

ROCHESTER SCHOOL DISTRICT COUNSELING COMPETENCIES

ACADEMIC DEVELOPMENT

National Standard A

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

Competency Areas:

- A1** Improve Academic Self-concept
- A2** Acquire Skills for Improving Learning
- A3** Achieve School Success

Student Competency	Activity	When	Who	Expected Student Results
A: A1.5 Students will identify attitudes and behaviors which lead to successful learning	Individual Counseling Small Group Counseling Classroom Guidance School-wide	Ongoing	K - 12	Improved grades and test scores.
A: A3.1 Students will take responsibility for their own actions.	Individual Counseling Small Group Counseling Classroom Guidance School-wide	Ongoing	K - 12	Prepared for and participation in class.

National Standard B

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

Competency Areas:

- B1** Improve learning
- B2** Plan to Achieve Goals

Student Competency	Activity	When	Who	Expected Student Results
A: B1.3 Apply the study skills necessary for academic success	Use of Instructional Process Individual Counseling Small Group Counseling Weekly progress reports	Ongoing	K – 12 6 - 9	Improved grades and test scores. Demonstrate dependability, productivity, and initiative.
A: B2.1 Establish challenging academic goals in elementary, middle/junior high, and high school	Small Group Counseling Classroom Activities Advisory Student Led Parent Conferences	Ongoing	K – 12 6 – 9 9 – 12	Students will achieve annual goals and ultimately graduate.

	Goal Setting Conference			
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Rochester School District Counseling Competencies
Academic Development National Standard B

Student Competency	Activity	When	Who	Expected Student Results
A: B2.1 Use assessment results in educational planning	Three Tier Model Tutoring/Extended School Year Remedial Programs Goal-setting Conference	Ongoing	K – 12 8 - 12	Improved achievement. Complete four-year plan.
A: B2.3 Develop and implement an annual plan of study to maximize academic ability and achievement	Annual Interview Four-Year Plan	Ongoing	8 - 12	Achievement of goals set in four-year plan.
A: B2.6 Understand the relationship between classroom performance and success in school	Use of Instructional Process Conferences Small Group Counseling	Ongoing	K - 12	Passing grades and eventual graduation.
A: B2.7 Identify post secondary options consistent with interests, achievement, aptitude and abilities	Career Awareness Activities Career Exploration Educational Talent Search College Nights and Fairs Career Day Job Shadows Career Tech Program Military/College Rep Visitations Running Start Advanced Placement	Ongoing	K – 12 6 – 12 9 - 12	Students make informed decisions.

National Standard C

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

Competency Areas:

C 1 Relate School to Life Experiences

Student Competency	Activity	When	Who	Expected Student Results
A: C1.5 Understand that school success is the preparation to make the transition from student to community member	Classroom Guidance Group Counseling Individual Counseling Direct Instruction Citizenship Awards Extracurricular Activities Community Service	Ongoing	K – 12	Improved academic success. Consistent school attendance. Participation in extra curricular activities.

CAREER DEVELOPMENT

National Standard A

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

Competency Areas:

A: 1 Develop Career Awareness

A: 2 Develop Employment Readiness

Student Competency	Activity	When	Who	Expected Student Results
C: A1.3 Students will develop an awareness of personal abilities, skills, interests, and motivations	Wee Deliver Extra Curricular Act. Interest Inventories	Ongoing	K – 12	Identification of career interests and skills. Completion of four-year plan.
	Unified Arts Bridges Software Career Tech Education Job Shadowing Internship		9 - 12	

National Standard B

Students will employ strategies to achieve future career goal with success and satisfaction

Competency Areas:

B: 1 Acquire Career Information

B: 2 Identify Career Goals

Student Competency	Activity	When	Who	Expected Student Results
C: B1.2 Identify personal skills, interests, and abilities, and relate them to current career choices	Computer/Classroom Activities Small Group Counseling Interest Inventories	Ongoing	K - 12	Be aware of career interest based on abilities, skills, and interests.
C: B1.3 Demonstrate awareness of the education and training needed to achieve career goals	Computer Based Classroom Activities Internship Bridges Career Software Career Tech Education Job Shadowing Internships Career Fairs College Nights	Ongoing	8 - 12	Completion of four-year plan. Identification of career interests and skills. Be aware of training needed for choice of current career interests.

Rochester School District Counseling Competencies
 Career Development National Standard B

Student Competency	Activity	When	Who	Expected Student Results
C: B2.2 Access and modify their educational plan to support career goals	Annual Interview	Ongoing	8 – 12	Update four-year plan.
C: B 2.4 Select course work that is related to career interests	Annual Interview Classroom Presentation	Ongoing	8 - 12	Completed pre-registration form.

National Standard C

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

Competency Areas:

C: 1 Acquire Knowledge to Achieve Career Goals

Student Competency	Activity	When	Who	Expected Student Results
C: C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills	Classroom Activities Internships Job Shadow Jobs for NH Graduates (JNHG) Career Tech Education	Ongoing	K – 12 9 - 12	Be aware of training needed for choice of current career interest. Participation in organized student internship.

PERSONAL SOCIAL

National Standard A

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

Competency Areas:

A1 Acquire Self-knowledge

A2 Acquire Interpersonal Skills

Student Competency	Activity	When	Who	Expected Student Results
PS: A1.1 Students will develop positive attitudes toward self as a unique and worthy person	Classroom Guidance Group Counseling Individual Counseling	Ongoing	K – 12	Recognize your strengths and demonstrate self-confidence and assertiveness.
PS: A1.2 Identify values, attitudes and beliefs	Classroom Guidance Group Counseling Individual Counseling	Ongoing	K – 12	Recognize and express values, attitudes, and beliefs.
PS: A1.5 Identify and express feelings	Classroom Guidance Group Counseling Individual Counseling	Ongoing	K – 12	Use effective communication skills.
PS: A1.7 Recognize personal boundaries, rights and privacy needs	Classroom Guidance Group Counseling Individual Counseling Peer Mediation	Ongoing	K – 12 4 – 5 and 9 - 12	Decrease in behavioral referrals to administration.
PS: A1.8 Understand the need for self-control and how to practice it	Classroom Guidance Group Counseling Individual Counseling	Ongoing	K – 12	Recognize that everyone has rights and responsibilities. Decrease in behavioral referrals to administration.
PS: A1.10 Identify personal strengths and assets	Classroom Guidance Group Counseling Individual Counseling	Ongoing	K – 12	Demonstrate increased confidence in self. Demonstrate and express one’s personal strengths and assets.

Rochester School District Counseling Competencies
 Personal/Social National Standard A

PS: A2.1 Recognize that everyone has rights and responsibilities	Classroom Guidance Group Counseling Individual Counseling	Ongoing	K – 12	Respect personal boundaries, rights, and privacy needs. Decrease in behavioral referrals to administration.
PS: A2.3 Recognize, accept, respect and appreciate individual differences	Classroom Guidance Group Counseling Individual Counseling	Ongoing	K – 12	Decrease in behavioral referrals to administration. Increase in respectful cooperation in classroom and group work.
PS: A2.6 Use effective communication skills	Classroom Guidance Group Counseling Individual Counseling Peer Mediation	Ongoing	K – 12 4 – 5 9 - 12	Demonstrate cooperative behavior in groups.
PS: A2.8 Learn how to make and keep friends	Classroom Guidance Group Counseling Individual Counseling	Ongoing	K – 12	Students have long term, healthy friendships.

National Standard B

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

Competency Areas:

B1 Self-knowledge Application

Student Competency	Activity	When	Who	Expected Student Results
PS: B1.1 Use a decision-making and problem-solving model	Classroom Guidance Group Counseling Individual Counseling Peer Mediation	Ongoing	K - 12	Use decision making and problem solving model. Increase in mediations. Decrease in behavioral referrals to administration. Recognize and respect differing points of view.
PS: B1.2 Understand consequences of decisions and choices	Classroom Guidance Group Counseling Individual Counseling	Ongoing	K - 12	Describe, associate, and predict results of behaviors. Take responsibility for their course of action.

Rochester School District Counseling Competencies
 Personal/Social Standard B

PS: B1.4 Develop effective coping skills for dealing with problems	Classroom Guidance Group Counseling Individual Counseling	Ongoing	K - 12	Use healthy coping skills and problem solving and stress reduction techniques. Demonstrate when, where, & how to seek help for solving problems and making decisions.
PS: B1.7 Demonstrate a respect and appreciation for individual and cultural differences	Classroom Guidance Group Counseling Individual Counseling	Ongoing	K - 12	Recognize and respect differing points of view and lifestyles. Decrease in behavioral referrals to administration.
PS: B1.12 Develop an action plan to set and achieve realistic goals	Classroom Guidance Group Counseling Individual Counseling	Ongoing	K - 12	Students describe goals and steps needed to achieve them.

National Standard C

Students will understand safety and survival skills.

Competency Areas:

C1 Acquire Personal Safety Skills

Student Competency	Activity	When	Who	Expected Student Results
PS: C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)	Classroom Guidance Group Counseling Individual Counseling	Ongoing	K - 12	Independently state or complete safety information.
PS: C1.3 Learn about the differences between appropriate and inappropriate physical contact	Classroom Guidance Group Counseling Individual Counseling	Ongoing	K - 12	Reduction in harassment reports to administration. Increase in student disclosure when feeling unsafe, and/or threatened in any situation. Demonstrate the ability to assert and respect boundaries, rights, and personal privacy.

Rochester School District Counseling Competencies
 Personal/Social Standard C

<p>PS: C1.6 Identify resource people in the school and community, and know how to seek help</p>	<p>Classroom Guidance Group Counseling Individual Counseling</p>	<p>Ongoing</p>	<p>K - 12</p>	<p>Increased number of self-referrals to counselors and others.</p>
<p>PS: C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices</p>	<p>Classroom Guidance Group Counseling Individual Counseling School-wide Prevention Activities and Assemblies Programs</p>	<p>Ongoing</p>	<p>K – 12</p>	<p>Decrease in number of behavioral referrals to administration. Reduction in accidents resulting from unsafe behaviors.</p>
<p>PS: C1.11 Learn coping skills for managing life events</p>	<p>Classroom Guidance Group Counseling Individual Counseling</p>	<p>Ongoing</p>	<p>K - 12</p>	<p>Verbalize strategies for managing situations. Improved attendance. Decrease in behavior referrals to administration. Improved school performance.</p>

Adapted from The ASCA National Model A Framework for School Counseling Programs, The National Model for School Counseling Programs & the New Hampshire Implementation Manual for Comprehensive School Guidance and Counseling.

KINDERGARTEN

ACADEMIC COMPETENCIES

Objectives

Students will:

- Describe daily activities at school.
- Describe what they are learning in school.
- Describe areas where they are self-sufficient.
- Understand the importance of trying new things.

CAREER COMPETENCIES

Objectives

Students will:

- Identify workers in various settings.
- Describe work of family members.
- Describe what they like to do.

PERSONAL/SOCIAL COMPETENCIES

Objectives:

Students will:

- Demonstrate the ability to state their full name, address, and phone number.
- Describe their own appearance.
- Describe ways they take care of themselves.
- Describe ways people are different.
- Demonstrate the ability to share and take turns.
- Demonstrate good listening skills.
- Identify, express, and manage personal feelings.
- Describe choices they make at school.
- Recognize that there are positive ways to problem solve.
- Demonstrate the ability to assert boundaries, rights, and personal privacy.
- Recognize the pressure they feel from peers.
- Distinguish between substances helpful and harmful to their physical health.
- Demonstrate when, where, and how to seek help for solving problems.

GRADE ONE

ACADEMIC COMPETENCIES

Objectives

Students will:

- Describe their favorite subjects.
- Describe what they are learning at school.
- Describe how they have changed since last year.

CAREER COMPETENCIES

Objectives

Students will:

- Identify skills they have.
- Describe responsibility they have in their environment.
- Describe what they would like to become.

PERSONAL/SOCIAL COMPETENCIES

Objectives:

Students will:

- Demonstrate the ability to state their full name, address, and phone number.
- Describe and demonstrate safety skills.
- Demonstrate good listening skills.
- Recognize special traits in themselves and others.
- Describe how exercise, sleep, and nutrition affect their well-being.
- Distinguish between substances helpful and harmful to their physical health.
- Describe and manage feelings they have in various situations.
- Describe responsibilities they have in their environment.
- Describe the process of making friends.
- Recognize the pressure they feel from peers.
- Describe and demonstrate cooperative behavior.
- Demonstrate the ability to assert boundaries, rights, and personal privacy.
- Demonstrate when, where, and how to seek help for solving problems.

GRADE TWO

ACADEMIC COMPETENCIES

Objectives

Students will:

- Describe a goal.
- Describe types of situations that make learning easier for them.
- Understand the importance of listening to and following directions.
- Recognize the benefits of learning.

CAREER COMPETENCIES

Objectives

Students will:

- Distinguish which work activities in their environment are done by specific people.
- Define work and recognize that adults work.
- Recognize activities that interest them.

PERSONAL/SOCIAL COMPETENCIES

Objectives:

Students will:

- Write their full name, address, and phone number.
- Describe and demonstrate safety skills.
- Describe how they care for their physical health.
- Distinguish between substances helpful and harmful to their physical health.
- Describe what they think is positive about themselves.
- Recognize, describe, and manage their feelings.
- Recognize commonalities and uniqueness in themselves and others.
- Recognize their abilities to perform specific tasks.
- Describe the process of making and keeping friends.
- Identify pressure they feel from their peers.
- Describe why listening is important.
- Recognize why some choices are made for them.
- Describe rules and why they are necessary.
- Demonstrate the ability to respect and assert boundaries, rights, and personal privacy.
- Demonstrate when, where, and how to seek help for solving problems.

GRADE THREE

ACADEMIC COMPETENCIES

Objectives

Students will:

- Describe a goal.
- Describe types of situations that help you learn.
- Identify study skills.

CAREER COMPETENCIES

Objectives

Students will:

- Describe the responsibilities of adults they know.
- Define work and recognize that all people work.
- Realize that people obtain rewards for their work.

PERSONAL/SOCIAL COMPETENCIES

Objectives:

Students will:

- Write their full name, address, and phone number.
- Describe and demonstrate safety skills.
- Distinguish between substances helpful and harmful to their physical health.
- Recognize, describe, and manage their feelings
- Describe themselves accurately to someone who does not know them.
- Describe how they relax when feeling stressed.
- Discuss two skills they have.
- Describe what they like about other people.
- Understand the meaning of taking responsibility.
- Recognize how their actions affect others.
- Recognize that decisions have consequences.
- Demonstrate the ability to respect and assert boundaries, rights, and personal privacy.
- Recognize pressure they feel from their peers.
- Recognize personal differences and describe ways to accept these differences.
- Describe and demonstrate the process of making and keeping friends.
- Demonstrate when, where, and how to seek help for solving problems.

GRADE FOUR

ACADEMIC COMPETENCIES

Objectives

Students will:

- Learn to set short-term goals.
- Recognize that people learn in different ways.
- Describe their responsibilities as students.
- Identify and use study skills.

CAREER COMPETENCIES

Objectives

Students will:

- Recognize different methods of evaluating progress.
- Recognize accomplishments they are proud of.
- Realize that people obtain rewards for their work.
- Define the meaning of “stereotypes” and indicate how stereotypes might affect them.

PERSONAL/SOCIAL COMPETENCIES

Objectives:

Students will:

- Recognize that they are important to themselves and others.
- Identify personal characteristics.
- Describe and appreciate differences in themselves and others in terms of interests, aptitudes, abilities, and achievements.
- Know their responsibilities and can be trusted to assume them.
- Evaluate how their words affect others.
- Describe methods that lead to effective cooperation with children and adults.
- Recognize the importance of evaluating consequences before making a decision.
- Demonstrate the ability to respect and assert boundaries, rights and personal privacy.
- Describe pressure they feel from peers.
- Recognize personal differences and describe ways to accept these differences.
- Demonstrate problem solving strategies.
- Describe rules and why we have them.
- Describe and demonstrate the ability to make safe choices.
- Distinguish between substances helpful and harmful to their physical health.

GRADE FIVE

ACADEMIC COMPETENCIES

Objectives

Students will:

- Value and apply learning both in and out of school.
- Begin to recognize their own learning styles.
- Describe and use study skills.

CAREER COMPETENCIES

Objectives

Students will:

- Recognize different methods of evaluating progress.
- Recognize accomplishments they are proud of.
- Describe the meaning of values.
- Describe how values influence goals.
- Define lifestyle and discuss what influences it.
- Imagine what they would be doing in the future.
- Recognize how school achievement influences future plans.

PERSONAL/SOCIAL COMPETENCIES

Objectives:

Students will:

- Determine situations that produce unhappy, angry, or anxious feelings and describe positive strategies for how they deal with these feelings.
- Define “values” and describe their own.
- Identify personal characteristics they value in self and others.
- Describe ways to express feelings in a socially acceptable manner.
- Recognize personal differences and describe ways to accept these differences.
- Identify good listening skills and practice appropriate communications skills.
- Apply a decision making process
- Demonstrate the ability to respect and assert boundaries, rights, and personal privacy.
- Recognize the pressure they feel from their peers.
- Demonstrate problem-solving strategies.
- Describe and demonstrate the ability to make safe choices.
- Distinguish between substances helpful and harmful to their physical health.

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System Support:	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
<i>Professional Assoc. & Development</i>												
Staff Development	X	X	X	X	X	X	X	X	X	X	X	
ASCA Membership	X	X	X	X	X	X	X	X	X	X	X	X
NHSCA Membership	X	X	X	X	X	X	X	X	X	X	X	X
CISM Team					X							
<i>Community Outreach</i>												
DCYF	X	X	X	X	X	X	X	X	X	X	X	
Community Partners	X	X	X	X	X	X	X	X	X	X	X	
Healthy Kids							X		X			

McClelland School **Guidance Calendar**

August	September	October	On-Going Activities
New Student Placement Meet New Staff Review Handbook Review District and School Goals Review Guidance Curriculum Competencies Consult with Teachers File Review 504 Review	PBIS Roll Out Teacher Professional Development Workshops Fundraising Drive Classroom Guidance: K-3 Listening and Feelings Recognition 4 Empathy and Anger Management 5 Student Success Skills	PBIS Hallway Rollout for the Cafeteria NECAP Testing Classroom Guidance: K-3 Anger Management and Problem Solving 4 Problem Solving 5-Student Success Skills	Individual students seen as needed Teacher consults Classroom Guidance Small Groups Friendship Lunches Peer Mediation Team Meetings Staff Meetings RTIT Special Education Meetings 504 Meetings New Student file review Monitor absences Write behavior plans Agency Referrals Admin/Guidance Mtgs Elementary Counselor Meetings District Counselor Meetings PBIS Universal PBIS Target Team
November	December	January	
Target Team Report Card Conf Social Service Resource List to Parents Classroom Guidance: K-Safety 2-3 Safety 4-Mediation Skills 5-Rachel's Choice	PBIS Refresher Target Team Classroom Guidance: K-5 Safety	PBIS Playground Roll Out Report Cards Begin 504 Annual Reviews Classroom Guidance: K Healthy exercise, eating and Hygiene 1-3 Friendship & Sharing 4-5 Safety , Health, Hygiene, and Goal Setting District Guidance Development	

Subject to change depending upon the needs of the school and community.

McClelland School
Guidance Calendar

February	March	April	On-Going Activities
Parent Child Dance Target Team Training and Development Child Advocacy Center Workshop Classroom Guidance: K-3 Friendship & Sharing 4 -5 Personal Interest & Career Awareness	PBIS Roll Out Teacher Professional Development Workshops Fundraising Drive Classroom Guidance K Friendship and Sharing: 1-3 Anger Management and Problem Solving 4-5 College/Career Awareness	Report Cards Variety Show Classroom Guidance K-5 Diversity: Recognizing Differences 5 Health & Personal Development District Guidance Development	Individual students seen as needed Teacher consults Classroom Guidance Small Groups Friendship Lunches Peer Mediation Team Meetings Staff Meetings RTIT Special Education Meetings 504 Meetings New Student file review Monitor absences Write behavior plans Agency Referrals Admin/Guidance Mtgs Elementary Counselor Meetings District Counselor Meetings PBIS Universal PBIS Target Team
May	June	July	
MAPS Testing Student Classroom Placement for the Fall Interviews for School Openings Health Night Classroom Guidance: K-3Careers Diversity 4 Making Character Count 5 Health & Personal Development District Guidance Development	Career Day Field Day Fun Day Report Cards PBIS Universal Team and Target Team Training Classroom Guidance: K-4 Self-Awareness Transition Preparation 5 Health & Personal Development		

Subject to change depending upon the needs of the school and community.

McClelland Elementary School
Guidance Counseling Master Plan

Program Components

Curriculum:	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
<u>Classroom Guidance</u>												
K-Empathy Training		X										
Listening		X										
The Way I Feel		X										
Express Yourself		X										
K-Anger Management			X	X								
Count to Ten and Breathe			X									
Walk Away			X									
Do Something Else				X								
K-Personal Safety				X								
Name and Address				X								
The Buddy System					X							
Check First					X							
No Go Tell					X							

Curriculum:	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
K-Healthy Choices						X						
Healthy Eating						X						
Exercise						X						
Wash Your Hands						X						
K-Friendship							X	X				
Heart Print							X					
Sharing								X				
Acts of Kindness								X				
K-Recognizing Differences									X			
Self Awareness									X			
Exploring a Different Culture									X			
K- Exploring Careers										X		
K- Choices/ Decision Making											X	

Curriculum:	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
Grade 1- Empathy Training		X										
Listening/Feelings		X										
Identifying Others Feelings		X										
Grade 1- Personal Safety			X	X								
Calling 9-1-1			X									
Buddy System			X									
Check First				X								
Swell Secrets, Tell Secrets				X								
Grade 1- Healthy Choices					X	X						
Healthy Eating					X							
Exercise						X						
Grade 1- Friendship						X	X					
Friendship Qualities						X						
Making Friends							X					
Acts of Kindness							X					
Grade 1- Problem Solving							X					
Spreading Rumors							X					
Grade 1-Anger Management							X					
Grade 1- Choices/Decision Making								X				

Curriculum:	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
Grade 1- Adjusting to Change								X				
Grade 1- Career Exploration									X			
Grade 1- Diversity										X		
Grade 1- Self Awareness											X	

Curriculum:	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
Grade 2- Identifying Feelings		X										
Grade 2-- Personal Safety			X	X								
Calling 9-1-1			X									
Buddy System			X									
Check First				X								
Swell Secrets, Tell Secrets				X								
Grade 2- Healthy Choices					X	X						
Healthy Eating					X							
Exercise					X							
Personal Hygiene						X						
Grade 2- Friendship						X	X					
Friend Qualities						X						
How to be a Good Friend							X					
Grade 2-Anger Management							X	X				
Relaxation Techniques							X					
Understanding Anger								X				
Grade 2- Problem Solving								X				
Grade 2- Choices/Decision Making									X			
Grade 2- Understanding and Accepting Differences									X			
Grade 2- Dealing With Change										X		
Grade 2- Career Exploration										X		
Grade 2-Self Awareness										X		

Grade 2- Accepting Differences												X	
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Curriculum:	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
<i>Classroom Guidance</i>												
Grade 3- Empathy Training		X										
Taking another's perspective		X										
Accepting Differences		X										
Grade 3- Personal Safety			X	X	X							
Know Address & Phone #			X									
Buddy System			X									
Check First				X								
No-Go-Tell				X								
Common Tricks					X							
On-line Safety					X							
Grade 3-Anger Management						X	X					
Calm Down Techniques						X						
Problem Solving						X						
Resisting Impulses							X					
Safe Ways to Deal with Anger							X					
Grade 3- College/Career								X	X			
Interest Inventory								X				
Career Recognition								X				
Interview College Graduate									X			
Goal Setting/Study Skills									X			
Grade 3-Self Esteem										X	X	
Unique and the Same										X		

Respecting Differences										X		
Celebrate Our Successes											X	

Curriculum:	Au g	Sep t	Oc t	No v	De c	Ja n	Fe b	Ma r	Ap r	Ma y	Jun e	Jul y
<i>Classroom Guidance</i>												
Grade 4-Feelings Manag		X										
Impulse Control		X				X						
Grade 4- Mediation Skills			X	X								
Fair Fighting/Perspecti ve			X									
Getting the Story			X									
Brainstorming for Solutions				X								
Do a Whole Mediation				X								
Grade 4-Personal Safety					X							
Emergency Cards					X							
Buddy System/Check First					X							
Common Tricks; No, Go and Tell					X							
Hygiene and Hand Washing						X						
Grade 4- College/Careers						X	X					
Interest Inventory												
Career Identification						X	X					
Goal Setting							X					
College Interview								X				
Grade 4-Diversity									X			
Unique and the Same									X			
Look at a Different Culture									X			
Respecting Differences										X		
Celebrate Our Sucesses										X		
Celebrate Our Sucesses											X	
Look forward to Change											X	

Curriculum:	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
Grade 5- Student Success Sk.		X										
Caring Classroom		X										
Feelings Management		X										
Test Anxiety Reduction			X									
Goal Setting			X									
Rachel's Challenge				X								
Values Clarification				X								
Kind Words and Actions				X								
Grade 5- Personal Safety					X							
Buddy System, Check First					X							
Home Alone					X							
Common Tricks						X						
Hygiene and Hand Washing						X						
Grade 5-Road to College							X					
Get on the Bus							X					
College Interview/Career Id							X					
Grade 5—Life Skills								X	X	X	X	
Self Esteem								X				
Decision Making								X				
Smoking									X			
Advertising										X		
Dealing with Stress										X		
Communication										X		
Assertiveness											X	

Individual Planning:	Au g	Sep t	Oc t	No v	De c	Ja n	Fe b	Ma r	Ap r	Ma y	Jun e	Jul y
Classroom Placement									X	X		
New Student Placement	X	X	X	X	X	X	X	X	X	X	X	
New Student File Review	X	X	X	X	X	X	X	X	X	X	X	
Kindergarten Transition										X		
504 File New & Review		X	X	X	X	X	X	X	X	X		
504 Teacher Consult		X	X	X	X	X	X	X	X	X		
504 Parent Meetings		X	X	X	X	X	X	X	X	X		
IEP Meetings		X	X	X	X	X	X	X	X	X		
NECAP Testing			X									
MAPS Testing		X				X				X		
Small Group Referrals			X			X			X			
Responsive Services												
Individual Counseling		X	X	X	X	X	X	X	X	X	X	
Crisis Counseling	X	X	X	X	X	X	X	X	X	X	X	
Small Groups		X	X	X	X	X	X	X	X	X	X	
Teacher Consults	X	X	X	X	X	X	X	X	X	X	X	
Administration Consults	X	X	X	X	X	X	X	X	X	X	X	
Nurse Consults	X	X	X	X	X	X	X	X	X	X	X	
Parent Consults	X	X	X	X	X	X	X	X	X	X	X	
<i>Support Programs:</i>												
Friendship Lunches		X	X	X	X	X	X	X	X	X	X	
PBIS Universal Team		X	X	X	X	X	X	X	X	X	X	X
PBIS Target Team				X	X	X	X	X	X	X	X	
Peer Mediation			X	X	X	X	X	X	X	X	X	

<i>Multi-disciplinary Team</i>													
Grade Level Team Meetings	X	X	X	X	X	X	X	X	X	X	X	X	
Faculty Meetings	X	X	X	X	X	X	X	X	X	X	X	X	
Responsive Services:	Au g	Sep t	Oc t	No v	De c	Ja n	Fe b	Ma r	Ap r	Ma y	Jun e	Jul y	
<i>Multi-disciplinary Team</i>													
Admin/Guidance Meetings	X	X	X	X	X	X	X	X	X	X	X	X	
Elementary Guidance Mtgs.	X	X	X	X	X	X	X	X	X	X	X	X	
District Guidance Meetings	X	X	X	X	X	X	X	X	X	X	X	X	
RTIT Meetings													
IEP Team Meetings		X	X	X	X	X	X	X	X	X	X	X	
504 Coordinator		X	X	X	X	X	X	X	X	X	X	X	
PBIS Target Team Meetings				X	X	X	X	X	X	X	X	X	
PBIS Universal Meetings	X	X	X	X	X	X	X	X	X	X	X	X	
PBIS Intensive Team Mtgs.							X	X	X	X	X	X	
Peer Mediation Facilitator		X	X	X	X	X	X	X	X	X	X	X	
Parent Conferences	X	X	X	X	X	X	X	X	X	X	X	X	
System Support													
<i>School Climate & Enrichment</i>													
PBIS Roll Outs-Bulletin Board		X	X	X	X	X	X	X	X	X	X	X	
Open House		X											
Grandparent Luncheon		X											
Food Drive				X									
Family Craft Night					X								
Gift Drive					X								

Christmas Parade						X							
Parent Child Dance								X					
Magazine Drive									X				
Variety Show										X			

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Responsive Services	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Individual Counseling	X	X	X	X	X	X	X	X	X	X	X
Peer Mediations			X	X	X	X	X	X	X	X	X
Crisis Counseling	X	X	X	X	X	X	X	X	X	X	X
Small Groups		X	X	X	X	X	X	X	X	X	X
Admin.Consults	X	X	X	X	X	X	X	X	X	X	X
Teacher Consults	X	X	X	X	X	X	X	X	X	X	X
Nurse Consults	X	X	X	X	X	X	X	X	X	X	X
Parent Consults	X	X	X	X	X	X	X	X	X	X	X
Mental Health Referrals		X	X	X	X	X	X	X	X	X	X
DCYF Referrals	X	X	X	X	X	X	X	X	X	X	X
Camp Referrals								X	X	X	
<i>Support Programs:</i>											
Peer Mediation		X	X	X	X	X	X	X	X	X	X
Big Brother prog		X	X	X	X	X	X	X	X	X	X
Line Monitor		X	X	X	X	X	X	X	X	X	X
<i>Multi-disciplinary Team</i>											
Faculty Meetings	X	X	X	X	X	X	X	X	X	X	X
Elementary Guidance Mtgs.	X	X	X	X	X	X	X	X	X	X	X
District Guidance Meetings		X	X			X			X	X	
Middle School Transition											X
Special Education Meetings	X	X	X	X	X	X	X	X	X	X	X

Mentor/Mentee Meetings		X	X	X	X	X	X	X	X	X	X	X
504 Meetings			X	X	X	X	X	X	X	X	X	X
Parent Meetings			X	X	X	X	X	X	X	X	X	X

System Support	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
<i>School Climate & Enrichment</i>											
Staff Support	X	X	X	X	X	X	X	X	X	X	X
Open House		X									
Display Bulletin Board			X	X	X	X	X	X	X	X	X
Toys for Tots					X	X					
Body Safety Presentations									X		
May Extravaganza										X	
Gr.5 transition to Middle School										X	
Field Day										X	
<i>Professional Assoc. & Development</i>											
Staff Development	X	X	X	X	X	X	X	X	X	X	X
Red Cross Defib Training				X							
CISM crisis response						X					
<i>Community Outreach</i>											
DCYF	X	X	X	X	X	X	X	X	X	X	X
Referrals - Mental Health/HUB, Big Brother/ Sister	X	X	X	X	X	X	X	X	X	X	X
Mayhew visit											X
CISM					X						
Pete's Place consult, co-lead									X	X	X
Police- Internet		X									

Elementary Guidance Curriculum Action Plan
(see school calendars for dates)

Lesson	Grade	ASCA Standard	District Goals	School Goals
Empathy Training: Listening and Identify & Express Feelings	1	A: A3.1 PS: A1.5	Demonstrate good listening skills. Describe and manage feelings they have in various environments. Describe responsibility they have in their environment.	Be Respectful
Empathy Training: Identify Other's Feelings	1	PS: A1.5	Describe and manage feelings they have in various environments	Be Respectful
Safety: Emergency Cards	1	PS: C1.1,6	Demonstrate the ability to state their full name, address, and phone number	Be Safe
Safety: Phone Number	1	PS: C1.1	Demonstrate the ability to state their full name, address, and phone number	Be Safe
Safety: Buddy System	1	PS: C1.7	Describe and demonstrate safety skills.	Be Responsible
Safety: Check First	1	PS: C1.7	Describe and demonstrate safety skills. Recognize the pressure they feel from peers.	Be Responsible
Safety: No, Go and Tell	1	PS: C1.3	Demonstrate the ability to assert boundaries, rights, and personal privacy Demonstrate when, where, and how to seek help for solving problems	Be Safe

Healthy Choices: Personal Hygiene	1	PS: C1.7	Describe how exercise, sleep, and nutrition affect their well-being.	Be Responsible
Healthy Choices: Exercise/Healthy Eating	1	A: A1.5	Describe how exercise, sleep, and nutrition affect their well-being. Distinguish between substances helpful and harmful to their physical health.	Be Responsible
Friendship: Friendship Qualities Friendship Gardens	1	PS: A2.8 PS: A2.8	Describe the process of making friends. Describe and demonstrate cooperative behavior.	Be Respectful
Friendship: How to Make Friends	1	A: A 1.5 PS: B1.1	Describe the process of making friends. Describe and demonstrate cooperative behavior.	Be Respectful Be Responsible
Friendship: Heart Prints	1	PS: A1.1, 10	Describe the process of making friends. Describe and demonstrate cooperative behavior.	Be Respectful Be Responsible
Problem Solving Pizza Solutions	1	PS: A1.8 B1.1,2	Demonstrate good listening skills. Describe responsibilities they have in their environment. Describe the process of making friends. Demonstrate when, where, and how to seek help for solving problems.	Be Respectful Be Responsible

Anger Management: Relaxation 10 Ways to Cool Off		1	PS: A1.8 A2.6 B1.4	Describe and manage feelings they have in various situations. Demonstrate when, where, and how to seek help for solving problems	Be Safe Be Resp
Diversity: We are Different We are the Same		1	C: A1.3 PS: A1.2 B1.7	Recognize special traits in themselves and others.	Be Resp
Cultural Difference We Are Family		1	A: A3.1 PS: B1.7	Recognize special traits in themselves and others.	

Lesson	Grade	ASCA Standard	District Goals	School Goals
Empathy Training: Listening and Identify & Express Feelings	2	A: A3.1 PS: A1.5	Recognize, describe, and manage their feelings. Describe why listening is important.	Be Respectful
Empathy Training: Identify Other's Feelings	2	PS: A1.5	Recognize, describe, and manage their feelings.	Be Respectful
Safety: Emergency Cards	2	PS: C1.1,6	Write their full name, address, and phone number. Describe and demonstrate safety skills.	Be Safe
Safety: Phone Number	2	PS: C1.1	Write their full name, address, and phone number. Describe and demonstrate safety skills.	Be Safe
Safety: Buddy System	2	PS: C1.7	Describe and demonstrate safety skills.	Be Safe Be Responsible
Safety: Check First	2	PS: C1.7	Describe and demonstrate safety skills. Identify pressure they feel from peers.	Be Safe Be Responsible
Safety: No, Go and Tell	2	PS: C1.3	Demonstrate the ability to assert boundaries, rights, and personal privacy Demonstrate when, where, and how to seek help for solving problems	Be Safe

Healthy Choices: Personal Hygiene	2	PS: C1. 7	Describe how they care for their physical health. Distinguish between substances helpful and harmful to their physical health.	Be Responsible
Healthy Choices: Exercise/Healthy Eating	2	A: A1.5	Describe how they care for their physical health. Distinguish between substances helpful and harmful to their physical health.	Be Responsible
Friendship: Friendship Qualities Friendship Gardens	2	PS: A2.8 PS: A2.8	Describe the process of making friends. Describe rules and why they are necessary.	Be Respectful
Friendship: How to Make Friends	2	A: A 1.5 PS: B1.1	Describe the process of making friends. Describe rules and why they are necessary.	Be Respectful Be Responsible
Friendship: Heart Prints	2	PS: A1.1, 10	Describe the process of making friends. Describe rules and why they are necessary..	Be Respectful Be Responsible
Problem Solving Pizza Solutions	2	PS: A1.8 B1.1,2	Describe why listening is important. Describe rules and why they are necessary..Describe the process of making friends. Demonstrate when, where, and how to seek help for solving problems.	Be Respectful Be Responsible

Anger Management: Relaxation 10 Ways to Cool Off		2	PS: A1.8 A2.6 B1.4		Recognize, describe, and manage their feelings. Demonstrate when, where, and how to seek help for social problems
Diversity: We are Different We are the Same		2	C: A1.3 PS: A1.2 B1.7		Recognize commonalities and uniqueness in themselves and others.
Cultural Difference We Are Family		2	A: A3.1 PS: B1.7		Recognize commonalities and uniqueness in themselves and others.

Lesson McClelland School	Grade	ASCA Standard	District Goals	McClelland School
Empathy Training: Identify & Predict Feelings	3	PS: A1.2,5,7,8,10 A:2.1,3,6,8 B1.2	Recognize, describe, and manage their feelings	Be Respectful
Empathy Training: Accepting Differences	3	PS: A1.2,5,7,8,10 A:2.1,3,6,8 B1.2	Describe what they like about other people. Recognize personal differences and describe ways to accept these differences Describe the process of making and keeping friends.	Be Respectful
Safety: Emergency Cards	3	PS: C1.1,6,7	Write their full name, address, and phone number	Be Safe
Safety: Buddy System	3	PS: A1.2,7,8,10 A2.1,6 B1.2,4 C1.6,7	Describe and demonstrate safety skills	Be Safe
Safety: Check First	3	PS: A1.2,7,8,10 A2.1,6 B1.2,4 C1.6,7	Describe and demonstrate safety skills Demonstrate when, where, and how to seek help for solving problems.	Be Safe
Safety: No, Go and Tell	3	PS: A1.5,7,8,10 A2.1,6 B1.2,4 C1.3,6,7,11	Describe and demonstrate safety skills	Be Safe
Safety: Common Tricks	3	PS: A1.2,7,8,10 A2.1,6 B1.2,4 C1.6,7	Describe and demonstrate safety skills Demonstrate when, where, and how to seek help for solving problems.	Be Safe

Safety: On Line/Home Alone	3	PS: A1.2,7,8,10 A2.1,6 B1.2,4 C1.6,7	Describe and demonstrate safety skills Understand the meaning of taking responsibility	Be Safe Be Responsible
Impulse Control Problem Solving	3	PS: A1.2,7,8,10 A2.1,6,8 B1.2,4	Recognize, describe and manage their feelings Describe how they relax when feeling stressed Demonstrate when, where, and how to seek help for solving problems.	Be Responsible
Anger Management	3	PS: A1.5,7,8,10 A2.1,3,6,88 B1.2,4	Recognize, describe and manage their feelings Describe how they relax when feeling stressed Recognize how their actions affect others. Recognize that decisions have consequences.	Be Responsible
Impulse Control Problem Solving	3	PS: A1.5,7,8,10 A2.1,6 B1.1,2,4	Recognize, describe and manage their feelings Describe how they relax when feeling stressed Recognize how their actions affect others. Recognize that decisions have consequences Demonstrate when, where, and how to seek help for solving problems.	Be Responsible

Anger Management		3	PS: A1.5, 7,8,10 A2.1,3,6,8 B1.2,4	Recognize, describe and manage their feelings Describe how they relax when feeling stressed Recognize how their actions affect others. Recognize that decisions have consequences.	Be Safe Be Resp Be Respon
Interest Inventories		3	A: A1.5, A3.1 B2.1, 6, 7 C1.5 C: A1.3, B1.2, C1.4	Describe a goal. Describe the responsibilities of adults they know. Define work and recognize that all people work. Realize that people obtain rewards for their work. Discuss two skills they have	Be Respon
Career Exploration		3	A: A1.5, A3.1, B2.1, 6, 7 C1.5 C: A1.3 B1.2 C1.4	Describe a goal. Describe the responsibilities of adults they know. Define work and recognize that all people work. Realize that people obtain rewards for their work. Discuss two skills they have	Be Respon

College Planning		3	A: A1.5, A3.1, B2.1, 6, 7 C1.5 C: A1.3 B1.2 C1.4	Describe a goal. Describe types of situations that help you learn. Describe the responsibilities of adults they know. Define work and recognize that all people work. Realize that people obtain rewards for their work. Discuss two skills they have	Be Respon

Lesson	Grade	ASCA Standard	District Goals	School
Mediation: Defining Conflict Mediation Points of View	4	PS: A1.2,7,8 A2.1,3,6,8 B1.1,2,4,12	Identify personal characteristics. Describe pressure they feel from peers. Evaluate how their words affect others. Recognize personal differences and describe ways to accept these differences. Demonstrate problem solving strategies.	Be Respectful
Mediation: Ground Rules Getting the Story/Reflective Listening	4	PS: A1.2,7,8 A2.1,3,6,8 B1.1,2,4,12	Demonstrate the ability to respect and assert boundaries, rights and personal privacy. Describe problem solving strategies. Describe rules and why we have them.	Be Safe Be Respectful
Mediation: Brainstorming for Solutions Choosing a Solution Closing the Mediation	4	PS: A1.2,7,8 A2.1,3,6,8 B1.1,2,4,12	Recognize that they are important to themselves and others. Describe methods that lead to effective cooperation with children and adults. Recognize the importance of evaluating consequences before making a decision. Describe and demonstrate the ability to make safe choices.	Be Safe Be Respectful Be Responsible

Mediation: Role-Play and entire Mediation	4	PS: A1.2,7,8 A2.1,3,6,8 B1.1,2,4,12	All the above plus: Know their responsibility and can be trusted to assume them. Recognize personal differences and describe ways to accept these differences Describe the process of making and keeping friends.	Be Safe Be Respectful Be Responsible
Safety: Emergency Cards	4	PS: C1.1,6,7	Identify personal characteristics Know their responsibilities and can be trusted to assume them.	Be Safe
Safety: Buddy System	4	PS: A1.2,7,8,10 A2.1,6 B1.2,4 C1.6,7	Describe and demonstrate the ability to make safe choices.	Be Safe
Safety: Check First	4	PS: A1.2,7,8,10 A2.1,6 B1.2,4 C1.6,7	Describe and demonstrate the ability to make safe choices.	Be Safe
Safety: No, Go and Tell	4	PS: A1.5,7,8,10 A2.1,6 B1.2,4 C1.3,6,7,11	Demonstrate the ability to respect and assert boundaries, rights and personal privacy. Describe and demonstrate the ability to make safe choices	Be Safe
Safety: Common Tricks	4	PS: A1.2,7,8,10 A2.1,6 B1.2,4 C1.6,7	Know their responsibilities and can be trusted to do them. Describe and demonstrate the ability to make safe choices	Be Safe

Safety: On Line/Home Alone	4	PS: A1.2,7,8,10 A2.1,6 B1.2,4 C1.6,7	Recognize the importance of evaluating consequences before making a decision. Demonstrate the ability to respect and assert boundaries, rights and personal privacy. Describe and demonstrate the ability to make safe choices	Be Safe Be Responsible
Impulse Control Problem Solving	4	PS: A1.2,7,8,10 A2.1,6,8 B1.2,4	Recognize that they are important to themselves and others. Identify personal characteristics.	Be Respectful Be Responsible
Anger Management	4	PS: A1.5,7,8,10 A2.1,3,6,88 B1.2,4	Evaluate how their words affect others.	Be Respectful Be Responsible
Impulse Control Problem Solving	4	PS: A1.5,7,8,10 A2.1,6 B1.1,2,4	Describe methods that lead to effective cooperation with children and adults. Recognize the importance of evaluating consequences before making a decision.	Be Respectful Be Responsible
Anger Management	4	PS: A1.5,7,8,10 A2.1,3,6,88 B1.2,	Evaluate how their words affect others. Describe methods that lead to effective cooperation with children and adults.	Be Respectful Be Responsible

Interest Inventories		4	A: A1.5, A3.1 B2.1, 6, 7 C1.5 C: A1.3, B1.2, C1.4	Describe a goal. Describe the responsibilities of adults they know. Define work and recognize that all people work. Realize that people obtain rewards for their work. Discuss two skills they have	Be Respon
Career Exploration		4	A: A1.5, A3.1, B2.1, 6, 7 C1.5 C: A1.3 B1.2 C1.4	Describe a goal. Describe the responsibilities of adults they know. Define work and recognize that all people work. Realize that people obtain rewards for their work. Discuss two skills they have	Be Respon

College Planning		4	<p>A: A1.5, A3.1, B2.1, 6, 7 C1.5</p> <p>C: A1.3 B1.2 C1.4</p>	<p>Describe a goal. Describe types of situations that help you learn. Describe the responsibilities of adults they know. Define work and recognize that all people work. Realize that people obtain rewards for their work. Discuss two skills they have</p>	Be Respon
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Lesson	Grade	ASCA Standard	District Goals	School
Student Success Skills	5	A: A1.5, 3.1 B2.6 C1.5 C: A2.3	Value and apply learning both in and out of school. Describe how values influence goals. Imagine what they would be doing in the future. Recognize how school achievement influences future plans.	Be Responsible
Student Success Skills	5	A: A1.5, 3.1 B2.6 C1.5 C: A2.3 PS: A1.2,5,8,2.6 B1.2 C1.7	Value and apply learning both in and out of school. Recognize accomplishments they are proud of. Describe the meaning of values. Describe how values influence goals. Recognize how school achievement influences future plans. Determine situation that produce unhappy, angry, or anxious feelings and describe positive strategies for how they deal with these feelings. Identify good listening skills and practice appropriate communication skills.	Be Respectful Be Responsible

<p>Student Success Skills</p>	<p>5</p>	<p>A: A1.5, 3.1 B2.6 C1.5</p> <p>C: A2.3 PS: A1.2,5,8,2.6 B1.2 C1.7</p>	<p>Value and apply learning both in and out of school. Recognize accomplishments they are proud of. Describe the meaning of values. Describe how values influence goals. Recognize how school achievement influences future plans. Determine situation that produce unhappy, angry, or anxious feelings and describe positive strategies for how they deal with these feelings. Identify good listening skills and practice appropriate communication skills.</p>	<p>Be Respectful Be Responsible</p>
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Student Success Skills		5	PS: A1.2,7,8 A2.1,3,6,8 B1.1,2,4,12	<p>Value and apply learning both in and out of school.</p> <p>Describe and use study skills.</p> <p>Recognize accomplishments they are proud of.</p> <p>Describe the meaning of values.</p> <p>Describe how values influence goals.</p> <p>Recognize how school achievement influences future plans.</p> <p>Determine situation that produce unhappy, angry, or anxious feelings and describe positive strategies for how they deal with these feelings.</p> <p>Identify good listening skills and practice appropriate communication skills.</p>	Be Resp Be Respons
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Safety: Emergency Cards		5	PS: C1.1,6,7	Describe and demonstrate the ability to make safe choices	Be Safe
Safety: Buddy System		5	PS: A1.2,7,8,10 A2.1,6 B1.2,4 C1.6,7	Describe and demonstrate the ability to make safe choices.	Be Safe
Safety: Check First		5	PS: A1.2,7,8,10 A2.1,6 B1.2,4 C1.6,7	Describe and demonstrate the ability to make safe choices.	Be Safe
Peer Pressure, Bullies, and Stress		5	PS: A1.5,7,8,10 A2.1,6 B1.2,4 C1.3,6,7,11	Demonstrate the ability to respect and assert boundaries, rights and personal privacy. Describe and demonstrate the ability to make safe choices	Be Safe Be Resp
Safety: Common Tricks		5	PS: A1.2,7,8,10 A2.1,6 B1.2,4 C1.6,7	Demonstrate the ability to respect and assert boundaries, rights and personal privacy. Describe and demonstrate the ability to make safe choices	Be Safe Be Respons

