and Weaknesses

THE 16 CAREER CLUSTERS

Career Cluster	Description	Career Cluster	Description
	The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.		Hospitality & Tourism encompasses the management marketing and operations of restaurants and other foodservices
	Careers in designing, planning, managing, building and maintaining the built environment.		Preparing individuals for employment in career pathways that relate to families and human needs.
	Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.		Building Linkages in IT Occupations Framework: For Entry Level, Technical, and Professional Careers Related to the Design, Development, Support and Management of Hardware, Software, Multimedia, and Systems Integration Services.
	Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.		Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.
	Planning, managing and providing education and training services, and related learning support services.		Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.
	Planning, services for financial and investment planning, banking, insurance, and business financial management.		Planning, managing, and performing marketing activities to reach organizational objectives.
	Executing governmental functions to include Governance; National Security; Foreign Service; Planning; Revenue and Taxation; Regulation; and Management and Administration at the local, state, and federal levels.		Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.
	Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.		Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.



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16 Career Clusters and Their Pathways

A Career Cluster is a grouping of occupations and broad industries based on commonalities. The sixteen career clusters provide an organizing tool for schools, small learning communities, academies and magnet schools.

Agriculture, Food & Natural Resources

Food Products and Processing Systems
Plant Systems
Animal Systems
Power, Structural & Technical Systems
Natural Resources Systems
Environmental Service Systems
Agribusiness Systems

Architecture & Construction

Design/Pre-Construction
Construction
Maintenance/Operations

Arts, Audio/Video Technology & Communications

Audio and Video Technology and Film
Printing Technology
Visual Arts
Performing Arts
Journalism and Broadcasting
Telecommunications

Business Management & Administration

General Management
Business Information Management
Human Resources Management
Operations Management
Administrative Support

Education & Training

Administration and Administrative Support
Professional Support Services
Teaching/Training

Finance

Securities & Investments
Business Finance
Accounting
Insurance
Banking Services



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Government & Public Administration

Governance
National Security
Foreign Service
Planning
Revenue and Taxation
Regulation
Public Management and Administration

Health Science

Therapeutic Services
Diagnostic Services
Health Informatics
Support Services
Biotechnology Research and Development

Hospitality & Tourism

Restaurants and Food/Beverage Services
Lodging
Travel & Tourism
Recreation, Amusements & Attractions

Human Services

Early Childhood Development & Services
Counseling & Mental Health Services
Family & Community Services
Personal Care Services
Consumer Services

Information Technology

Network Systems
Information Support and Services
Web and Digital Communications
Programming and Software Development

Law, Public Safety, Corrections & Security

Correction Services
Emergency and Fire Management Services
Security & Protective Services
Law Enforcement Services
Legal Services



The Career Clusters icons and definitions are being used with permission of the States' Career Clusters Initiative, 2008,
www.careerclusters.org

Manufacturing

Production
Manufacturing Production Process Development
Maintenance, Installation & Repair
Quality Assurance
Logistics & Inventory Control
Health, Safety and Environmental Assurance

Marketing

Marketing Management
Professional Sales
Merchandising
Marketing Communications
Marketing Research

Science, Technology, Engineering & Mathematics

Engineering and Technology
Science and Math

Transportation, Distribution & Logistics

Transportation Operations
Logistics Planning and Management Services
Warehousing and Distribution Center Operations
Facility and Mobile Equipment Maintenance
Transportation Systems/Infrastructure Planning, Management and Regulation
Health, Safety and Environmental Management
Sales and Service



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www.careerclusters.org

ELECTRONIC RESOURCES

Academic Resources

Homework Help Online

Live homework help for Alaskan students. <http://sled.alaska.edu/homework.html>

10 Homework Helpers

Make the grade with 10 homework helpers. Take a look at this list of terrific Web sites for students. Here are 10 terrific sites that provide homework help, reference guides, and imaginative projects for a range of grades and subjects. <http://www.microsoft.com/athome/intouch/10homeworkhelpers.msp>

The American Student Achievement Institute

This is a nonprofit organization focused on raising educational achievement for all students and closing achievement gaps between rural, minority and low-income students and their more advantaged peers. <http://www.asainstitute.org/>

National Research Center for College & University Admissions

Creating a brighter future for America's youth, with integrity... through a unique process that captures and shares educational and career aspirations...one dream at a time. <http://www.nrccua.org/>

College Net Guide to Colleges, Universities, and Graduate Programs

Provides information on college admissions, links to academic resources, and online applications. <http://www.c3apply.org/index.html>

Yahoo's College Search

Everything you need to help you find, apply, and get into the right school. School search, admissions tips, test preparation, financial aid, scholarships, school rankings, and more. <http://education.yahoo.com/>

Peterson's Guide

Planning your future can be a whirlwind, but it's important: finding the right college or study abroad program; studying for the SAT or ACT; exploring financial aid. Through every step, Peterson's is here to help. <http://www.petersons.com/>

National Office for School Counselor Advocacy

The College Board established this office to publicly support school counselors. The College Board believes that every student is entitled to the guidance, support, and academic preparation required to make college a post-high school option. <http://www.collegeboard.com/prof/counselors/nosca.html>

NCAA Clearinghouse

NCAA Clearinghouse information regarding student eligibility. <http://www.ncaa.org/wps/portal>

FastWeb

Find college financial aid, conduct a scholarship search with our scholarship search engine, and get the money you need to pay for college at FastWeb. <http://www.fastweb.com/>

Scholarship Help

Great advice about how to succeed in winning scholarships. <http://www.scholarshiphelp.org/>

Alaska Student Loans

The Alaska Commission on Postsecondary Education. <http://alaskaadvantage.state.ak.us/>

Financial Aid Resource Publications

Publications from the U.S. Department of Education.
http://studentaid.ed.gov/students/publications/student_guide/index.html

Sallie Mae Student Financial

Apply online for federal and private student loans; consolidate student loans; financial aid and scholarship information for college, <http://www.salliemae.com/>

Education Assistance Corporation

A guaranty agency for the Federal Family Education Loan Program. Site features information on obtaining financial assistance for higher education. <http://www2.eac-easci.org/welcome.shtml>

Career Planning Resources

NAPE: The National Alliance for Partnerships in Equity (NAPE)

A consortium of state and local agencies, corporations, and national organizations that collaborate to create equitable and diverse classrooms and workplaces where there are no barriers to opportunities.
<http://www.napequity.org/>

America's Career Resource Network (ACRN)

Consists of state and federal organizations that provide information, resources and training on career and education exploration. <http://www.acrnetwork.org/>

ALEX Sys for Alaskans

ALEX sys is specifically designed for Alaskan job seekers, students, case managers, employers, training providers, workforce professionals, and others seeking benefits and services.
<http://alexsys.labor.state.ak.us/default.asp>

Alaska Career Information System--(AKCIS)

This is an annually updated online program that provides comprehensive, user-friendly career information. It is designed to help teens through adults explore career and educational opportunities in Alaska and throughout the U.S. www.akcis.org

“Get Off The Hook”

This is a web-based resource and curriculum for teachers, counselors, parents and students seeking to gain information about why it is important to consider a NTO. www.ntoalaska.org

America's Career Resource Network

This website has links to a broad range of other career development websites.
<http://www.acinet.org/acinet/default.asp>

America's Career Resource Network Association

Use this website to learn about the effectiveness of career development, identify strategies to make your career development efforts more successful, influence public policy, and connect with progressive leaders in the industry. <http://www.acrna.net/i4a/pages/index.cfm?pageid=1>

Education Online Search

Education Online Search is a free college portal online, helping you learn about careers and the colleges offering career education and degrees for the fields you choose. <http://www.careervoyages.gov/>

Career Key

Career Key™ test is one of only a few professional-quality career tests on the Internet. It has been used by career counselors for over 20 years. <http://www.careerkey.org/>

My Future

The goal of the site is to help students understand the opportunities available to them after graduation, and better prepare them for the choices and challenges they have ahead. <http://www.myfuture.com/index.php>

Kiersey Temperament Sorter

The **Keirsey** Temperament Sorter (KTS) is a self-assessed personality questionnaire designed to help people better understand themselves. <http://keirsey.com/>

Personality I.D

This is a new, unique, and validated interactive personality assessment tool that allows you to view yourself and others from a fresh, new perspective. Its primary purpose is to help you identify and understand your unique personality. <http://www.crown.org/tools/Personality.asp>

Occupational Outlook Quarterly Online

A classic reference about occupations from A to Z. Compiled by the US Bureau of Labor Statistics. Includes a description of the work, training and education. <http://stats.bls.gov/opub/ooq/ooqhome.htm>

America's Job Bank

Visit our site and see how we can help you find the job that's right for you. Thousands of new jobs are posted daily by employers searching for someone like you. <http://www.ajb.dni.us/>

Career Builder

Search 1.5 million Jobs on CareerBuilder.com. Find new employment or work. Fresh job listings posted daily. Have jobs emailed to you. <http://www.careerbuilder.com>

College Grad.Com

Career web site for entry level job search for college students and recent grads. Provides information on resumes, networking, jobs, employers, interviewing. <http://www.collegegrad.com/>

O*Net

The Occupational Information Network (O*NET) is a database of occupational requirements and worker attributes. It describes occupations in terms of the skills and knowledge required, how the work is performed, and typical work settings. <http://www.doleta.gov/programs/onet/>

10 Minute Resume

In **minutes**, you'll be on your way to creating a **resume** that will impress even the most discerning employer and put you ahead of the competition. <http://www.10minuteresume.com/index.cfm?bhcp=1>

The Resume Shop

If you need help with your **resume** then **the resume shop** is the place to be!! <http://www.cyber-north.com/resume/>

What Can I Do With a Major In?

This site explores career options for a variety of college majors. <http://www.uncwil.edu/stuaff/career/Majors/>

Career Clusters

Sixteen broad categories that encompass virtually all occupations from entry through professional levels. Resources such as KNOWLEDGE AND SKILLS STRUCTURES and BROCHURES are available for each of the sixteen clusters. Click on the cluster icon for access to resources. <http://www.careerclusters.org/>

Personal/Social Resources

Journal of Online Behavior

The Journal of Online Behavior (JOB) "is concerned with the empirical study of human behavior in the online environment, and with the impact of evolving communication and information technology upon individuals, groups, organizations, and society. <http://www.behavior.net/JOB/>

School Violence Resource Center

The School Violence Resource Center of the National **Center** for Rural Law Enforcement is dedicated to assisting the efforts to reduce violence in schools. <http://www.svrc.net/>

American Red Cross Facing Fear Curriculum

Facing Fear was developed to address a demand by educators and caregivers of children for materials to help children cope in uncertain times. <http://www.redcross.org/disaster/masters/facingfear/>

Brief Recovery Program for Trauma Recovery

This manual (71 pages) is designed for mental health professionals who have been trained to deliver the specific procedures included in the Brief Therapy Program. <http://www.ptsd.factsforhealth.org/brp.pdf>

Back-to-School Teen Health Kit

In an effort to help parents meet the challenge of keeping their teens healthy and safe, the National Women's Health Resource Center has developed a handy online back-to-school kit. <http://www.healthywomen.org/b2s/chpa.html>

Childhood Traumatic Grief Educational Materials for School Personnel

School personnel play important roles in observing children, understanding how to create a supportive school environment, and knowing when it is best to suggest referral to a professional. <http://web.extension.uiuc.edu/disaster/>

Crisis Communications Guide & Tool Kit

The NEA Crisis Communications Guide and Toolkit provides resources to empower members facing crises and to guide their school communities toward hope, healing, and renewal.

<http://www.nea.org/crisis/b4home.html>

Safe and Drug Free Schools

Office of Safe and Drug Free Schools offers publications and resources.

<http://www.ed.gov/about/offices/list/osdfs/index.html?publications.html>

American Foundation for Suicide Prevention

The American Foundation for Suicide Prevention (AFSP) is the only national not-for-profit organization exclusively dedicated to understanding and preventing suicide through research and education, and to reaching out to people with mood disorders and those affected by suicide.

<http://www.afsp.org/>

Other

Alaska Processing Industry Career Consortium (APICC)

Tons of resources for Alaskan Educators! <http://www.apicc.org/links.html#top>

Statewide Library Electronic Doorway (SLED)

Alaska Statewide Electronic Doorway. <http://sled.alaska.edu/>

NCLB and the School Counselor

Includes a document outlining the provisions of NCLB that apply to counselors and counseling, and a grid matching topics of importance to counselors to sections of the law. Also includes the NCLB desk reference produced by the Department of Education in 2002.

http://www.counselors.k12.sd.us/no_child_left_behind.htm

What Does a School Counselor Do?

This section of ASCA's Web site contains a wealth of information on the roles of school counselors, how to become a school counselor, promoting your school counseling program, research on the effectiveness of school counseling and more.

<http://www.schoolcounselor.org/content.asp?contentid=133>

EZAnalyze

Free download as a supplement to Excel to assist in data collection and simple statistical calculations.

www.ezanalyze.com

The Education Trust

The Education Trust reports on state and local K-16 initiatives, has data tools and presentations available, and trains counselors as part of its National Center for Transforming School Counseling Initiative. www.edtrust.org

SchoolCounselor.com

SchoolCounselor.com was created for the purpose of advancing solution focused technology literacy among counselors. <http://www.schoolcounselor.com/>

Important Web Links for School Counselors

A reference (PDF file) developed by the Hillsborough County Guidance Services.
<http://guidanceservices.mysdhc.org/documents/websiteresources.pdf>

National Center for Learning Disabilities

Hosts a website designed to inform about learning disabilities and how they affect both youth and adults. <http://www.nclld.org/>

Education World

The Educator's Best Friend. The surfing is over. Here you will find the best **education** links and original content the Net has to offer. <http://www.education-world.com/>

Organizations

National Career Development Association (NCDA)

The mission of NCDA is to promote the career development of all people over the life span.
<http://www.ncda.org/>

The Alaska School Counselor Association (AkSCA)

Provides leadership and support for counselors in their critical task of helping students integrate and thrive in the world in which they live and work. www.alaskaschoolcounselor.org

American School Counselor Association

Supports school counselors' efforts to help students focus on academic, personal/social and career development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. www.schoolcounselor.org

Rhode Island School Counselor Association

RISCA Tool Kits Eight (8) toolkits provide structured processes, clearly-defined protocols and easy-to-use tools to help districts improve their counseling programs. www.rischoolcounselor.org

The Center for School Counseling Outcome Research (CSCOR)

This organization is dedicated to improving the practice of school counseling by developing the research base that is necessary for responsible and effective practice.
<http://www.umass.edu/schoolcounseling/>

Collaborative for Academic, Social, and Emotional Learning (CASEL)

CASEL will enhance children's success in school and life by promoting coordinated, evidence based social, emotional, and academic learning as an essential part of education from preschool through high school. <http://www.casel.org/>

Families and Schools Together (FAST)

Families and Schools Together (FAST) is a project that encourages family-school community collaborations to enhance the academic, social and career opportunities and development of children.
<http://www.wcer.wisc.edu/fast/>

Partnership Against Violence

Partnership Against Violence, is a collaboration of several federal agencies and many school systems. Successful schools programs have been placed on the PAVNET web site. <http://www.pavnet.org/>

The John Hopkins Center on School, Family, Community Partnerships

Conducts and disseminates research, development, and policy analyses that produce new and useful knowledge and practices that help families, educators and members of communities work together to improve schools, strengthen families and enhance student learning and development.

<http://www.csos.jhu.edu/p2000/center.htm>

Government

Alaska Department of Education and Early Development

<http://www.eed.state.ak.us/>

Type C Certification Requirements Alaska

<http://www.eed.state.ak.us/TeacherCertification/home.html>

Requirements for Licensed Professional Counselor–Alaska

<http://www.commerce.state.ak.us/occ/ppco.htm>

Alaska Department of Labor

<http://www.labor.state.ak.us/>

US Department of Labor

<http://www.bls.gov/>

Bureau of Labor Statistics Homepage

<http://stats.bls.gov/>

ALASKA CULTURAL STANDARDS FOR STUDENTS

The [Alaska Cultural Standards for Students](#) were developed by the Alaska Native Knowledge Network in 1988. They also were adopted by the State Board of Education and Early Development in the same year. The standards are broad statements of what students should know and be able to do as a result of their experience in a school that is aware of and sensitive to the surrounding physical and cultural environment. The standards are meant to enrich the Content Standards and provide guidelines for nurturing and building in students the rich and varied cultural traditions that continue to be practiced in communities throughout Alaska.

[Alaska Standards for Culturally Responsive Schools](#) were also developed for educators, schools, curriculum and communities by Alaska native educators to provide a way for schools and communities to examine the extent to which they are attending to the educational and cultural well being of the students in their care (*Source: Alaska Standards for Culturally Responsive Schools*).

#	Standard	Students who meet this cultural standard are able to:
A	Culturally-knowledgeable students are well grounded in the cultural heritage and traditions of their community.	<ol style="list-style-type: none"> 1. Assume responsibility for their role in relation to the wellbeing of the cultural community and their life-long obligations as a community member. 2. Acquire and pass on the traditions of their community through oral and written history. 3. Practice their traditional responsibilities to the surrounding environment. 4. Reflect through their own actions the critical role that the local heritage language plays in fostering a sense of who they are and how they understand the world around them. 5. Live a life in accordance with the cultural values and traditions of the local community and integrate them into their everyday behavior. 6. Determine the place of their cultural community in the regional, state, national and international political and economic systems.

Alaska School Counseling Framework Implementation Tools - June 2007

Alaska Cultural Standards for Students

#	Standard	Students who meet this cultural standard are able to:
B	Culturally-knowledgeable students are able to build on the knowledge and skills of the local cultural community as a foundation from which to achieve personal and academic success throughout life.	<ol style="list-style-type: none"> 1. Acquire insights from other cultures without diminishing the integrity of their own. 2. Make effective use of the knowledge, skills and ways of knowing from their own cultural traditions to learn about the larger world in which they live. 3. Make appropriate choices regarding the long-term consequences of their actions. 4. Identify appropriate forms of technology and anticipate the consequences of their use for improving the quality of life in the community.
C	Culturally-knowledgeable students are able to actively participate in various cultural environments.	<ol style="list-style-type: none"> 1. Perform subsistence activities in ways that are appropriate to local cultural traditions. 2. Make constructive contributions to the governance of their community and the well-being of their family. 3. Attain a healthy lifestyle through which they are able to maintain their own social, emotional, physical, intellectual and spiritual well-being. 4. Enter into and function effectively in a variety of cultural settings.
D	Culturally-knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning.	<ol style="list-style-type: none"> 1. Acquire in-depth cultural knowledge through active participation and meaningful interaction with Elders. 2. Participate in and make constructive contributions to the learning activities associated with a traditional camp environment. 3. Interact with Elders in a loving and respectful way that demonstrates an appreciation of their role as culture-bearers and educators in the community. 4. Gather oral and written history information from the local community and provide an appropriate interpretation of its cultural meaning and significance. 5. Identify and utilize appropriate sources of cultural knowledge to find solutions to everyday problems. 6. Engage in a realistic self-assessment to identify strengths and needs and make appropriate decisions to enhance life skills.

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Alaska Cultural Standards for Students

#	Standard	Students who meet this cultural standard are able to:
E	Culturally-knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.	<ol style="list-style-type: none"> 1. Recognize and build upon the inter-relationships that exist among the spiritual, natural and human realms in the world around them, as reflected in their own cultural traditions and beliefs as well as those of others. 2. Understand the ecology and geography of the bioregion they inhabit. 3. Demonstrate an understanding of the relationship between world view and the way knowledge is formed and used. 4. Determine how ideas and concepts from one knowledge system relate to those derived from other knowledge systems. 5. Recognize how and why cultures change over time. 6. Anticipate the changes that occur when different cultural systems come in contact with one another. 7. Determine how cultural values and beliefs influence the interaction of people from different cultural backgrounds. 8. Identify and appreciate who they are and their place in the world.

Alaska School Counseling Framework Implementation Tools - June 2007

ALASKA EMPLOYABILITY STANDARDS

The State Board of Education & Early Development has adopted into regulation Content Standards in various areas. Content Standards are broad statements of what students should know and be able to do as a result of their public school experience.

Employability Standards are a critical part of student learning. Proficiency in achieving Alaska’s content standards is fundamental to creating an employable individual. These employability standards are to be used in conjunction with Alaska’s academic content and performance standards to ensure Alaska students have the skills and knowledge necessary to be good citizens, effective parents, productive workers, and most of all, life-long learners. Alaska students are expected to learn how to learn and apply their skills and knowledge in a variety of settings to create a satisfying and productive life. These standards are designed to promote successful student transition from school to work.

Crosswalk: ASCA / NCDG/AK Employability Standards

#	Standard	A student who meets this standard should
A	A student should be able to develop and be able to use employability skills in order to effectively make the transition from school to work and lifelong learning.	<ol style="list-style-type: none"> 1. Develop and maintain a work ethic necessary for success in the workplace that includes honesty, integrity, dependability, punctuality, self discipline, initiative, reliability, accuracy, productivity, respect and perseverance. 2. Understand how to apply skills and academic knowledge in a variety of work settings. 3. Understand the process for seeking employment including resume development, application completion, interview skills and appropriate dress for work settings. 4. Understand the process for developing self-employment opportunities including marketing studies, business plan development, and managing business finances. 5. Understand how an individual job fits into the overall organization and how the organization fits into the overall economy. 6. Understand the need for safe practices in workplaces. 7. Understand employer and employee rights and responsibilities.
B	A student should be able to identify career interests and plan for career options.	<ol style="list-style-type: none"> 1. Identify and appreciate personal interests, aptitudes, abilities, and priorities. 2. Identify possible career options, considering both employment and self employment and understand how changes in the workplace affect career choice. 3. Use labor market information to identify occupational and economic trends and opportunities, and evaluate possible career options. 4. Identify education and/or training needed for career options and advancement, and develop a career plan. 5. Identify resources available to support education and training related to career possibilities.

Alaska School Counseling Framework Implementation Tools June 2007

SUSPECTED CHILD ABUSE REPORT FORM
Fairbanks North Star Borough School District

REFERRAL TO OFFICE OF CHILDREN'S SERVICES: **451-2650** (Fax 451-2616)

DATE _____

PERSON REPORTING _____
(Name) (Title)

SCHOOL _____ TELEPHONE _____

STUDENT _____ BIRTHDATE _____

OTHER NAMES USED _____ Afr./Am. _____ Cauc. _____ Hispanic _____ Native _____ Other _____

GRADE _____ SCHOOL _____ TEACHER _____

PARENT/GUARDIAN RESIDENCE (HOME ADDRESS) _____

WORK PHONE _____ HOME PHONE _____

SIBLINGS (IF KNOWN) _____

TYPE OF SUSPECTED ABUSE (physical, sexual, neglect) _____

BRIEFLY INDICATE REASON FOR REFERRAL (underlying facts and how matter cam to attention of district personnel)

OFFICE OF CHILDREN'S SERVICES CONTACT PERSON _____
(Name) (Title)

DATE OF CONTACT _____ TIME _____

COMMENT/ACTION TAKEN BY OCS _____

FOLLOW UP DATE _____

Revised: November 2000

FAIRBANKS COMMUNITY RESOURCES

A complete list of Fairbanks North Star Borough resource agency information on human and social services available to youth, adults, and seniors is available at:
<http://www.fairbanksinfo.com>

This site provides an interactive database, updated on a regular basis by the staff of Careline Crisis Intervention. It is sponsored by the Arctic Alliance for People coalition and is a collaborative effort developed by the following partner agencies or organizations: Careline Crisis Intervention; Fairbanks North Star Borough School District's Safe Schools/Healthy Students grant; Information Insights; the United Way; and the U.S. Departments of Education, Justice, and Health and Human Services.

ABUSE/VIOLENCE

Office of Children's Services	451-2650
Domestic Violence Information	452-9254
Eielson Family Advocacy Program	377-4042
Fort Wainwright Family Advocacy Program	353-7317 or 347-4636
Interior Alaska Center for Non-Violent Living	452-2293
Crisis Hotline	452-7273
Resource Center for Parents & Children	456-2866

ALCOHOL/DRUG ABUSE

Adult Children of Alcoholics	456-6458
Alano Club	456-1604
Alanon — Alateen	456-6458
Alcoholics Anonymous	456-7501
Eielson Alcohol & Drug Abuse Prevention & Treatment	377-3071
Eielson Adolescent Substance Abuse Counseling Services	377-4727
Fort Wainwright Alcohol Substance Abuse Program	353-1382 or 361-6059
Military Dependent Adolescent Substance Abuse Counseling Service	353-1382
Narcotics Anonymous	452-7372
Ralph Purdue Center, Youth Drug & Alcohol Program	452-6251 x211
Regional Center for Alcohol & Other Addictions	456-1053

CONFLICT RESOLUTION

North Star Youth Court	457-6792
North Star Youth Mediation Program	457-6792

CLOTHING

Career Closet, Tanana Valley Campus	455-2826
Carenet Pregnancy Center	455-8255
Community Services, Immaculate Conception Church	456-4918
Salvation Army Family Services	452-5005
Salvation Army Thrift Store	452-5005
Value Village Thrift Store	474-4828

COUNSELING/MENTAL HEALTH

Eielson Family Life Consultants388-0483
Eielson Mental Health377-3071
Fairbanks Community Behavioral/Mental Health Center452-1575
Fairbanks Counseling & Adoption456-4729
Fort Wainwright Family Life Consultants388-2553
Fort Wainwright Social Work Services (families) 361-6284 or 496-2017
Hope Counseling451-8208
New Life – Fairbanks Native Association 452-1272 x22
Pacific Rim Counseling452-5252
Parents, Families & Friends of Lesbians & Gays457-3524
Seven Secrets Counseling & Social Skills590-0064
STEPS374-7881
Sunny Denyaavee Center455-4611
Tanana Chiefs Behavioral/Mental Health Program452-8251

EMERGENCY/CRISIS

American Red Cross456-5937
Careline Crisis Intervention452-4357
Crisis Pregnancy Center Hotline452-5683
Eielson Sexual Assault Prevention & Response Program377-7272
Love In the Name of Christ (Love INC)452-3876 (office) 452-5683 (help line)
National Runaway Switchboard 1-800-RUN-AWAY
Rape Emergency 1-800-478-7273
Interior Alaska Center for Non-Violent Living452-2293
 Crisis Hotline for Domestic Violence & Rape452-7273 or 1-800-478-7273
Youth Suicide Prevention 24 hr. Crisis Line452-4357

EMERGENCY SHELTER

Fairbanks Rescue Mission (Call for appointment).....452-5343
FNA New Life (Adolescent Residential)452-1274
Graf Healing Place (Adolescent Residential)455-4725
IAC (Interior Alaska Center for non-Violent Living)452-2293
Love INC Emergency Services.....452-5683
Showers available for a fee at Park & Recreation facilities.....459-1070

EMPLOYMENT AND TRAINING SERVICES

Adult Learning Program (ALPA/GED/ABE).....452-6434
Alaska Job Center Network
 ALEXsys Help Desk451-5918
 Customized Employment Grant.....451-5296
 Employment and Training Services.....451-5967
 Job Information Hotline451-2875
 Unemployment Insurance451-2871
Carol Brice Family Center and Computer Literacy Lab451-6993
Literacy Council of Alaska456-5013
Love INC, Quality Life and Mentoring.....452-3876
Tanana Chiefs Conference (serves Alaska Natives)452-8251
Tanana Valley Campus Workforce Development Center
 Job Development/Training/Job Retention..... 455-2832 or 455-2826
Work Permits451-2886

FAMILY/YOUTH SERVICES

168th Family Programs (Eielson Air Guard)377-8715
ADHD Assessment and Treatment, Inc.590-0931
Alaska Center for Resource Families479-7307
Big Brothers Big Sisters452-8110
Crisis Pregnancy Center455-8255
Office of Children’s Services451-2650
Eielson Youth Center377-3194
Fort Wainwright Youth Center 353-KIDS(5437)
Love Social Services Center458-8400
NAACP Fairbanks Branch456-2227
Resource Center for Parents and Children456-2866

FOOD

Breadline Stone Soup Café456-8317
Fairbanks Food Bank.....456-2337
Meals on Wheels (Senior Center Lunch Program).....452-1735
WIC RCPC (Women, Infants, & Children) Program456-2990

HEALTH SERVICES

Bassett Army Community Hospital 353-5172 or 361-5172
Chief Andrew Isaac Health Center451-6682
Eielson Health and Wellness Center377-6662
Fairbanks Memorial Hospital452-8181
Fairbanks Regional Public Health Center452-1776
Interior Community Health Center455-4567

MILITARY SERVICES

Ft. Wainwright:

Army Community Services.....353-4227
Alcohol and Drug Abuse Prevention Education, Prevention and Control Program,
Risk Reduction, Wellness, Employee Assistance353-1370
Community Mental Health Services353-6059
Military and Family consultant Program388-2553

Eielson AFB:

Chaplains.....377-2130
Family Support Center,377-2178
Mental Health and Family Advocacy 377-4041 or 377-4042

SUPPORT GROUPS

Alaska AIDS Help Line 1-800-478-2437
American Cancer Society452-7084 or 1-800-227-2345
American Diabetes Association457-1557
Crisis Pregnancy Center455-8255
Epilepsy Seizure Support Network452-5585
Fort Wainwright ADD/ADHD Support Group353-4243
Hospice of the Tanana Valley474-0311
Interior AIDS Association452-4222
Interior Alaska Cancer Association374-0974
Interior Community Health Center455-4567
Parents, Families & Friends of Lesbians & Gays457-3524

ACTION PLAN TEMPLATE

#	Grade Level	Lesson Content	ASCA Domain and Standard	Curriculum and Materials	Start and End Dates	Number of Students Affected	Location	Evaluation and Assessment	Contact Person
Activity 1									
Activity 2									
Activity 3									
Activity 4									

American School Counselor Association (2004). *The ASCA National Model Workbook*. Alexandria, VA: Author