

# **Counseling & Guidance Comprehensive Plan Vestal School District 2024**



# **Table of Contents**

<b>Introduction</b>	<b>3</b>
<b>NYS Education Department School Counseling Regulations</b>	<b>3</b>
<b>ASCA National Model Executive</b>	<b>5</b>
<b>ASCA Model Components</b>	<b>6</b>
<b>School Counseling Practice</b>	<b>9</b>
<b>Vestal Central School District School Counseling Comprehensive Plan</b>	<b>11</b>
<b>School Counseling Foundation</b>	<b>12</b>
<b>School Counseling Goals</b>	<b>13</b>
<b>School Counseling Direct and Indirect Services</b>	<b>14</b>
<b>School Counseling Curriculum</b>	<b>16</b>
<b>Elementary School Safety Curriculum Plan</b>	<b>37</b>
<b>Appendix A Mindset and Behavior Standards</b>	<b>48</b>
<b>Appendix B School Counselor Competencies</b>	<b>49</b>
<b>References</b>	<b>50</b>

# Introduction

The American School Counselor Association (ASCA) and its state chapter, the New York State School Counselor Association, have published models of professional practice shifting attention away from the school counselor's role to the impact school counselors have on issues including student achievement, school safety, and the academic mission of the school. *The National Model for School Counseling Programs* (ASCA, 1997) describes how school counselors can measure their impact on these areas. *The New York State Model for Comprehensive K-12 School Counseling Programs* (NYSSCA, 2005) more specifically links school counselors' work to the New York State Educational Standards.

## **NYS Education Department School Counseling Regulations:**

On July 1, 2017, the New York State Education Department Board of Regents adopted amendments to Commissioner's Regulations related to school counseling (<http://www.regents.nysed.gov/common/regents/files/517brca14.pdf>). The New York State Education Department further explained the role of the school counselor as:

*"A school counselor's role is central to the success of students. School counselors support students through individual and group counseling, college and career exploration instruction, assistance in crisis situations, and referrals to school social workers, school psychologists or other professionals when specialized interventions are required for student success in school. The New York State Education Department believes that the amended school counseling regulations will help increase opportunities for all students to be successful.*

*It is important for students to have access to a certified or licensed school counselor in the early years to help inspire young students to strive for success and consider college and career opportunities. It is equally important to emphasize the positive effects that school social workers, school psychologists, school counselors, school nurses, health educators, teachers, and parents can have on student success when they collaborate and work as a team, offering their respective professional expertise to support the "whole child."* (NYSED, 2018)

In the January 3rd, 2018 memo from the New York State Education Department to school district leaders the following highlights to the changes to the school counseling regulations were identified as:

Old Requirement	New Requirement
Each school district shall have a guidance program for all students.	Beginning with the 2019-2020 school year, each school district shall have a comprehensive developmental school counseling/guidance program for all students in grades kindergarten (K) through grade 12. Each school district shall also ensure that all students in grades kindergarten through twelve have access to a certified school counselor(s). For the city school district of the City of New York and the city school district of the City of Buffalo, this shall include a licensed guidance counselor(s) pursuant to part 80 of the Commissioner's regulations.
In grades K-6, the program shall be designed in coordination with the teaching staff.	Beginning with the 2019-2020 school year, in grades kindergarten through five, the program shall be designed by a certified school counselor in coordination with teaching staff and any appropriate pupil personnel service providers.
In grades 7-12, the program shall include an annual review of each student's educational progress and career plans, with such reviews to be conducted with each student individually or with small groups by personnel certified or licensed as school counselors.	Beginning with the 2019-2020 school year, for students in grades six through twelve, certified school counselors shall provide an annual individual progress review plan, which shall reflect each student's educational progress and career plans. For a student with disability, the plan shall be consistent with the student's individualized education program.
Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements.	Beginning with the 2019-2020 school year, each school district shall develop district-wide and building-level comprehensive developmental school counseling/guidance plans which set forth the manner for compliance with this subdivision. Such district and building level plans shall be updated annually, available for review at the district offices and each school building, and made available on the district's website.
N/A	Each school district shall establish a comprehensive developmental school counseling/guidance program advisory council to be comprised of representative stakeholders (such as parents, members of the board of education, school building and/or district leaders, community-based service providers, teachers, certified school counselors and other pupil personnel providers in the district including school social workers and/or school psychologists). The advisory council shall meet no less than twice each year for the purpose of reviewing the comprehensive developmental school counseling/guidance program plan and advising on the implementation of the school counseling/guidance program.

(NYSED, 2018)

# ASCA National Model

## Executive Summary

([www.schoolcounselor.org](http://www.schoolcounselor.org))

School counseling programs are collaborative efforts benefiting students, parents, teachers, administrators and the overall community. School counseling programs should be an integral part of students' daily educational environment, and school counselors should be partners in student achievement.

A comprehensive school counseling program is an integral component of the school's academic mission. Comprehensive school counseling programs, driven by student data and based on standards in academic, career and social/emotional development, promote and enhance the learning process for all students. The ASCA National Model:

- ensures equitable access to a rigorous education for all students
  - identifies the knowledge and skills all students will acquire as a result of the K-12 comprehensive school counseling program
  - is delivered to all students in a systematic fashion
  - is based on data-driven decision making
  - is provided by a state-credentialed school counselor
- Effective school counseling programs are a collaborative effort between the school counselor, parents and other educators to create an environment that promotes student achievement.

Staff and school counselors value and respond to the diversity and individual differences in our societies and communities.

Comprehensive school counseling programs ensure equitable access to opportunities and rigorous curriculum for all students to participate fully in the educational process.

# ASCA Model Components

## Executive Summary

([www.schoolcounselor.org](http://www.schoolcounselor.org))

The framework of a comprehensive school counseling program consists of four components: foundation, management, delivery and accountability.

- ❑ **Foundation:** School counselors create comprehensive school counseling programs that focus on student outcomes, teach student competencies and are delivered with identified professional competencies.
  - ❑ **Program Focus:** To establish program focus, school counselors identify personal beliefs that address how all students benefit from the school counseling program. Building on these beliefs, school counselors create a vision statement defining what the future will look like in terms of student outcomes. In addition, school counselors create a mission statement aligned with their school's mission and develop program goals defining how the vision and mission will be measured.
  - ❑ **Student Competencies:** Enhancing the learning process for all students, the ASCA Mindsets & Behaviors for Student Success: K-12 College and Career Readiness for Every Student guide the development of effective school counseling programs around three domains: academic, career and social/emotional development. School counselors also consider how other student standards important to state and district initiatives complement and inform their school counseling program.
  - ❑ **Professional Competencies:** The ASCA School Counselor Competencies outline the knowledge, attitudes and skills that ensure school counselors are equipped to meet the rigorous demands of the profession. The ASCA Ethical Standards for School Counselors specify the principles of ethical behavior necessary to maintain the highest standard of integrity, leadership and professionalism. They guide school counselors' decision-making and help to standardize professional practice to protect both students and school counselors.

- ❑ **Management:** School counselors incorporate organizational assessments and tools that are concrete, clearly delineated and reflective of the school's needs. Tools include:
  - ❑ School counselor competency and school counseling program assessments to self-evaluate areas of strength and improvement for individual skills and program activities.
  - ❑ Use-of-time assessment to determine the amount of time spent toward the recommended 80 percent or more of the school counselor's time to direct and indirect services with students.
  - ❑ Annual agreements developed with and approved by administrators at the beginning of the school year addressing how the school counseling program is organized and what goals will be accomplished.
  - ❑ Advisory councils made up of students, parents, teachers, school counselors, administrators and community members to review and make recommendations about school counseling program activities and results.
  - ❑ Use of data to measure the results of the program as well as to promote systemic change within the school system so every student graduates college and career-ready.
  - ❑ Curriculum, small-group and closing-the-gap action plans including developmental, prevention and intervention activities and services that measure the desired student competencies and the impact on achievement, behavior and attendance.
  - ❑ Annual and weekly calendars to keep students, parents, teachers and administrators informed and to encourage active participation in the school counseling program.
  
- ❑ **Delivery:** School counselors provide services to students, parents, school staff and the community in the following areas:
  - ❑ **Direct Student Services:** Direct services are in-person interactions between school counselors and students and include the following:
    - ❑ School counseling core curriculum: This curriculum consists of structured lessons designed to help students attain the desired competencies and to provide all students with the knowledge, attitudes and skills appropriate for their developmental level. The school counseling core curriculum is delivered establishing personal goals and developing future plans.
    - ❑ Individual student planning: School counselors coordinate ongoing systemic activities designed to assist students in establishing personal goals and developing future plans.
    - ❑ Responsive services: Responsive services are activities designed to meet students' immediate needs and concerns. Responsive services may include counseling in individual or small-group settings or crisis response.
  - ❑ **Indirect Student Services:** Indirect services are provided on behalf of students as a result of the school counselors' interactions with others including referrals for additional assistance, consultation and collaboration with parents, teachers, other educators and community organizations.

❑ **Indirect Student Services:** Indirect services are provided on behalf of students as a result of the school counselors' interactions with others including referrals for additional assistance, consultation and collaboration with parents, teachers, other educators and community organizations.

❑ **Accountability:** To demonstrate the effectiveness of the school counseling program in measurable terms, school counselors analyze school and school counseling program data to determine how students are different as a result of the school counseling program. School counselors use data to show the impact of the school counseling program on student achievement, attendance and behavior and analyze school counseling program assessments to guide future action and improve future results for all students. The performance of the school counselor is evaluated on basic standards of practice expected of school counselors implementing a comprehensive school counseling program



## The ASCA National Model for School Counseling Programs

The ASCA National Model® graphic represents the operational structure and components of ASCA's National Model for School Counseling Programs. The graphic contains three levels and four squares, each representing one of the major systems of the ASCA National Model; the arrows in each square point to the systems they influence as in a building-block approach. The arrows for the **foundation** (the first level) lead to the **management** and **delivery** (the second level). These in turn lead to the **accountability** system. Finally, look closely, once can see how the black arrow points from accountability down to the foundation component. The border of the graphic represents school counselor skills and attitudes of leadership, advocacy, collaboration, which lead to systemic change.

American School Counselor Association 2<sup>nd</sup> Edition, 2005

### Elements of the ASCA National Model

#### Foundation

- Beliefs and Philosophy
- Mission
- Domains
- ASCA National Standards and Competencies

#### Delivery System

- Guidance Curriculum
- Individual Student Planning
- Responsive Services
- Systems Support

#### Management Systems

- Management
- Agreements
- Advisory Council
- Use of Data
- Action Plans
- Use of Time
- Calendars

#### Accountability

- Results Reports
- School Counselor Performance Standards
- Program Audit



# School Counseling Practice

## Role of the School Counselor:

The American School Counselor Association advocates professional roles and standards of practice for school counselors and ascertains that professional school counselors engage in preventive, developmental, and systemic approaches to counseling (American School Counselor Association, 2002). They work within the educational system to support teachers, students, and families to enhance academic, personal/social and college/career areas. The evolving formation of professional school counselors was defined by the American School Counselor Association (2004) in the professional literature as the following

*Professional school counselors are certified/licensed professionals with a master's degree or higher in school counseling or the substantial equivalent. Professional school counselors deliver a comprehensive school counseling program encouraging all students' academic, career and personal/social development and help all students in maximizing student achievement. (p. 23)*

The National Model supported the skills of the school counselor in establishing a preventive and systematic program for the profession. The structure of the ASCA National Model (ASCA, 2003) is divided into different components or elements, which include: foundation, management, delivery and accountability. Each of these elements are essential parts of the educational system which together provide assurance that students will receive the knowledge, attitudes, and skills they need to become successful, contributing adults (Johnson, 2003).

## Role of the Social Workers:

In addition to providing full-time school counselors in every building, the district also employs four full-time social workers. The social workers help care for students and families by coordinating wrap-around services and engaging with students and families around mental health and social/emotional learning. Social Workers also play an active role on building and district committees and task forces working on issues related to mental health and social/emotional learning.

## Non-School Counseling Activities

Non-guidance/school counseling activities are defined as those tasks that do not fit into the National Model (Gysbers & Henderson, 2000, p. 53). Non-guidance/school counseling activities can be identified as administrative, clerical, instructional, or student supervision activities (Gysbers & Henderson, 2000). Examples of such tasks can include administering school-wide testing programs, entering data, counting test booklets, tutoring students, or covering classes for teachers. When school counselors are assigned a disproportionate amount of time to these non-guidance responsibilities, the integrity of a comprehensive school counseling program is impaired (Gysbers, 2001). The recommended time distribution by level and area of service is as follows (American School Counselor Association, 2002):

	Elementary School	Middle School	High School
Guidance Curriculum	35%-45%	25%-35%	15%-25%
Individual Planning	5%- 10%	15% - 25%	25% - 35%
Responsive Services	30% - 40%	30% - 40%	30% - 40%
System Support	10%-15%	10%-15%	10%-15%

# Vestal Central School District

## School Counseling Comprehensive Plan

In an effort to develop and align the current school counseling program to the New York State Education Department regulations, the school counseling team at Vestal Central School District has developed this comprehensive school counseling plan. The Vestal School District School Counseling Program utilizes the ASCA National Model components to:

- Establish the school counseling practice
- Develop a foundation (mission, vision, belief and SMART goals) for the program
- Create a management method to continuously improve programs to support student's academic, social emotional, career and college readiness skills
- Provide a scope and sequence of school counseling delivery methods
- Obtain and review data to support the needs of students and collaborate with school leaders, teachers, staff and community members

The Vestal School District School Counseling Comprehensive Plan will be reviewed yearly and updated as needed.

### School Counseling Department Team Members

<b>Vestal High School Counselors &amp; Social Worker</b>	<b>Vestal Middle School Counselors &amp; Social Worker</b>	<b>Vestal Elementary School Counselors &amp; Social Workers</b>
<b>Katy Jablonowski Rebecca Martino Mary Pomerantz Leanne Schneider Christi Smith Kathryn Yezzi</b>	<b>Amy Bennett Christian Conner Ashton Hawks Alyssa Williams</b>	<b>Colleen Ferratella Brooke Lauko Grace McLaughlin Christine Merton Stephanie Mitsakos Savonna Pittari Julia Tyson</b>

# School Counseling Foundation

The Vestal School Counseling Department's comprehensive school counseling focus is established through a program vision, mission, and beliefs. The foundation of a program is aligned to the district's mission and benefits all students.

**Vision Statement:** . The Vestal Counseling and Guidance Department will empower all students to reach their maximum potential by using a comprehensive program that addresses academic, personal/social, and career goals. We will promote an environment to encourage personal inquiry and growth, social responsibility, and academic excellence. School counselors believe that every student can succeed through the collaborative efforts of school, home, and community leading to responsible and productive citizenship in the 21st century.

**Mission Statement:** The Vestal Counseling and Guidance Department believes that every student is unique and capable of becoming a critical thinker, lifelong learner, and contributing citizen in our global society. Our K-12 program focuses on maximizing student achievement by addressing the academic, personal/social, and career development needs of all students. Partnering with students, teachers, families and the community provides counselors with the unique ability to address the complicated issues that impact students' lives and their academic performance

**School Counseling Program Beliefs:** A district-wide commitment to the following values and beliefs is vital at all levels of the organization if we are to fully realize our vision and mission:

All school counselors at Vestal Central School believe:

- All children are unique and should be treated with respect and dignity.
- Every student can succeed.
- Learning is a lifelong process.
- Fostering a positive self-image is the collaborative effort of the school, home, and community which leads to responsible and productive citizenship.
- The diverse needs of all students must be addressed through the school counseling program.
- Every student needs appropriate personal and social skills to achieve optimum benefits from the educational program.
- A comprehensive, developmental school counseling program is not a support service but an integral part of the total education program.
- A developmentally appropriate school counseling program provides important benefits to individual students by addressing their intellectual, emotional, social, physical, and psychological needs.

# School Counseling Goals

The school counseling goals are specific, measurable, achievable, realistic and are timely. Goals define how a school counseling program will achieve the established foundational mission and vision as well as guide the development of curriculum, small-group and closing-the-gap action plans. (ASCA, 2005)

(example below)

<b>Values</b>	Strong leadership, effective systems and reliable measures are needed to accomplish our goals.
<b>Goal</b>	Develop a K-12 comprehensive counseling model that allows students and families to collaborate with the school and community.
<b>Objective</b>	Audit current components of developing a comprehensive counseling plan.
<b>Action Plan(s)</b>	<ol style="list-style-type: none"><li>1. Professional development to create a K12 Comprehensive Plan.</li><li>2. Bi-Annual review of the plan.</li></ol>
<b>Assessment(s)</b>	<ol style="list-style-type: none"><li>1. Creation of final living document "Vestal Central School District School Counseling Comprehensive Plan".</li><li>2. Final ASCA Audit</li></ol>

# **School Counseling Delivery**

## **Direct vs. Indirect Student Services**

The American School Counseling Association National Model (2005) states that school counselors provide services to students, parents, school staff and the community in the following areas:

### **Direct Student Services**

#### *School Counseling Core Curriculum*

- Instruction: Direct instruction through classroom delivery, team teaching, co-teaching and assisting with lesson plans which promote academic, career or personal/social development.
- Group Activities: Conduct group activities which support instructional goals. Examples: community service, college/career fairs, student team building, student leadership workshops.

#### *Individual Student Planning*

- Appraisal: Work with students to analyze and evaluate their abilities, interests, skills and achievement.
- Advisement: Help students to make decisions for future plans based on academic, career and personal/social data.

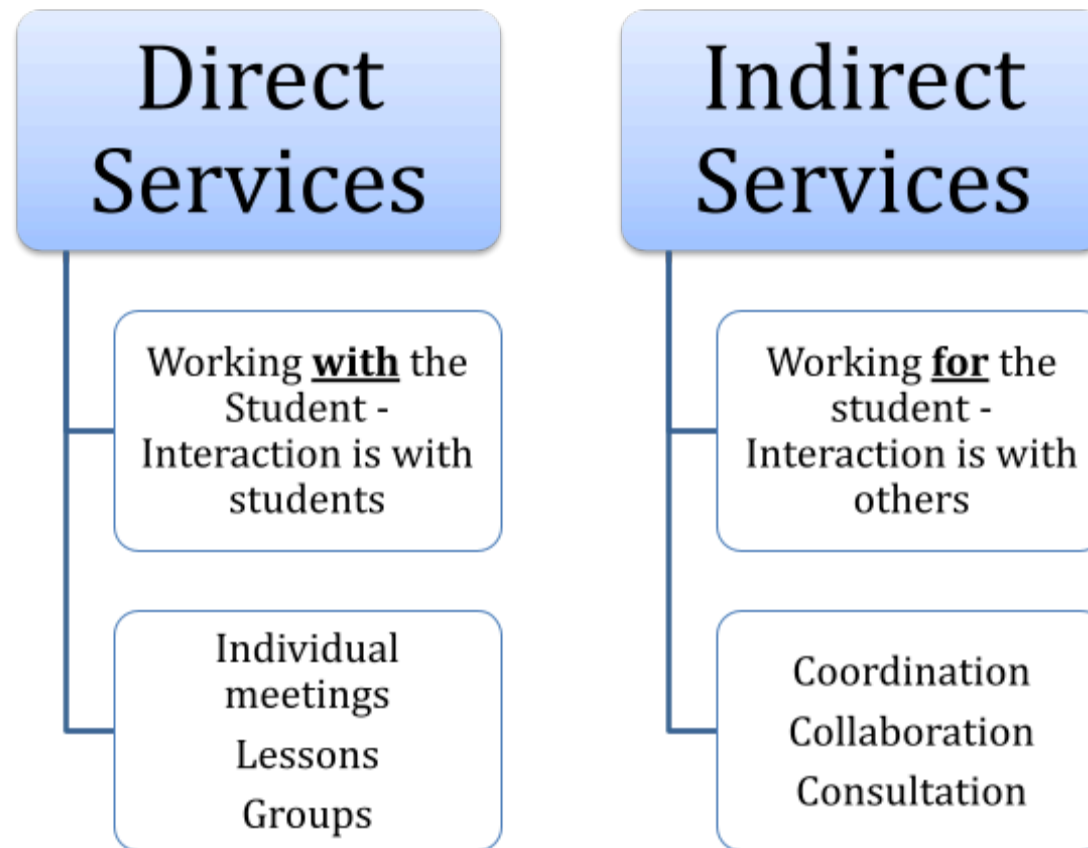
#### *Responsive Services*

- Counseling: Counseling sessions in individual or small group settings to help students overcome barriers to development and achievement.
- Crisis Response: Support and assistance to students as they navigate crisis or emergency situations.

### **Indirect Student Services**

- Referrals: Direct students and parents to school or community resources for additional assistance or information. Examples: tutoring, career support, college planning, community mental health agencies, and community counseling agencies. One notable example is Vestal High School's collaboration with the Greater Binghamton Health Center (GBHC). GBHC maintains a satellite office in the guidance suite at VHS. Vestal counselors and social workers may help refer students to GBHC's "Open Access" system.
- Consultation: Share strategies which support student achievement with parents, educators, and community organizations.
- Collaboration: Work with educators, parents, and community to establish programs and interventions which promote student success. Examples: advisory boards, school district partnerships, and parent workshops.

## Comparison of Direct and Indirect Services



## **Following are the K-12 services, direct and indirect provided at the Vestal Central School District.**

*It should be noted that the Counseling and Guidance Department role is to implement the plan listed below to all students. However, counselors work with students in a variety of settings and immediate student needs as well as safety needs always take precedence over non-emergency needs. This can result in a change to the plan as necessary based on the demographics of each individual building and grade levels.*

## **School Counseling Curriculum Scope and Sequence K - 12th Grades**

The goal of a comprehensive school counseling curriculum is to ensure the engagement of each student in a proactive and preventive learning activity intended to promote knowledge and skills development in personal/social, academic and career domains. The Mindset and Behavior Standards are the benchmarks for the topic delivery and guide the assessment of student learning outcome.

The Vestal School District School Counseling Department scope and sequence provides an overview of the topics school counselors deliver through classroom and other presentations. The individual lesson plans follow the chart to establish specific learning objectives, key concepts delivered and the collaboration with school and community members.



# School Counseling Curriculum Scope and Sequence

Activity	Target Groups	Mindset & Behavior Standards	Staff Assigned	Timeline	Direct/Indirect Service	Individual Group System Support
<b>Social Emotional Domain</b>						
Role of School Counselor	Elementary Students	B-SS 3	School Counselors	September- June	Direct	Classroom, Group, Individual
Feelings Exploration	Elementary Students	B-SS 8	School Counselors	September- June	Direct	Classroom, Group, Individual
Conflict Management and Resolution	Elementary Students	B-SMS 7	School Counselors	September- June	Direct	Classroom, Group, Individual
Building Positive Relationships with Other Students	Elementary Students	B-SS 2	School Counselors	September- June	Direct	Classroom, Group, Individual
Personal Safety	Elementary Students	B-SMS 9	School Counselors	September-June	Direct	Classroom, Group, Individual
Abuse Prevention	Elementary Students	B-SMS 9	School Counselors	September-June	Direct	Classroom, Group, Individual
Friendship	Elementary Students	B-SS 4 (K-2) B- SS 8 (3-5)	School Counselors	September-June	Direct	Classroom, Group, Individual

Activity	Target Groups	Mindset & Behavior Standards	Staff Assigned	Timeline	Direct/Indirect Services	Individual Group Systems Support
<b>Social Emotional Domain (continued)</b>						
Stress Management	Elementary Students	B-LS 3	School Counselors	September-June	Direct	Classroom, Group, Individual
Kindergarten Orientation	K students	M-3	School Counselors Nurses, Psychologists, Social workers	April - September	Direct	Classroom, small group
Middle School Transition	Elementary Students	B-LS 7	School Counselors	March- June	Direct	Classroom
Social Skills	Elementary Students	B-SS 9	School Counselors	September-June	Direct	Classroom, Group, Individual
Emotional Regulation	Elementary Students	B-SMS 2	School Counselors	September-June	Direct	Classroom, Group, Individual
Teacher Collaboration	Elementary Students	BLS-7	School Counselors	September-June	Indirect	System Support
Crisis Counseling	Elementary Students	M-1	School Counselors	September-June	Direct	Individual
Parent contact/collaboration	Elementary Students	M-5	School Counselors, Teachers	September-June	Indirect	System Support

Activity	Target Groups	Mindset & Behavior Standards	Staff Assigned	Timeline	Direct/Indirect Services	Individual Group Systems Support
<b>Social Emotional Domain (continued)</b>						
Collaboration/Referrals with Outside Agencies/Practitioners	Elementary Students	M-1	School Counselors	September-June	Indirect	System Support
Child Protective Services	Elementary Students	M-1	School Counselors	September-June	Indirect	System Support
Curriculum Night/Open House	Elementary Students	M-3	School Counselors, Teachers	September, March	Indirect	System Support
Mandated Reporter Education to Faculty	Elementary Students	M-1	School Counselors	October, November	Indirect	System Support
Safety Team	Elementary Students	M-1	School Counselors, Other School Staff	September-June	Indirect	System Support

Activity	Target Groups	Mindset & Behavior Standards	Staff Assigned	Timeline	Direct/Indirect Services	Individual Group Systems Support
<b>Social Emotional Domain (continued)</b>						
Committee on Special Education Meetings	Elementary Students	M-4	School Counselors, Other School Staff	September-June	Indirect	System Support
Coordinate 5th to 6th Transitions	Elementary Students	M-4	School Counselors	January-June	Direct	Classroom
Student Leadership	Elementary Students	B-SS 7	School Counselors	September-June	Direct	Classroom, Group, Individual
New Student Transition	Elementary Students	M-3 B-SS 3	School Counselors	September-June	Direct	Classroom, Group, Individual
Professional Development	Elementary Students	M-4	School Counselors	September-June	Indirect	System Support
Mentoring Program Worksheets	Grade 8	M-3 B-SS2	School Counselors	August-June	Direct	Individual
6th Grade Orientation/Transition lessons/tours @ VMS	5th Grade Students	M-3	School Counselors School Social Worker, Administrators	May	Direct	Group

Activity	Target Groups	Mindset & Behavior Standards	Staff Assigned	Timeline	Direct/Indirect Services	Individual Group Systems Support
<b>Social Emotional Domain (continued)</b>						
School Counselor & School Social Worker Intro and Counseling Resources	6th Grade Students	M-3	School Counselors School Social Worker	September	Direct	Group
Student Social Emotional Support Sessions	Middle School Students	M-1	School Counselors School Social Worker	September - June	Direct	Group
Peer Conflict / Mediation	Middle School Students	B-LS 9	School Counselors School Social Worker	September - June	Direct	Individual / Group
Mental Health Awareness	Middle School Students	M-5	Health Teacher School Counselors School Social Worker School Psychologist SRO Nurse	September - June	Direct	Group

Activity	Target Groups	Mindset & Behavior Standards	Staff Assigned	Timeline	Direct/Indirect Services	Individual Group Systems Support
<b>Social Emotional Domain (continued)</b>						
Hygiene Talks	Middle School Students	B-SMS 1	School Counselors Social Worker Nurse	September - June	Direct	Group / Individual
SST	Middle School Students	M-5	School Counselors School Social Worker School Psychologist SRO Teachers Administrators	September - June	Indirect	System Support
Yellow Ribbon Card Program	Middle School	B-SMS 9	School Counselors School Social Worker Psychologist Administrators	September	Direct	Group
Individual Social-Emotional Meetings -Crisis Response -IEP -Check-ins	Middle School Students	M-1 M-2 M-3	School Counselors School Social Worker School Psychologist	September - June	Direct	Individual

Activity	Target Groups	Mindset & Behavior Standards	Staff Assigned	Timeline	Direct/Indirect Services	Individual Group Systems Support
<b>Social Emotional Domain (continued)</b>						
Crisis Response Team	Middle School	B-SMS 9	Administrators Counselors School Social Worker SRO Custodial Staff	September-June	Indirect	System Support
Parent Conferences	Middle School Grades 6-8	M-1 M-3 B-SS 8	School Counselors Parents	August-June	Direct	Individual
Teacher Collaboration	Middle School	BLS-7	School Counselors	September-June	Indirect	System Support
School Safety Team	Middle School	B-SMS 9	Administrators Counselors School Social Worker Teachers SRO	September-June	Indirect	System Support
Collaterals with Outside Agencies	Middle School		Counselors School Social Workers	September - June	Indirect	System Support
6th Grade Beginnings	Middle School	M-2 M-3 B-SMS-10	Administrators Counselors School Social Worker	August	Direct	Group

Activity	Target Groups	Mindset & Behavior Standards	Staff Assigned	Timeline	Direct/Indirect Services	Individual Group Systems Support
<b>Social Emotional Domain (continued)</b>						
SST	High School Students	M-1	School Counselors Administrators Social Worker	September-June	Indirect	System Support
9th Grade Beginnings	9th Graders	M-2 M-3 B-SMS-10	School Counselor	July/August	Direct	Group
Yellow Ribbon Card Program	High School Grades 9-12	B-SS 8 B-SMS 9	School Counselors School Social Worker	September-June	Direct	Individual
Individual Social-Emotional Meetings <ul style="list-style-type: none"> <li>• Crisis Response</li> <li>• IEP</li> <li>• Check-ins</li> </ul>	High School Students	M-1 M-2 M-3	School Counselors School Social Worker	September-June	Direct	Individual
Emergency Response Team	High School Grades 9-12	B-SMS 9	Administrators Counselors Teachers Paras SRO Social Worker	September-June	Indirect	System Support



Activity	Target Groups	Mindset & Behavior Standards	Staff Assigned	Timeline	Direct/Indirect Services	Individual Group Systems Support
<b>Social Emotional Domain (continued)</b>						
8th Grade Transition Meeting	High School/Middle School Grade 8	M-1 M-3 B-SS 3 B-SMS10	School Counselors Administrators	May-June	Indirect	System Support
8th Grade Orientation	High School/Middle School Grade 8	M-3 M-5 B-SMS 10	School Counselors Administrators	Spring Semester	Direct	Group (Assembly)
Networking with Outside Mental Health Providers	High School Grades 9-12	M-1 B-SS 3	School Counselors School Psychologist School Social Worker	September-June	Indirect	System Support
Mental Health Related Training	High School Grades 9-12	M-1	School Counselors School Social Worker	September-June	Indirect	System Support
Component Counselor Meeting	High School Grades 9-12	B-LS 9	School Counselors Presenters	September-June	Indirect	System Support
Parent Conferences	High School Grades 9-12	M-1 M-3 B-SS 8	School Counselors Parents	August-June	Direct	Individual
Department Meetings	High School Grades 9-12	B-LS 7	School Counselors School Social Worker	September-June	Indirect	System Support

Activity	Target Groups	Mindset & Behavior Standards	Staff Assigned	Timeline	Direct/Indirect Services	Individual Group Systems Support
<b>College/Career Domain</b>						
School Links	Middle School Students	M-4 B-LS 7	School Counselors FACS Teachers	October January May	Direct	Group
Career Planning	7th and 8th Grade Students	M-4 B-SMS 8	School Counselors	January May	Direct	Group/Individual
Individual Meetings 1. Career Plan 2. SchoolLinks	Middle School Grades 6-8	M-4 M-5	School Counselors	September- June	Direct	Individual
Individual Meetings 1. Career Plan 2. School Links 3. College Searching/Planning 4. College Application Help 5. Scholarships Leadership Shadow/internships	High School Grades 9-12	M-4 M-5 B-LS4 B-LS 9	School Counselors	September- June	Direct	Individual

Activity	Target Groups	Mindset & Behavior Standards	Staff Assigned	Timeline	Direct/Indirect Services	Individual Group Systems Support
<b>College/Career Domain (continued)</b>						
Senior Parent Night/Financial Aid Night	High School Grade 12	B-LS 4 B-LS 7	School Counselor Financial Aid Officer	September	Indirect	Group
Classroom Presentation on College Information	High School Grade 12	M-4 B-LS7	School Counselor	September	Direct	Group
School Links/My Next Move	High School Grade 11  Grade 9  Grade 10	M-4 B-LS 9  B-LS 9  B-LS 7	School Counselor	September  December  January	Direct	Group
College Reps	High School Grade 10 Grade 11 Grade 12	M-4 B-LS 9 B-SS1	School Counselor College Admissions Representatives	September-March	Direct	Individual/Group
Construction Career Day Trip	High School Grade 10	M-6 B-LS 9 B-SS 9	School Counselor BOCES Staff Local Employers	October	Direct	Group
Counselors on Call	High School Grade 12	B-LS 4 B-SMS 1 B-SS3	School Counselors	October-November	Direct	Individual

Activity	Target Groups	Mindset & Behavior Standards	Staff Assigned	Timeline	Direct/Indirect Services	Individual Group Systems Support
<b>College/Career Domain (continued)</b>						
College Day Field Trip	High School Grade 11 Grade 12	B-SS 3 B-LS 1 B-LS 9	School Counselor Admissions Staff Career/Trades People Military	October	Direct	Group
SUNY Broome Instant Admit Day	High School Grade 12	B-LS 4 B-LS 10	School Counselors College Admissions	November	Direct	Group
PSAT Interpretation	High School Grade 11	M-4 M-5	School Counselors	December	Direct	Group
VHS Alums – College Success	High School Grade 12	M-2 M-3 B-LS9	School Counselor Alumni English teachers	January	Direct	Group
College Night Presentation for Students and Parents	High School Grade 11	M-4 B-LS 7 B-LS 9	School Counselors College Admissions Reps	March	Indirect	Group
SAT Lessons	High School Grade 11	B-LS 6 B-LS 9	School Counselors	March	Direct	Group
Binghamton University Trip	High School Grade 11	B-SS 9 B-LS 9	School Counselors Admissions Staff College Students	March	Direct	Group
SUNY Broome Trip	High School Grade 11	B-SS 9 B-LS 9	School Counselors Admissions Staff College Students	March	Direct	Group

<b>Activity</b>	<b>Target Groups</b>	<b>Mindset &amp; Behavior Standards</b>	<b>Staff Assigned</b>	<b>Timeline</b>	<b>Direct/Indirect Services</b>	<b>Individual Group Systems Support</b>
<b>College/Career Domain (continued)</b>						
SUNY College Fair	High School Grade 11	B-SS 9 B-LS 9	School Counselors Admissions Staff College Students	April	Direct	Group
Classroom Presentations on the College Information	High School Grade 11	B-LS 9	School Counselor	February-April	Direct	Group
Senior Survey	High School Grade 12	M-4 B-LS 7	School Counselor	May	Indirect	Group
Operation Inform	High School Grades 9-12	B-LS 9	School Counselors SUNY Admissions Counselors	October	Indirect	System Support
College Visits/ Information Sessions	High School Grades 9-12	B-LS9	School Counselors Admissions Counselors	September-June	Indirect	System Support
Component Counselor Meeting	High School Grades 9-12	B-LS9	Counselors Presenters	September-June	Indirect	System Support
Scholarship Selection	High School Grades 11-12	B-LS 6 B-SMS 6	School Counselors	Spring Semester	Indirect	System Support
SUNY College Fair	Juniors	B-SS 9 B-LS 9	School Counselors Admissions Staff College Students	April	Direct	Group

<b>Activity</b>	<b>Target Groups</b>	B-SS 9 B-LS 9	<b>Staff Assigned</b>	<b>Timeline</b>	<b>Direct/Indirect Services</b>	<b>Individual Group Systems Support</b>
<b>College/Career Domain (continued)</b>						
Department Meetings	High School Grades 9-12	B-LS 7	School Counselors School Social Worker	September-June	Indirect	System Support
Talent Search	High School Grade 12	B-SMS6	School Counselors Financial Aid Counselor	October-March	Direct	Individual

<b>Academic Domain</b>						
Role of School Staff	Elementary School	B-SS 1	School Counselor	September	Direct	Group / Individual
Test Taking	Elementary School	B-LS 2	School Counselor	February	Direct	Group / Individual
Student Academic Support	Middle School Students	B-LS 3	School Counselors	September - June	Direct	Group / Individual
Course Selection Meetings	Middle School Students 6-8	B-LS 7	School Counselors	January/February / March	Direct	Group / Individual
World Languages Selection	6th Grade	B-LS 9	School Counselors	February	Direct	Group

Activity	Target Groups	Mindset & Behavior Standards	Staff Assigned	Timeline	Direct/Indirect Services	Individual Group Systems Support
<b>Academic Domain (continued)</b>						
Community Leadership Programs	Middle Schools Students	B-LS 10	School Counselors Math Teachers Technology Teachers	September - June	Direct	Group / Individual
5th to 6th Parent Night	Incoming 6th Grade Student Families	M-3	School Counselors School Social Worker School Psychologist Administrators	February / March	Direct	System Support
Lunch Buddies Group	Middle School Students	B-SS 2	School Counselors School Social Worker	September - June	Direct	Group
Parent/Teacher Conferences	Middle School Students	B-SS 3	School Counselors School Social Worker	September- June	Direct/Indirect	Individual
New Student Registrations	Middle School Students	M-3	School Counselor	September- June	Direct	Individual
Individual Student Meetings *Schedule Change *Attendance *Multiple Failures *Progress Monitoring	Middle School Students	M-5 B-LS 1	School Counselors School Social Worker	September-June	Direct	Individual

Activity	Target Groups	Mindset & Behavior Standards	Staff Assigned	Timeline	Direct/Indirect Services	Individual Group Systems Support
<b>Academic Domain (continued)</b>						
5th Grade Annual Review Meetings	Middle School/ Elementary School	B-SMS 10	School Counselors, School Social Worker, Teachers, School Psychologists, Parents, Administrators, Students Special Education Staff	February-August	Direct	Individual/ System Support
SST	Middle School	M-1	School Counselors Administrators Teachers Social Worker School Psychologist SRO			
Annual Review Planning - Agenda and Teacher Attendees	Middle School		School Counselor	November - June	Indirect	System Support
High School Planning Meetings	Middle School	M-6	School Counselors	January/February	Indirect	System Support



Activity	Target Groups	Mindset & Behavior Standards	Staff Assigned	Timeline	Direct/Indirect Services	Individual Group Systems Support
<b>Academic Domain (continued)</b>						
6th, 7th, 8th Grade Annual Review Meetings	Middle School	B-SMS 10	School Counselors, School Social Worker, Teachers, School Psychologists, Parents, Administrators, Students Special Education Staff	February-August	Direct	Individual/ System Support
Adjustment to High School	Middle School	B-SMS 10	School Counselors	December	Direct	System Support
SST	High School Students	M-1	School Counselors Administrators	September-June	Indirect	System Support
Senior Interviews	High School Grade 12	M-4 B-LS 7 B-LS 9	School Counselor	September-December	Direct	Individual
New Student Registrations	High School Grades 9-12	M-3	School Counselors	September-June	Direct	Individual

Activity	Target Groups	Mindset & Behavior Standards	Staff Assigned	Timeline	Direct/Indirect Services	Individual Group Systems Support
<b>Academic Domain (continued)</b>						
Individual Student Meetings 1. Schedule Changes 2. Multiple Failures 3. Progress Monitoring 4. Attendance	High School Grades 9-12	M-5 B-LS 1	School Counselor	September-June	Direct	Individual
Parent/Teacher Conferences	High School Grades 9-12	M-5 B-SMS 1 B-SS 6	School Counselor Teachers Administrators	September-June	Direct	Individual
New Visions Information Meeting	High School Grade 11	B-LS 7	BOCES Staff	December-January	Direct	Group
College Rep Visits	High School Grades 11-12	M-4 B-LS 8 B-LS 9	College Admissions Counselors School Counselors	September-April	Direct	Group
IB Meetings	High School Grade 10	B-LS 1 B-LS 9	School Counselors IB Coordinator	March	Direct	Group

Activity	Target Groups	Mindset & Behavior Standards	Staff Assigned	Timeline	Direct/Indirect Services	Individual Group Systems Support
<b>Academic Domain (continued)</b>						
Scheduling Classroom/Small Groups	High School Grades 9-10	M-4 B-LS 9	School Counselors	December-March	Direct	Group
Scheduling	High School Grade 11	M-4 B-LS 9	School Counselors	February-March	Direct	Individual
Summer School Registration	High School Grades 9-12	B-LS 7	School Counselors	June-July	Direct	Individual
8th Grade Orientation	High School/Middle School Grade 8	M-3 M-5 B-SMS 10	School Counselors Administrators	Spring Semester	Direct	Group (Assembly)
8th Grade Transition Meeting	High School/Middle School Grade 8	M-1 M-3 B-SS 3 B-SMS 10	School Counselors School Social Worker Administrators	May-June	Indirect	System Support
Component Counselor Meeting	High School Grades 9-12	B-LS 9	School Counselors Presenters	September-June	Indirect	System Support



Activity	Target Groups	Mindset & Behavior Standards	Staff Assigned	Timeline	Direct/Indirect Services	Individual Group Systems Support
<b>Academic Domain (continued)</b>						
8th Grade Annual Review Meetings	High School/Middle School Grade 8	B-SMS 10	School Counselors, School Social Worker, Teachers, School Psychologists, Parents, Administrators, Students	February-August	Direct	Individual/ System Support
Professional Development/ Graduation Requirements	High School/Middle School Grades 9-12	B-LS 9	School Counselors Administrators BOCES	September-June	Indirect	System Support
Pre CSE Meetings	High School Grades 9-12	B-SMS 6 B-SMS 10	School Counselors Administrators Special Ed Teachers School Social Worker	September- June	Indirect	System Support
Department Meetings	High School Grades 9-12	B-LS 7	School Counselors School Social Worker	September-June	Indirect	System Support

# Elementary Counseling Safety Curriculum Plan

Grade Level	Objectives	Lesson
Kindergarten	<p>Students will know:</p> <ul style="list-style-type: none"> <li>• what is safety.</li> <li>• how you are you already safe</li> <li>• how “touch” is part of safety</li> <li>• that they are in charge of their own body</li> <li>• how to define “okay” and “not okay” touches</li> <li>• how they feel about touch can change</li> <li>• the correct name for private parts</li> <li>• what an “uh oh” feeling is</li> <li>• what the difference is between a good secret and a bad secret</li> <li>• who are safe adults at home and at school</li> <li>• how to tell a safe adult</li> </ul>	<p><i>Today we are going to talk about keeping ourselves safe!</i>  <i>What do you think it means to be safe?</i></p> <p>(allow responses)</p> <p><i>What are some things you do already to keep yourself safe?</i></p> <p>(allow responses - include personal safety means wear a seatbelt, look both ways when you cross the street, walk in the hallways, wear a bike helmet, what we eat, what clothes we wear, practicing fire drills, etc.)</p> <p><i>Part of keeping yourself safe is knowing about your body and different kinds of touches. Today we are going to talk about two different kinds of touches. We are going to learn about “okay” touches and “not okay” touches.</i>  <i>An okay touch is a touch that makes you feel safe, comfortable, loved, a touch that you want, and is a touch that you are okay with! A not okay touch is a touch that makes you feel scared, uncomfortable, can hurt you, is confusing, or a touch that you don’t want. You are not okay with it.</i>  <i>Can you think of some examples of “okay” touches?</i></p> <p>(allow responses, including high-fives, pats on the back, handshake, hugs (expand on when this could be not okay), kisses (expand on who and when this is okay), etc.)</p>
	<b>Optional Resources</b>	
	<p><u>My Body Belongs to Me</u> by Kristin Baird</p> <p><u>Your Body Belongs to You</u> by Cornelia Spelman</p> <p>Nancy Sinatra videos</p>	<p><i>Good job! What do you think would be examples of a “not okay” touch?</i></p> <p>(allow responses, include hits, kicks, anything aggressive that’s being done on purpose, unwanted hugs or kisses, etc.)</p> <p><i>Can you change your mind on if a touch is “okay” or “not okay”?</i>            (allow responses, talk about hugs and tickling as examples)</p> <p><i>Now we need to talk about private parts. Private parts are the parts of our body that are</i></p>

<div><div>PowerPoint Child Abuse Prev...</div><div>PersonalSafetyClassroomGui...</div><div><a href="#">Erin's Law Resources</a></div><div><a href="#">KidSmartz</a></div></div>		<div><a href="#">Erin's Law   New York State Education Department</a></div> <div><a href="#">ASCA School Counselor Professional Standards &amp; Competencies</a></div>	<p>(allow responses and brainstorming)</p> <p>Here is a challenging question - what would you do if you told a safe adult about a not okay touch or something that is dangerous or scary and that adult doesn't do anything to help you?</p> <p>(allow responses, discuss how it's important to keep telling trusted adults until the problem gets better and someone helps you).</p> <p>Include your parents in this conversation</p>
<div><div>PowerPoint Child Abuse Prev...</div><div>PersonalSafetyClassroomGui...</div></div>		<div><a href="#">Erin's Law   New York State Education Department</a></div> <div><a href="#">ASCA School Counselor Professional Standards &amp; Competencies</a></div>	<p>(allow responses)</p> <p>I am going to teach you about three safety rules: No, Go, and Tell. This means you say "no" in a strong voice, go away to a safe place with safe adults, and then you tell an adult you trust to help you. You can say no to unsafe/uncomfortable touches from adults and other children.</p> <p>It's important that you all have at least three safe adults at home and three safe adults at school that you can talk to. Can you name safe home adults? Safe school adults?</p> <p>(allow response and brainstorming)</p> <p>Here is a challenging question - what would you do if you told a safe adult about a not okay touch or something that is dangerous or scary and that adult doesn't do anything to help you?</p> <p>(allow responses, discuss how it's important to keep telling trusted adults until the problem gets better and someone helps you).</p> <p>Include your parents in this conversation</p>

		<p>Often rule: when abuse occurs it is usually done by someone you know or like and that is why this can be so hard to deal with.</p> <p>Who should you tell? Counselor, principal, nurse, parent, coach</p> <p>Plan: tell adults who will listen to you, tell adults that can help, tell adults who will believe you, keep telling until the problem gets better, follow your instincts and listen to the uh oh feeling</p>
First Grade	Objectives	<p><i>Today we are going to talk about keeping ourselves safe!</i></p> <p><i>We spent time talking about personal safety in kindergarten. Can you all remind me of what is means to be safe?</i></p> <p>(allow responses)</p> <p><i>What are some of the things we said we already do to keep ourselves safe?</i></p> <p>(allow responses - include personal safety means wear a seatbelt, look both ways when you cross the street, walk in the hallways, wear a bike helmet, what we eat, what clothes we wear, practicing fire drills, etc.)</p> <p><i>We know that part of keeping ourselves safe is knowing about our body and different kinds of touches. Today we are going to review the two different kinds of touch: "okay" touch and "not okay" touch.</i></p> <p><i>An okay touch is a touch that makes you feel safe, comfortable, loved, a touch that you want, and is a touch that you say is okay!! A not okay touch is a touch that makes you feel scared, uncomfortable, can hurt you, is confusing, or a touch that you don't want and say "no" to. You are not okay with it.</i></p> <p><i>Can you think of some examples of "okay" touches?</i></p>
	Optional Resources	<p>(allow responses, including high-fives, pats on the back, handshake, hugs (expand on when this could be not okay), kisses (expand on who and when this is okay), etc.)</p> <p><i>Good job! What do you think would be examples of a "not okay" touch?</i></p> <p>(allow responses, include hits, kicks, anything aggressive that's being done on purpose,</p>

	<p><u>My Body Belongs to Me</u> by Kristin Baird</p> <p><u>No Means No!</u> By Jayneed Sanders</p> <p><u>My Body! What I say Goes!</u> By Jayneen Sanders</p> <p><u>I Can Play It Safe</u> by Alison Feigh</p> <p>Nancy Sinatra videos</p> <p> PowerPoint Child Abuse Prev...</p> <p> PersonalSafetyClassroomGui...</p> <p><a href="#">Erin's Law Resources</a></p> <p><a href="#">KidSmartz</a></p>	<p>unwanted hugs or kisses, etc.)</p> <p><i>Can you change your mind on if a touch is “okay” or “not okay”? How can you tell someone you do not want them to touch you?</i> (allow responses, talk about hugs and tickling as examples)</p> <p><i>Now we need to talk about private parts. Private parts are the parts of our body that are private and belong to you alone. Private parts are the parts of the body that are kept covered by bathing suits and underwear. We keep them covered because they don't belong to anyone except you. Some families have fun or silly nicknames for private parts and that's okay, but it's also important that you know the real names for those body parts. Let me show you a picture.</i></p> <p>(use <u>My Body Belongs to Me</u> book, page 12 and 13 as reference here)</p> <p><i>Can you think of any times when it would be okay for someone to look at or touch the private parts on your body?</i></p> <p>(allow responses, be sure to include getting help when you're young bathing or getting dressed, if a body part hurts, and going to the doctor. Include that it is still okay for you to feel embarrassed or shy, but that these should be safe adults.)</p>
	<p style="text-align: center;"><b>Standards</b></p> <p><a href="#">Erin's Law   New York State Education Department.</a></p> <p><a href="#">ASCA School Counselor Professional Standards &amp; Competencies</a></p>	<p><i>What do you do if someone is touching you in a way that is unsafe, not okay, hurts you, or is touching your private parts in a way that makes you feel uncomfortable? Do you think it is ever your fault if someone touches you in a way that is uncomfortable?</i></p> <p>(allow responses)</p> <p><i>What should you do if the person who has touched you in way that is uncomfortable tells you to keep it a secret? When is a secret okay to keep and when is a secret not okay to keep?</i></p> <p>(allow responses)</p> <p><i>I am going to teach you about three safety rules: No, Go, and Tell. This means you say “no” in a strong voice, go away to a safe place with safe adults, and then you tell an adult you trust to help you. You can say no to unsafe/uncomfortable touches from adults and other children.</i></p>



		<p><i>It's important that you all have at least three safe adults at home and three safe adults at school that you can talk to. Can you name safe home adults? Safe school adults?</i></p> <p>(allow response and brainstorming)</p> <p><i>Here is a challenging question - what would you do if you told a safe adult about a not okay touch or something that is dangerous or scary and that adult doesn't do anything to help you?</i></p> <p>(allow responses, discuss how it's important to keep telling trusted adults until the problem gets better and someone helps you).</p> <p>Include your parents in this conversation</p> <p>Often rule: when abuse occurs it is usually done by someone you know or like and that is why this can be so hard to deal with.</p> <p>Who should you tell? Counselor, principal, nurse, parent, coach</p> <p>Plan: tell adults who will listen to you, tell adults that can help, tell adults who will believe you, keep telling until the problem gets better, follow your instincts and listen to the uh oh feeling</p>
Second Grade	Objectives	<p><i>Today we are going to talk about keeping ourselves safe!</i></p> <p><i>What do you think it means to be safe?</i></p> <p>(allow responses)</p> <p><i>What are some things you do already to keep yourself safe?</i></p> <p>(allow responses - include personal safety means wear a seatbelt, look both ways when you cross the street, walk in the hallways, wear a bike helmet, what we eat, what clothes we wear, practicing fire drills, etc.)</p> <p><i>Part of keeping yourself safe is knowing about your body and different kinds of touches. Today we are going to talk about two different kinds of touches. We are going to learn about "okay" touches and "not okay" touches.</i></p> <p><i>An okay touch is a touch that makes you feel safe, comfortable, loved, a touch that you</i></p>
	<p>Students will know:</p> <ul style="list-style-type: none"> <li>• what is safety.</li> <li>• how you are you already safe</li> <li>• how "touch" is part of safety</li> <li>• that they are in charge of their own body</li> <li>• how to define "okay" and "not okay" touches</li> <li>• how they feel about touch can change</li> <li>• the correct name for private parts</li> </ul>	

	<ul style="list-style-type: none"> <li>• what an “uh oh” feeling is</li> <li>• what the difference is between a good secret and a bad secret</li> <li>• who are safe adults at home and at school</li> <li>• how to tell a safe adult</li> </ul>	<p>want, and is a touch that you are okay with! A not okay touch is a touch that makes you feel scared, uncomfortable, can hurt you, is confusing, or a touch that you don’t want. You are not okay with it.</p> <p>Can you think of some examples of “okay” touches?</p> <p>(allow responses, including high-fives, pats on the back, handshake, hugs (expand on when this could be not okay), kisses (expand on who and when this is okay), etc.)</p>
	<b>Optional Resources</b>	Good job! What do you think would be examples of a “not okay” touch?
	<p><u>Do You have a Secret</u> by Jennifer Moore-Mallinos and Marta Fabrega</p> <p><u>Some Secrets Should Never be Kept</u> By Jayneed Sanders</p> <p>■ Some Secrets Personal Safet...</p> <p><u>My Body! What I say Goes!</u> By Jayneen Sanders</p> <p><u>I Said No!</u> By Zack and Kimberly King</p> <p><a href="#">Erin’s Law Resources</a></p> <p><a href="#">KidSmartz</a></p>	<p>(allow responses, include hits, kicks, anything aggressive that’s being done on purpose, unwanted hugs or kisses, etc.)</p> <p>Can you change your mind on if a touch is “okay” or “not okay”? (allow responses, talk about hugs and tickling as examples)</p> <p>Now we need to talk about private parts. Private parts are the parts of our body that are private and belong to you alone. Private parts are the parts of the body that are kept covered by bathing suits and underwear. We keep them covered because they don’t belong to anyone except you. Some families have fun or silly nicknames for private parts and that’s okay, but it’s also important that you know the real names for those body parts. Let me show you a picture.</p> <p>(use <u>My Body Belongs to Me</u> book, page 12 and 13 as reference here)</p>
	<b>Standards</b>	Can you think of any times when it would be okay for someone to look at or touch the private parts on your body?
	<p><a href="#">Erin's Law   New York State Education Department.</a></p> <p><a href="#">ASCA School Counselor Professional Standards &amp;</a></p>	<p>(allow responses, be sure to include getting help when you’re young bathing or getting dressed, if a body part hurts, and going to the doctor. Include that it is still okay for you to feel embarrassed or shy, but that these should be safe adults.)</p> <p>What do you do if someone is touching you in a way that is unsafe, not okay, hurts you, or is touching your private parts in a way that makes you feel uncomfortable?</p> <p>(allow responses)</p> <p>I am going to teach you about three safety rules: No, Go, and Tell. This means you say “no”</p>

	<p><a href="#">Competencies</a></p> <p><i>in a strong voice, go away to a safe place with safe adults, and then you tell an adult you trust to help you. You can say no to unsafe/uncomfortable touches from adults and other children.</i></p> <p><i>It's important that you all have at least three safe adults at home and three safe adults at school that you can talk to. Can you name safe home adults? Safe school adults?</i></p> <p>(allow response and brainstorming)</p> <p><i>Here is a challenging question - what would you do if you told a safe adult about a not okay touch or something that is dangerous or scary and that adult doesn't do anything to help you?</i></p> <p>(allow responses, discuss how it's important to keep telling trusted adults until the problem gets better and someone helps you).</p> <p>Include your parents in this conversation</p> <p>Often rule: when abuse occurs it is usually done by someone you know or like and that is why this can be so hard to deal with.</p> <p>Who should you tell? Counselor, principal, nurse, parent, coach</p> <p>Plan: tell adults who will listen to you, tell adults that can help, tell adults who will believe you, keep telling until the problem gets better, follow your instincts and listen to the uh oh feeling</p>
<b>Third Grade</b>	<p><b>Objectives</b></p> <p>Personal safety is being in charge of your body and keeping yourself safe.</p> <p>How do we do this? Wear a seatbelt or sunscreen or bike helmet, walk in the halls and sidewalks, don't go swimming alone, be surprised while online! Food you eat and drink Practice drills!</p> <p>Don't go anywhere without discussing with parents, do not give out personal information online, report things that are frightening or uncomfortable</p>

	<p>Students will know:</p> <ul style="list-style-type: none"> <li>• what is safety.</li> <li>• how you are you already safe</li> <li>• how “touch” is part of safety</li> <li>• that they are in charge of their own body</li> <li>• how to define “okay” and “not okay” touches</li> <li>• how they feel about touch can change</li> <li>• the correct name for private parts</li> <li>• what an “uh oh” feeling is</li> <li>• what the difference is between a good secret and a bad secret</li> <li>• who are safe adults at home and at school</li> <li>• how to tell a safe adult</li> <li>• the “often” rule</li> </ul>	<p>This includes okay and not okay touch.</p> <p>Okay touch: makes you feel safe and comfortable (high 5, fist bump, pat on back, sometimes hug or kiss)</p> <p>Not okay touch: makes you feel hurt, sad or scared</p> <p>(Hit. punch, push, touch private parts: areas covered by bathing suit)</p> <p>Your body belongs to you, YOU decide what you are comfortable with and you can always say no. You should never touch someone who does not want to be touched.</p> <p>Follow your instinct: If you have a warning or “uh oh” feeling, that is your body’s way of telling you to get out, get away, get help or get an adult.</p> <p>That feeling is there to protect you, so listening to it, say no.</p> <p>Often rule: when abuse occurs it is usually done by someone you know or like and that is why this can be so hard to deal with.</p> <p>Who should you tell? Counselor, principal, nurse, parent, coach</p>
	<p><b>Optional Resources</b></p> <p><u>Some Secrets Should Never be Kept</u> By Jayneed Sanders</p> <p>■ Some Secrets Personal Safet...</p> <p><u>Let’s Talk About Body Boundaries, Consent &amp; Respect</u> by Jayneed Sanders</p> <p><a href="#">Erin’s Law Resources</a></p> <p><a href="#">KidSmartz</a></p>	<p>Plan: tell adults who will listen to you, tell adults that can help, tell adults who will believe you, keep telling until the problem gets better, follow your instincts and listen to the uh oh feeling</p>

	Standards	
	<a href="#">Erin's Law   New York State Education Department.</a>  <a href="#">ASCA School Counselor Professional Standards &amp; Competencies</a>	
Fourth Grade	Objectives	Definitions of physical abuse, sexual abuse and physical neglect
	<p>Students will know:</p> <ul style="list-style-type: none"> <li>• what is safety.</li> <li>• how you are you already safe</li> <li>• how “touch” is part of safety</li> <li>• that they are in charge of their own body</li> <li>• how to define “okay” and “not okay” touches</li> <li>• how they feel about touch can change</li> <li>• the correct name for private parts</li> <li>• what an “uh oh” feeling is</li> <li>• what the difference is between a good secret and a bad secret</li> <li>• the definitions of physical abuse, sexual abuse, and neglect</li> <li>• who are safe adults at home and at school</li> <li>• how to tell a safe adult</li> <li>• the “often” rule</li> </ul>	<p>Physical abuse: when someone hurts you on purpose, and it is not an accident, report this and get help.</p> <p>Neglect: When you are not given what you need (a safe home, enough food, medical care, supervision). Report this and get help!</p> <p>Sexual abuse: When someone touches or tries to touch your private parts, or asks you to touch theirs. This also includes online behaviors too. Report this and get help!</p> <p>We stay safe by...Wear a seatbelt or sunscreen or bike helmet, walk in the halls and sidewalks, don't go swimming alone, be surprised while online! Food you eat and drink Practice drills!</p> <p>Don't go anywhere without discussing with parents, do not give out personal information online, report things that are frightening or uncomfortable</p> <p>This includes okay and not okay touch.</p> <p>Okay touch: makes you feel safe and comfortable (high 5, fist bump, pat on back, sometimes hug or kiss)</p> <p>Not okay touch: makes you feel hurt, sad or scared</p> <p>(Hit. punch, push, touch private parts: areas covered by bathing suit</p> <p>Your body belongs to you, YOU decide what you are comfortable with and you can always</p>

	<b>Optional Resources</b>	<p>say no. This means that you can say no to touches from adults <i>and</i> children. You should never touch someone who does not want to be touched. If someone tells <i>you</i> to stop, then you should stop (even if you would not be uncomfortable in that situation).</p> <p>Follow your instinct: If you have a warning or “uh oh” feeling, that is your body’s way of telling you to get out, get away, get help or get an adult.</p> <p>That feeling is there to protect you, so listen to it, say no.</p> <p>Often rule: when abuse occurs it is usually done by someone you know or like and that is why this can be so hard to deal with.</p> <p>Who should you tell? Counselor, principal, nurse, parent, coach</p>
	<p><u>Kid Trapper</u> by Julia Cook</p> <p><u>Let’s Talk About Body Boundaries, Consent &amp; Respect</u> by Jayneed Sanders</p> <p><a href="#">Erin’s Law Resources</a></p> <p><a href="#">KidSmartz</a></p>	
	<b>Standards</b>	
	<p><a href="#">Erin’s Law   New York State Education Department.</a></p> <p><a href="#">ASCA School Counselor Professional Standards &amp; Competencies</a></p>	<p>Plan: tell adults who will listen to you, tell adults that can help, tell adults who will believe you, keep telling until the problem gets better, follow your instincts and listen to the uh oh feeling</p>
<b>Fifth Grade</b>	<b>Objectives</b>	<p>Today we are talking about keeping ourselves safe. What are some ways we keep ourselves safe?</p> <p>Personal safety is being in charge of your body and keeping yourself safe.</p> <p>Definitions of physical abuse, sexual abuse and physical neglect</p> <p>Physical abuse: when someone hurts you on purpose, and it is not an accident, report this and get help.</p> <p>Neglect: When you are not given what you need (a safe home, enough food, medical care, supervision). Report this and get help!</p> <p>Sexual abuse: When someone touches or tries to touch your private parts, or asks you to touch theirs. This also includes online behaviors too. Report this and get help!</p>

	<p>Students will know:</p> <ul style="list-style-type: none"> <li>• what is safety.</li> <li>• how you are you already safe</li> <li>• how “touch” is part of safety</li> <li>• that they are in charge of their own body</li> <li>• how to define “okay” and “not okay” touches</li> <li>• how they feel about touch can change</li> <li>• the correct name for private parts</li> <li>• what an “uh oh” feeling is</li> <li>• the definitions of physical abuse, sexual abuse, and neglect</li> <li>• what the difference is between a good secret and a bad secret</li> <li>• who are safe adults at home and at school</li> <li>• how to tell a safe adult</li> <li>• the “often” rule</li> </ul>	<p>We stay safe by...Wear a seatbelt or sunscreen or bike helmet, walk in the halls and sidewalks, don't go swimming alone, be surprised while online! Food you eat and drink Practice drills!</p> <p>Don't go anywhere without discussing with parents, do not give out personal information online, report things that are frightening or uncomfortable</p> <p>This includes okay and not okay touch.</p> <p>Okay touch: makes you feel safe and comfortable (high 5, fist bump, pat on back, sometimes hug or kiss)</p> <p>Not okay touch: makes you feel hurt, sad or scared</p> <p>(Hit. punch, push, touch private parts: areas covered by bathing suit)</p> <p>Your body belongs to you, YOU decide what you are comfortable with and you can always say no. This means that you can say no to touches from adults <i>and</i> children. You should never touch someone who does not want to be touched. If someone tells <i>you</i> to stop, then you should stop (even if you would not be uncomfortable in that situation).</p> <p>Follow your instinct: If you have a warning or “uh oh” feeling, that is your body's way of telling you to get out, get away, get help or get an adult.</p>
	<b>Optional Resources</b>	That feeling is there to protect you, so listen to it, say no.
	<p><a href="#">Erin's Law Resources</a></p> <p><a href="#">KidSmartz</a></p> <p><a href="#">Kid Trapper</a> by Julia Cook</p> <p><a href="#">Let's Talk About Body Boundaries. Consent &amp; Respect</a> by Jayneed Sanders</p>	<p>Often rule: when abuse occurs it is usually done by someone you know or like and that is why this can be so hard to deal with.</p> <p>Who should you tell? Counselor, principal, nurse, parent, coach</p> <p>Plan: tell adults who will listen to you, tell adults that can help, tell adults who will believe you, keep telling until the problem gets better, follow your instincts and listen to the uh oh feeling</p>
	<b>Standards</b>	

	<a href="#"><u>Erin's Law   New York State Education Department</u></a> <a href="#"><u>ASCA School Counselor Professional Standards &amp; Competencies</u></a>	
--	---	--



# Appendix A

## Mindset and Behavior Standards

### ASCA Student Standards: Mindsets & Behaviors for Student Success

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

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

Category 1: Mindset Standards		
School counselors encourage the following mindsets for all students.		
<b>M 1.</b> Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being <b>M 2.</b> Self-confidence in ability to succeed <b>M 3.</b> Sense of belonging in the school environment <b>M 4.</b> Understanding that postsecondary education and life-long learning are necessary for long-term career success <b>M 5.</b> Belief in using abilities to their fullest to achieve high-quality results and outcomes <b>M 6.</b> Positive attitude toward work and learning		
Category 2: Behavior Standards		
Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.		
Learning Strategies	Self-Management Skills	Social Skills
<b>B-LS 1.</b> Demonstrate critical-thinking skills to make informed decisions	<b>B-SMS 1.</b> Demonstrate ability to assume responsibility	<b>B-SS 1.</b> Use effective oral and written communication skills and listening skills
<b>B-LS 2.</b> Demonstrate creativity	<b>B-SMS 2.</b> Demonstrate self-discipline and self-control	<b>B-SS 2.</b> Create positive and supportive relationships with other students
<b>B-LS 3.</b> Use time-management, organizational and study skills	<b>B-SMS 3.</b> Demonstrate ability to work independently	<b>B-SS 3.</b> Create relationships with adults that support success
<b>B-LS 4.</b> Apply self-motivation and self-direction to learning	<b>B-SMS 4.</b> Demonstrate ability to delay immediate gratification for long-term rewards	<b>B-SS 4.</b> Demonstrate empathy
<b>B-LS 5.</b> Apply media and technology skills	<b>B-SMS 5.</b> Demonstrate perseverance to achieve long- and short-term goals	<b>B-SS 5.</b> Demonstrate ethical decision-making and social responsibility
<b>B-LS 6.</b> Set high standards of quality	<b>B-SMS 6.</b> Demonstrate ability to overcome barriers to learning	<b>B-SS 6.</b> Use effective collaboration and cooperation skills
<b>B-LS 7.</b> Identify long- and short-term academic, career and social/emotional goals	<b>B-SMS 7.</b> Demonstrate effective coping skills when faced with a problem	<b>B-SS 7.</b> Use leadership and teamwork skills to work effectively in diverse teams
<b>B-LS 8.</b> Actively engage in challenging coursework	<b>B-SMS 8.</b> Demonstrate the ability to balance school, home and community activities	<b>B-SS 8.</b> Demonstrate advocacy skills and ability to assert self, when necessary
<b>B-LS 9.</b> Gather evidence and consider multiple perspectives to make informed decisions	<b>B-SMS 9.</b> Demonstrate personal safety skills	<b>B-SS 9.</b> Demonstrate social maturity and behaviors appropriate to the situation and environment
<b>B-LS 10.</b> Participate in enrichment and extracurricular activities	<b>B-SMS 10.</b> Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	

# Appendix B

## School Counselor Competencies

[ASCA School Counselor Professional Standards & Competencies](#)



## ASCA School Counselor Competencies

**T**he ASCA School Counselor Competencies outline the knowledge, abilities, skills and attitudes that ensure school counselors are equipped to meet the rigorous demands of the profession and the needs of pre-K–12 students. These competencies help ensure new and experienced school counselors are equipped to establish, maintain and enhance a comprehensive school counseling program addressing academic achievement, career planning and personal/social development.

Organized around and consistent with “The ASCA National Model: A Framework for School Counseling Programs (Third Edition),” the competencies can be used in a variety of ways including:

### **School counselors**

- Self-assess their own competencies
- Formulate an appropriate professional development plan

### **School administrators**

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

### **School counselor education programs**

- Establish benchmarks for ensuring school education students graduate with the knowledge, skills and attitudes needed for developing comprehensive school counseling programs.

# References

- American School Counselor Association (2003). *The ASCA National Model: A framework for school counseling program*. Alexandria, VA: Author.
- Gysbers, N.C. (2001). School Guidance and Counseling in the 21<sup>st</sup> Century: Remember the Past into the Future. *Professional School Counseling*, 5, 123-132.
- Gysbers, N.C., & Henderson, P. (2000). *Developing and managing your school guidance program* (3<sup>rd</sup> ed.). Alexandria, VA: American Counseling Association.
- Gysbers, N.C., & Henderson, P. (2002). *Implementing comprehensive school guidance programs: critical leadership issues and successful responses*. Greensboro, NC: ERIC/CASS Publications.
- Johnson, C., & Johnson, S. (2003). Results-based guidance: A systems approach to student support programs. *Professional School Counseling*, 6(3), 180-184.