



Comprehensive School Counseling Program

By ALL...for ALL



Lake Holcombe School District

The mission of the Lake Holcombe School District's School Counseling Program is to maximize the potential of all students, helping students to become responsible members of society.

2013

**Based on the Wisconsin Comprehensive School Counseling Model
& the American School Counseling Association National Model**

Developed by the Lake Holcombe School District Counseling Department



Table of Contents

1. Vision of the Lake Holcombe Comprehensive School Counseling Program
2. Program- "By All... For All"
 - Program Features
 - Program Advantages
3. Lake Holcombe Program's - Key Focus
4. Involvement... "by All"
5. Four Components of a Comprehensive School Counseling Program
6. Components at each level
 - Elementary
 - Middle School
 - High School
7. Counselor time distribution of component at each level
 - Wisconsin suggested time distribution based on 3 counselors
 - Lake Holcombe time distribution based on 1 counselor
8. Lake Holcombe School Counseling Curriculum
 - Kindergarten
 - 1st Grade
 - 2nd Grade
 - 3rd Grade
 - 4th Grade
 - 5th Grade
 - 6th Grade
 - 7th & 8th Grade
9. Appendix
 - Wisconsin Model Academic Standards for School Counseling
 - Benchmarks for Grades 4, 8 and 12
 - Ethical Standards & Mandatory Reporting



Vision for Lake Holcombe's

Comprehensive School Counseling Program

Reaches Every Student

Comprehensive in Scope

Wisconsin Comprehensive School
Counseling Student Content Standards

- ◆ Academic Domain
- ◆ Career Domain
- ◆ Personal/Social Domain

Preventive in Design

Developmental in Nature

Integral Part of the Total Educational System

Includes a Delivery System

- School Counseling Curriculum
- Individual Student Planning
- Responsive Services
- System Support

School Counseling Curriculum

- Classroom activities
- Interdisciplinary curriculum development
- Group activities
- Parent Information

Individual Student Planning

- Individual or small-group advisement
- Student and Parent Educational/Career Conferences

Responsive Services

- Consultation
- Individual and small-group counseling
- Crisis counseling
- Referrals
- Family support services

System Support

- Professional development
- Consultation and collaboration
- Program management and operation

Implemented by a DPI-Licensed School Counselor

Conducted in Collaboration

Monitors Student Progress

Driven by Data

Seeks Improvement

Shares Successes



A comprehensive program is

"By all... for all"

A comprehensive school counseling program serves all students K-12. It helps all students gain an understanding for their learning. It encompasses a student's entire support network, including the school counselor, staff, administration, parents and community to be a part of developing the student into a successful, productive citizen. The organizational framework is summarized below.

Program Features

- Program based, rather than position based. Services 100% of the students.
- Calendaring process is utilized as a means to determine counselor use of time.
- Wisconsin School Counseling Student Content Standards place the program in line with other educational programs.
- Emphasis on student/parent/counselor conferencing.
- The School Counseling Curriculum content is delivered in a developmental manner to all students.
- The program is delivered using the motto, "By ALL for ALL." The school counselor, staff, administration, parents, and community are all responsible for the delivery of the program.
- The four program components include:
 1. Curriculum: content delivered to all students
 2. Individual Student Planning: assist students in planning and managing their educational career development
 3. Responsive Services: address the immediate personal concerns of students
 4. System Support: includes program, staff, and school support activities

Program Advantages

- Focuses on academic and school success for all students, giving students a purpose for learning. It answers the question, "Why do I have to learn this stuff?"
- Prepares all students to succeed in the curricular domains of career, academic, and personal/social through direct instruction.
- Provides increased opportunity for collaborating among counselors and business, industry, and the community as a whole.
- Develops a system for students' long-range planning and learning.
- Enables parents to access school and community resources.
- Encourages all to partner in the success of our students.



Lake Holcombe Program's

Key Focus

Lake Holcombe's Comprehensive School Counseling Program:

- Promotes a rigorous academic curriculum
- Prepares students for realistic challenges
- Promotes student achievement
- Facilitates career exploration and development
- Develops decision-making and problem-solving skills
- Helps develop effective interpersonal relationships
- Provides advocacy for students
- Assures equal access to educational opportunities
- Develops a system for long-range planning
- Offers educational opportunities for parents
- Connects the school district with the community

Ensuring Academic Success for All Students

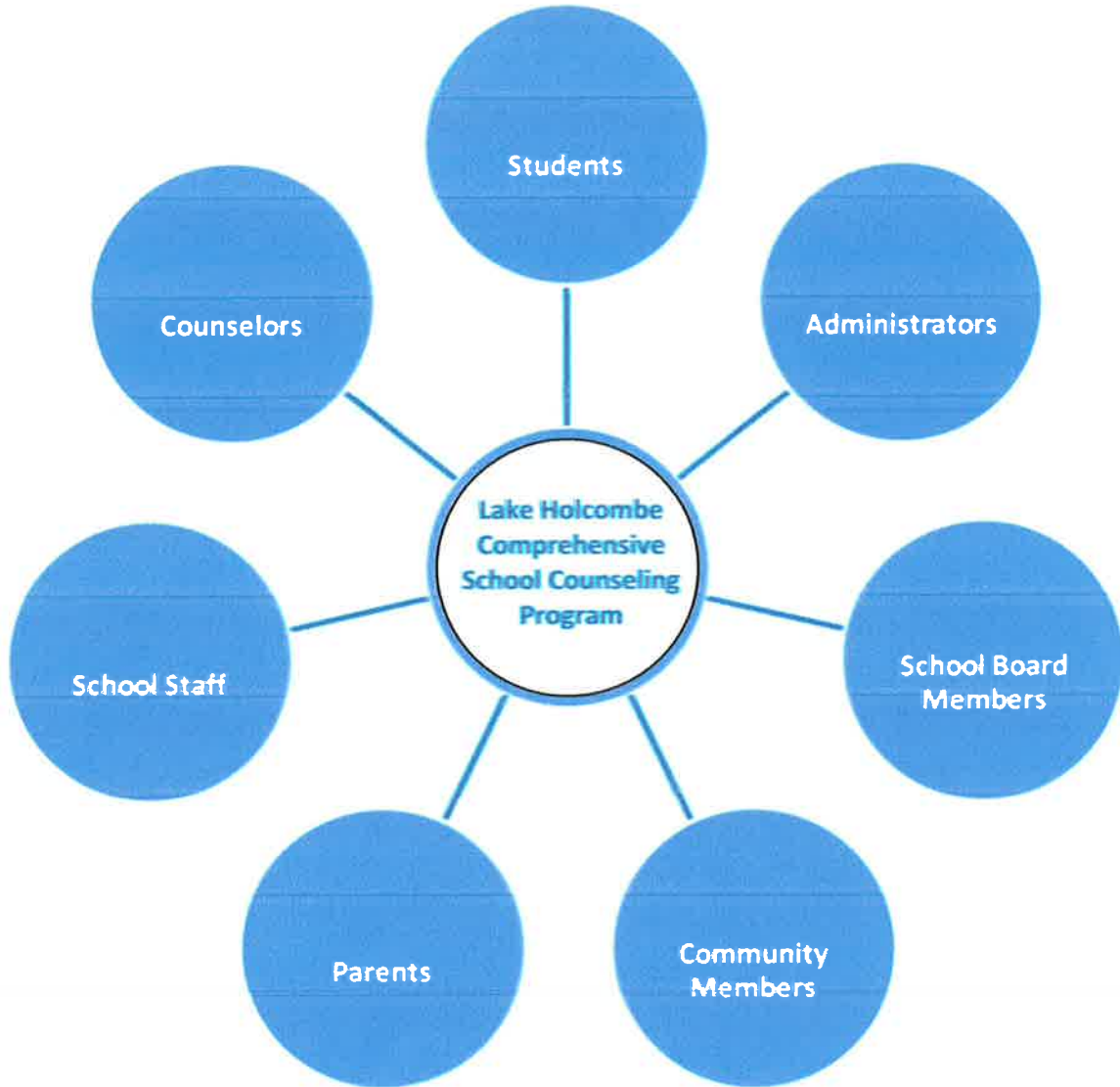
By ALL...for ALL



Comprehensive School Counseling Program

Involvement... "By All"

By ALL...for ALL



By ALL

Our Comprehensive School Counseling Program supports students by involving families, school, and our entire community to assure academic success for ALL students.

For ALL

All students within the school district are included in the Comprehensive School Counseling Program.



Four Components of

A Comprehensive School Counseling Program

Developmentally age appropriate for each grade level

School Counseling Curriculum	Individual Student Planning	Responsive Services	System Support
<p><i>Provides school counseling content in a systematic way to all students K-12.</i></p> <p>Purpose: Student awareness, skill development, and appreciation of skills needed in everyday life.</p> <p>Areas Addressed:</p> <ul style="list-style-type: none"> ▪ Self Esteem Development ▪ Motivation to Achieve ▪ Decision Making, Goal Setting, Planning, and Problem Solving Skills ▪ Interpersonal Effectiveness ▪ Communication Skills ▪ Cultural Diversity ▪ Responsible Behavior ▪ Educational Planning ▪ Knowledge of Career Opportunities ▪ Knowledge of Post-Secondary Opportunities <p>Counselor Role</p> <ul style="list-style-type: none"> ▪ Structured programs ▪ Consultation ▪ School Counseling Curriculum Implementation 	<p><i>Assists students in planning, monitoring, and managing their personal and career development.</i></p> <p>Purpose: Student educational and career planning, decision making, and goal setting.</p> <p>Areas Addressed:</p> <p>Educational</p> <ul style="list-style-type: none"> ▪ Acquisition of Study Skills ▪ Awareness of Educational Opportunities ▪ Appropriate Course Selection ▪ Lifelong Learning ▪ Utilization of Test Data <p>Career</p> <ul style="list-style-type: none"> ▪ Knowledge of Career Opportunities ▪ Knowledge of Post-Secondary Options ▪ Need for Positive Work Habits <p>Personal-Social</p> <ul style="list-style-type: none"> ▪ Development of Healthy Self-Concepts ▪ Development of Adaptive and Adjustive Social Behavior <p>Counselor Role</p> <ul style="list-style-type: none"> ▪ Assessment ▪ Planning ▪ Placement 	<p><i>Address the immediate concerns of students.</i></p> <p>Purpose: Prevention and intervention.</p> <p>Areas Addressed:</p> <ul style="list-style-type: none"> ▪ Academic Concerns ▪ School Related Concerns <ul style="list-style-type: none"> ◆ Tardiness ◆ Absences and Truancy ◆ Misbehavior ◆ School Avoidance ◆ Drop-out Prevention ▪ Relationship Concerns ▪ Abuse Issues ▪ Grief, Loss, Death ▪ Substance Abuse ▪ Sexuality Issues ▪ Coping with Stress <p>Counselor Role</p> <ul style="list-style-type: none"> ▪ Individual and/or Small Group Counseling ▪ Consultation ▪ Referral 	<p><i>Includes program, staff and school support activities.</i></p> <p>Purpose: Program delivery and support.</p> <p>Areas Addressed:</p> <ul style="list-style-type: none"> ▪ School Counseling Program Development ▪ Teacher/Administrati on Consultation ▪ Staff Development for Educators ▪ School Improvement Planning ▪ Professional Development ▪ Research and Publishing ▪ Community Outreach ▪ Public Relations <p>Counselor Role</p> <ul style="list-style-type: none"> ▪ Program Management ▪ Consultation ▪ Coordination

Adapted from Developing and Managing Your School Guidance Program by Norman C. Gysbers, Ph.D.



Four Components Elementary Program

Elementary Program

The comprehensive program in the elementary setting includes developing an understanding of the role of academics, strengthening personal and social skills and career awareness. These components are developed through the following structures:

School Counseling Curriculum	Individual Student Planning	Responsive Services	System Support
Career Awareness	Academic Support	Conflict Resolution	Consultation and Collaboration
Conflict Resolution	Goal Setting	Crisis Counseling	Teacher and Staff Support
Cultural Competence	IEP & 504 Plans	Individual and Group Counseling	Parent & Community Outreach/Education
Goal Setting	New Student Support	Referrals/ Consultations	Professional Development
Interpersonal Relationships	Parent/Teacher Conferences		Program Evaluation
Protective Behaviors	Review of Records		Program Management
Self-Knowledge	Test Interpretation		
Self-Management			
Social Skills			
Study & Test Taking Skills			
Working in Groups			

By ALL...for ALL



Four Components

Middle School Program

Middle School Program

The comprehensive program in the middle school expands the understanding of the role of academics, addresses age-related personal and social skills and personalizes the career focus. These components are developed through the following structures:

School Counseling Curriculum	Individual Student Planning	Responsive Services	System Support
Bullying Prevention	Academic Support	Attendance/Truancy Issues	Consultation and Collaboration
Career Exploration and Assessments	Academic Progress Assessment	Community Resource Consultation	Teacher and Staff Support
Post Secondary Information	Attendance/Truancy	Crisis Counseling	IEP Meetings
Learning Styles Multiple Intelligence	Course Selection	Individual Counseling	Professional Development
Study Skills	Goal Setting	Referrals	Program Evaluation
<u>Teambuilding:</u> Problem Solving Collaboration Conflict Resolution Communication	Individual Learning Plans	Small Group Counseling	Program Management
Transition Services: Grade 5 to 6 Grade 8 to 9	Review of Records		Student Intervention
	Student/Parent Conferences		
	Test Implementation		
	<u>Transition:</u> New Transfer Students/Families		

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Four Components

High School Program

High School Program

The comprehensive program in the middle school expands the understanding of the role of academics, addresses age-related personal and social skills and personalizes the career focus. These components are developed through the following structures:

School Counseling Curriculum	Individual Student Planning	Responsive Services	System Support
Career Planning	Academic Support	Crisis Counseling	At-Risk Programming
Course Advisement	Attendance/Truancy	Individual Counseling	Consultation and Collaboration
Conflict Resolution	Course Registration	Referrals	Teacher & Staff Support
Employability and Communication Skills	<u>Individual Advisement</u> <ul style="list-style-type: none"> • Career Planning • Course Selection • ACT, PSAT, COMPASS • Scholarships Financial Aid • Youth Options & Distance Learning • College Application 	<u>Regular & Special Education</u> Accommodations Plans	Parent/Community Outreach
Post-Secondary Advisement	Review of Records Student/Parent Conferences Test Preparation-ACT, COMPASS, ASVAB		Professional Development Program Evaluation Program Management Service Learning Youth Options-Distance Learning

By ALL...for ALL

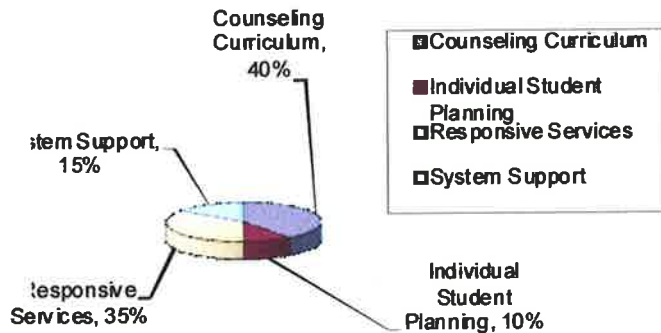


Desired Time Distribution for Wisconsin School Counselors*

*The following models represent a guidance program with one school counselor at each level, elementary, middle and high school, as recommended by the Wisconsin Department of Education and from the ASCA National Model: A Framework for School Counseling Programs.

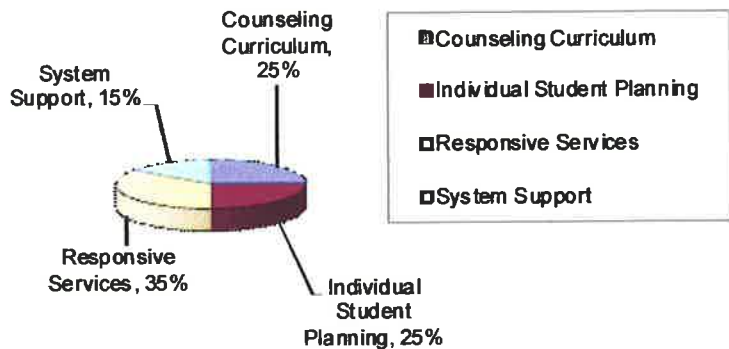
Desired District Program Percentages*

Elementary School



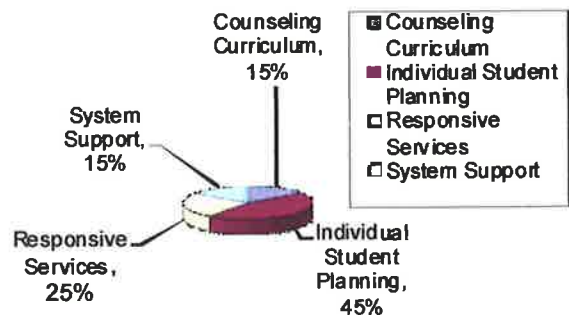
Desired District Program Percentages*

Middle School



Desired District Program Percentages*

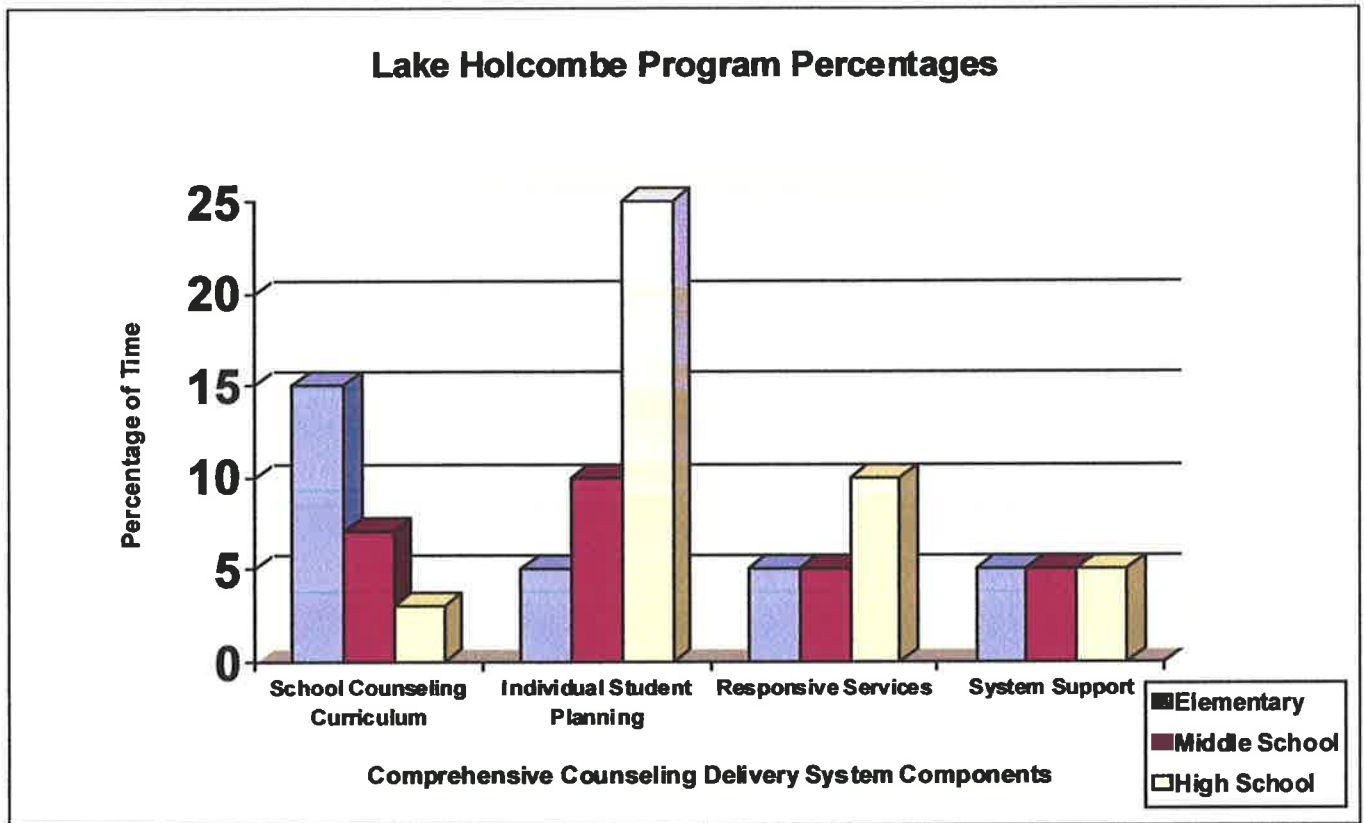
High School





Lake Holcombe School District

Program Percentages



Delivery System Components	Elementary	Middle	High
School Counseling Curriculum	15%	5%	5%
Individual Student Planning	5%	10%	30%
Responsive Services	5%	5%	5%
System Support	5%	5%	5%
Total of school counselor's time	30%	25%	45%

Lake Holcombe school counselor program time percentages reflect one counselor with time divided between all grade levels. As consistent with program objectives, more time is spent in education with the elementary, with increased individual student planning as a student moves through middle school and in high school.



Lake Holcombe

School Counseling Curriculum

The school counseling curriculum provides a standards based content, delivered systematically to all students K-12. The purpose is to insure all students gain information and awareness to develop skills needed in everyday life.

The Wisconsin Comprehensive School Counseling Model (WCSCM) builds the content of the comprehensive school counseling program around nine student content standards in academics, personal/social and careers. The WCSCM Model Academic Standards are implemented through the following activities:

Classroom Activities: School counselors teach, team-teach, or assist in teaching curriculum in a variety of subject areas to all students in classrooms, school counselor offices, computer labs, and other school facilities.

Groups: School counselors facilitate groups outside the classroom to address students' identified needs. Structured group activities enhance skills and knowledge of participating students.

Career Planning Activities: School counselors work individually with students and families on a variety of activities such as, career research, postsecondary planning, and scholarship searches.

While the standards are comprehensive, their delivery remains developmentally driven. Students are presented with information and challenges based on social, personal and cognitive developmental stages. As an example, students in lower elementary will focus on school success and primary social skills, while for middle school students a greater focus will be on interpersonal relationships and career exploration.

A total school and community effort is needed to insure all components of the standards in academics, personal/social and career areas are met for each student. The counselor serves as a facilitator, implementing the curriculum and offering support for programming to further student growth and development.



Lake Holcombe

School Counseling Curriculum

In elementary and middle school a large portion of the school counseling curriculum is delivered through "classroom guidance" -- lessons presented in a classroom setting by the school counselor. As students progress through school, a larger portion of the curriculum is delivered individually and in small groups.

The following pages represent the classroom lessons for elementary and middle school:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade
- 5th Grade
- 6th Grade
- 7th & 8th Grade

2nd Grade

School Counseling Curriculum is one of the four components of the Comprehensive School Counseling Program.
Purpose: encourage student self and other awareness, development of skills needed in everyday life.
Standards may be addressed and taught in a variety of school settings with the guidance counselor, classroom teachers, agency representatives or through school activities. The lessons listed below are taught by the school counselor during scheduled classroom guidance lessons.

	Academic				Personal/Social				Career		
	Understand & acquire skills to be an effective learner (A1, A2)	Responsibility & motivation to achieve (A.3)	Apply school skills needed for learning & success (B.1, B.2)	Understand relationship between learning & work. (C.1)	Self Awareness (D.1)	Interpersonal skills; responsible behavior (D.2)	Decision making, goal setting, problem solving, planning (E.1)	Safety and wellness skills (F.1)	Self awareness as it relates to careers and world of work (G.1, G.2, G.3)	Understanding of career skills & their application to learning (H.1)	Work equity, respect for differences (I.3)
The Sky is the Limit- self valuing, optimistic outlook	X	X	X		X	X					X
The Crayon Box that Talked- appreciating differences						X	X	X			
Monkey See, Monkey Do- peer pressure			X		X	X					X
Who Are You? - self concept, seeking help			X		X	X					X
Teasing											
Bossy			X		X	X					X
How Santa Got His Job				X					X	X	
Being Responsible		X			X						
Blame BINGO	X	X									
Organization	X		X								
Being Friends- You Choose					X	X					
Dictionary of Feelings					X	X					
Inside Out- Dealing with embarrassment			X		X						
Where there's smoke- creating good habits	X	X	X								
Unfinished Stories- social skills review					X	X	X				
Protective Behaviors- taught by Family Support Center								X			



Appendix 1

Wisconsin Model Academic School Counseling Standards

Model Academic Standards for School Counseling

Academic Domain

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

Standard B: Students will develop the academic skills and attitudes necessary to make effective transitions from elementary to middle school, from middle school to high school, and from high school to a wide range of postsecondary options.

Standard C: Students will understand how their academic experiences prepare them to be successful in the world of work, in their interpersonal relationships, and in the community.

Personal/Social Domain

Standard D: Students will acquire the knowledge, attitudes, and interpersonal skills to understand themselves and appreciate the diverse backgrounds and experiences of others.

Standard E: Students will demonstrate effective decision-making, problem-solving, and goal-setting skills.

Standard F: Students will understand and use safety and wellness skills.

Career Domain

Standard G: Students will acquire the self-knowledge necessary to make informed career decisions.

Standard H: Students will understand the relationship between educational achievement and career development.

Standard I: Students will employ career management strategies to achieve future career success and satisfaction.

* Adapted from The ASCA National Model: A Framework for School Counseling Programs, American School Counselor Association, 2003.

* Adapted from The National Occupational Information Coordinating Committee: National Career Development Guidelines, 2003.



Appendix 2

Grade Level Benchmarks

Academic Content Standard A

Students will acquire the attitudes, knowledge, and skills that contribute to successful learning in school and across the lifespan.

By the end of grade four students will:

A.1 Demonstrate an understanding of and responsibility for self as a learner

- A.4.1.1 Demonstrate competence and confidence as a learner
- A.4.1.2 Set realistic expectations for work and achievement
- A.4.1.3 Recognize and accept mistakes as essential to the learning process
- A.4.1.4 Identify and model personal attitudes and behaviors that lead to successful learning

A.2 Acquire the skills for improving effectiveness as a learner

- A.4.2.1 Use communication skills to know when and how to ask for help when needed
- A.4.2.2 Demonstrate how effort and persistence positively affect learning

A.3 Demonstrate responsibility for achieving school success

- A.4.3.1 Demonstrate taking responsibility for actions in school
- A.4.3.2 Demonstrate the ability to work independently and/or to work cooperatively with other students
- A.4.3.3 Share knowledge

By the end of grade eight students will:

A.2 Acquire the skills for improving effectiveness as a learner

- A.8.2.1 Apply time management and task management skills
- A.8.2.2 Apply knowledge of learning styles and multiple intelligences to positively influence academic performance

A.3 Demonstrate responsibility for achieving school success

- A.8.3.1 Demonstrate the capability to develop a broad range of interests and abilities

By the end of grade 12 students will:

A.3 Demonstrate responsibility for achieving school success

- A.12.3.1 Demonstrate the ability to be dependable, productive, and take initiative for school success

Academic Content Standard B

Students will develop the academic skills and attitudes necessary to make effective transitions from elementary to middle school, from middle school to high school, and from high school to a wide range of postsecondary options.

By the end of grade four students will:

B.1 Apply the skills necessary to improve learning and make successful academic transitions

B.4.1.1 Demonstrate the ability to seek information and support from faculty, staff, family, and peers

B.2 Apply knowledge in establishing and achieving academic goals

B.4.2.1 Demonstrate the ability to establish challenging academic goals in elementary school

By the end of grade eight students will:

B.1 Apply the skills necessary to improve learning and make successful academic transitions

B.8.1.1 Demonstrate the importance of motivation to achieve individual potential

B.8.1.2 Apply critical thinking skills for making successful academic transitions

B.8.1.3 Apply the study skills necessary for academic success at each level

B.8.1.4 Demonstrate the ability to organize and apply academic information from a variety of sources

B.2 Apply knowledge in establishing and achieving academic goals

B.8.2.1 Demonstrate the ability to establish challenging academic goals in middle school

B.8.2.2 Use assessment results in educational planning

B.8.2.3 Develop and implement an individual learning plan to maximize academic ability and achievement

B.8.2.4 Integrate knowledge of aptitudes and interests when setting and revising goals

By the end of grade 12 students will:

B.1 Apply the skills necessary to improve learning and make successful academic transitions

B.12.1.2 Become a self-directed and independent learner

B.2 Apply knowledge in establishing and achieving academic goals

B.12.2.1 Demonstrate the ability to establish challenging academic goals in high school

B.12.2.2 Apply problem-solving and decision-making skills to assess progress toward educational goals

B.12.2.3 Identify postsecondary options consistent with interests, achievement, aptitude, and abilities

Academic Content Standard C

Students will understand how their academic experiences prepare them to be successful in the world of work, in their interpersonal relationships, and in the community.

By the end of grade four students will:

C.1 Understand how to relate school to life experiences

- C.4.1.1 Understand the relationship between learning and work
- C.4.1.2 Compare the relationship between parent(s)' education and career choice, while examining other education and career examples that are similar or different

By the end of grade eight students will:

C.1 Understand how to relate school to life experiences

- C.8.1.1 Participate in co-curricular and community experiences to enhance the school experience
- C.8.1.2 Understand that education is essential to becoming a contributing member of society

By the end of grade 12 students will:

C.1 Understand how to relate school to life experiences

- C.12.1.1 Demonstrate the ability to balance school, studies, co-curricular activities, leisure time, and family life
- C.12.1.2 Understand how school success and lifelong learning enhance future career opportunities

Personal/Social Content Standard D

Students will acquire the knowledge, attitudes, and interpersonal skills to understand themselves and appreciate the diverse backgrounds and experiences of others.

By the end of grade four students will:

D.1 Acquire and demonstrate self-awareness and self-acceptance as they relate to understanding oneself

- D.4.1.1 Demonstrate positive attitudes toward self as a unique and worthy person
- D.4.1.2 Identify and express feelings appropriately
- D.4.1.3 Practice self-control
- D.4.1.4 Identify and acknowledge personal strengths and assets

D.2 Acquire and demonstrate acceptable interpersonal skills as they relate to understanding oneself and others

- D.4.2.1 Discuss and explain the differences between appropriate and inappropriate behavior
- D.4.2.2 Identify basic human rights and responsibilities
- D.4.2.3 Respect alternative points of view
- D.4.2.4 Respect and accept individual differences
- D.4.2.5 Describe and demonstrate socially-acceptable group behavior

By the end of grade eight students will:

D.1 Acquire and demonstrate self-awareness and self-acceptance as they relate to understanding oneself

- D.8.1.1 Respect and support differences in ethnic and cultural diversity, as well as diversity in other forms (e.g., national origin, gender, disability, economic status, religion, sexual orientation, or other factors of human difference)

D.2 Acquire and demonstrate acceptable interpersonal skills as they relate to understanding oneself and others

- D.8.2.1 Demonstrate effective writing, speaking, listening, and nonverbal communication skills

By the end of grade 12 students will:

D.1 Acquire and demonstrate self-awareness and self-acceptance as they relate to understanding oneself

- D.12.1.1 Identify and describe characteristics of physical and psychological growth and development
- D.12.1.2 Identify and demonstrate resiliency skills related to interpersonal relationships and life events

D.2 Acquire and demonstrate acceptable interpersonal skills as they relate to understanding oneself and others

- D.12.2.1 Demonstrate skills for establishing and maintaining meaningful relationships

Personal/Social Content Standard E

Students will demonstrate effective decision-making, problem-solving, and goal-setting skills.

By the end of grade four students will:

E.1 Apply self-knowledge in the decision-making or goal-setting process

- E.4.1.1 Identify and compare potential consequences of a decision
- E.4.1.2 Create an effective plan of action that could result in a successful outcome
- E.4.1.3 Identify and differentiate alternative solutions to a problem or decision
- E.4.1.4 Demonstrate when, where, and how to seek help with solving problems and making decisions
- E.4.1.5 Identify and explain the ways peer pressure can influence a decision

By the end of grade eight students will:

E.1 Apply self-knowledge in the decision-making or goal-setting process

- E.8.1.1 Develop an action plan to achieve short- and long-term goals
- E.8.1.2 Identify alternative ways of achieving a goal or making a decision
- E.8.1.3 Apply effective conflict resolution skills to a current issue or problem

By the end of grade 12 students will:

E.1 Apply self-knowledge in the decision making or goal setting process

- E.12.1.1 Demonstrate commitment and persistence in the pursuit of a goal

Personal/Social Content Standard F

Students will understand and use safety and wellness skills.

By the end of grade four students will:

F.1 Acquire and demonstrate self-management and responsibility for health-promoting behavior

- F.4.1.1 Demonstrate use of personal information (i.e., telephone number, home address, emergency contact)
- F.4.1.2 Practice respect for the rights and privacy of self and others
- F.4.1.3 List and describe the skills related to personal safety and protective behaviors
- F.4.1.4 Identify and use resource people in the school and community
- F.4.1.5 Explain the relationship between rules, laws, safety, and the protection of rights of the individual
- F.4.1.6 Use effective problem-solving and decision-making skills to make safe and healthy choices

By the end of grade eight students will:

F.1 Acquire and demonstrate self-management and responsibility for health-promoting behavior

- F.8.1.1 Describe the emotional and physical dangers of substance use and abuse
- F.8.1.2 Apply the skills needed to cope effectively with peer pressure
- F.8.1.3 Utilize techniques for managing daily stress and conflict
- F.8.1.4 Demonstrate the ability to set personal boundaries and advocate for oneself when these boundaries are violated

By the end of grade 12 students will:

F.1 Acquire and demonstrate self-management and responsibility for health-promoting behavior

- F.12.1.1 Differentiate between situations that require peer support, adult support, or professional help
- F.12.1.2 Develop and use positive coping skills to manage significant life events

Career Content Standard G

Students will acquire the self-knowledge necessary to make informed career decisions.

By the end of grade four students will:

G.1 Develop the ability to make informed career decisions based on self-knowledge

G.4.1.1 Give examples of positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty)

G.4.1.2 Discuss and explain behaviors and decisions that reflect interests, likes, and dislikes

G.2 Develop positive interpersonal skills necessary to be effective in the world of work

G.4.2.1 Practice positive social skills while interacting with others in a way that is respectful, honest, helpful, and appreciative

G.4.2.2 Demonstrate the ability to resolve conflicts peacefully and to negotiate acceptable solutions with an adult's assistance if necessary

G.3 Integrate personal growth and change into career development

G.4.3.1 Explain how good nutrition, adequate rest, and physical activity affect energy levels and productivity in school and at work

G.4.3.2 Demonstrate the ability to seek assistance (e.g., with problems at school or work) from appropriate resources, including other people

By the end of grade eight students will:

G.1 Develop the ability to make informed career decisions based on self-knowledge.

G.8.1.1 Demonstrate individual abilities, strengths, skills, and talents

G.8.1.2 Demonstrate knowledge of work values and needs

G.8.1.3 Demonstrate positive behaviors and attitudes about the world of work

G.8.1.4 Give examples of how behaviors and attitudes affect one's future educational achievement and career success.

G.2 Develop positive interpersonal skills necessary to be effective in the world of work

G.8.2.1 Demonstrate the ability to work in and across groups by applying teamwork skills in preparation for the world of work

G.8.2.2 Demonstrate effective communication skills, including writing, speaking, listening, and nonverbal behavior

By the end of grade 12 students will:

G.2 Develop positive interpersonal skills necessary to be effective in the world of work

G.12.2.1 Give examples of how the inclusion of multiple perspectives and experiences of diverse groups enhances learning, personal growth, and career success

G.12.2.2 Demonstrate knowledge about, respect for, openness to, and appreciation for diversity based on race, culture, national origin, gender, disability, economic status, religion, sexual orientation, etc.

G.3 Integrate personal growth and change into career development

G.12.3.1 Describe how career plans may be affected by personal growth, external events, and changes in motivations and aspirations

G.12.3.2 Demonstrate adaptability and flexibility, especially when initiating or responding to change

G.4 Establish a balance between personal, leisure, community, learner, family, and work activities

G.12.4.1 Identify multiple life roles that are important now and across the lifespan

G.12.4.2 Identify issues and solutions that promote balance among multiple life roles

G.12.4.3 Give examples of decisions, factors, and circumstances that affect career choices

Career Content Standard H

Students will understand the relationship between educational achievement and career development.

By the end of grade four students will:

H.1 Attain educational achievement and performance levels needed to reach personal and career goals

- H.4.1.1 Learn to work together in a classroom setting
- H.4.1.2 Acquire age-appropriate employability skills, such as, organizing and problem-solving

By the end of grade eight students will:

H.1 Attain educational achievement and performance levels needed to reach personal and career goals

- H.8.1.1 Demonstrate an understanding of educational levels (e.g., work-based learning, certificate, two-year, four-year, and professional degrees) and performance skills needed to attain personal and career goals
- H.8.1.2 Demonstrate acquisition of study skills and learning habits that promote educational achievement and work performance
- H.8.1.3 Identify individual learning styles and multiple intelligences and understand how to apply them in different learning and work situations
- H.8.1.4 Demonstrate the ability to use technology to retrieve and manage career information that inspires educational achievement
- H.8.1.5 Develop an individual learning plan to enhance educational achievement and attain career goals

By the end of grade 12 students will:

H.1 Attain educational achievement and performance levels needed to reach personal and career goals

- H.12.1.1 Review and revise an individual learning plan to enhance educational achievement and attain career goals
- H.2 Participate in ongoing, lifelong learning experiences to adapt to and excel in a diverse and changing economy**
- H.12.2.1 Recognize the importance of lifelong learning to career success in a diverse and changing economy
- H.12.2.2 Recognize that all careers demand and reward self-directed and independent learning
- H.12.2.3 Identify strategies for responding to transition and change with flexibility and adaptability
- H.12.2.4 Identify and appreciate the career benefits of informal (e.g., co-curricular, experiential) learning opportunities

Career Content Standard I

Students will employ career management strategies to achieve future career success and satisfaction.

By the end of grade four students will:

I.3 Recognize how principles of equal opportunity, equity, respect, inclusiveness, and fairness affect career planning and management

- I.4.3.1 Demonstrate appreciation for one's own cultural background and for the cultural background of others
- I.4.3.2 Identify similarities and differences among people that are valuable at work and in society

By the end of grade eight students will:

I.1 Create and manage an educational and career plan that matches career goals

- I.8.1.1 Use career planning strategies and tools to develop career awareness and a career plan
- I.8.1.2 Document actions taken to attain short-term and long-term educational and career goals

I.2 Apply decision-making skills to career planning and development

- I.8.2.1 Recognize and demonstrate the use of various decision-making styles and their effect on career planning
- I.8.2.2 Give specific examples of how education, work, and family experiences influence career decisions
- I.8.2.3 Demonstrate the use of information (e.g., about oneself; local, national, and global economic trends; and educational options) to consider in career decisions

- I.8.2.4 Show how beliefs, culture, work values, personal priorities, and knowledge of the broad range of career opportunities will influence career decisions

I.3 Recognize how principles of equal opportunity, equity, respect, inclusiveness, and fairness affect career planning and management

- I.8.3.1 Demonstrate openness to exploring and considering a wide range of occupations and career paths, including those that may be considered new or

By the end of grade 12 students will:

I.1 Create and manage an educational and career plan that matches career goals

- I.12.1.1 Give examples of how individual and/or world of work changes may impact career plans

I.2 Apply decision-making skills to career planning and development

- I.12.2.1 Give specific examples of how biases and stereotypes (e.g., race, culture, national origin, gender, disability, economic status, religion, sexual orientation, etc.) may affect career decisions

- I.12.2.2 Give examples of how "chance" might play a role in career decisions

- I.12.2.3 Give examples of compromises or sacrifices one may have to make in career choices

- I.12.2.4 Give examples of how factors related to geographic mobility may influence career decisions

I.3 Recognize how principles of equal opportunity, equity, respect, inclusiveness, and fairness affect career planning and management

- I.12.3.1 Recognize and describe the limiting effects of stereotypes, biases, past discrimination, and unconscious prejudice based on race, culture, national origin, gender, disability, economic status, religion, sexual orientation, or other factors of human difference on career aspirations and plans

Career Content Standard I

Students will employ career management strategies to achieve future career success and satisfaction.

(8TH GRADE, CONT.)

nontraditional for individuals based on

gender, race, culture, ability, or other characteristics

I.8.3.2 Define how one's own ethnicity, culture, gender, disability, or family traditions may affect career choices and plans

I.8.3.3 Demonstrate an acceptance of and respect for other people and their career choices

I.4 Develop employability skills to gain, maintain, advance in, or transition to a new job or career

I.8.4.1 Identify skills and how they are transferable from one situation or area of interest to another

I.5 Access and use current and accurate career information in career planning

I.8.5.1 Demonstrate the ability to find and use different types of career information resources (i.e., occupational, educational, economic, and employment) to support career planning

I.8.5.2 Show how career information has contributed to one's current plans and how it can be used in future plans

I.8.5.3 Give examples of how career clusters and pathways can be used in career planning

(10TH GRADE, CONT.)

I.12.3.2 Recognize and identify how specific career information, or potential career information, is out-of-date, incomplete, inaccurate, stereotypical, or discriminatory.

I.12.3.3 Demonstrate skills or strategies for overcoming barriers or unsupportive responses to one's career goals and plans

I.12.3.4 Demonstrate attitudes, behaviors, and skills characterized by fairness, equality, justice, inclusiveness, and civic responsibility that are critical to effective workplaces and communities

I.12.3.5 Demonstrate multicultural and cross-cultural knowledge, skills, and perspectives (i.e., cultural competence) necessary to participate in a global economy

I.4 Develop employability skills to gain, maintain, advance in, or transition to a new job or career

I.12.4.1 Demonstrate job seeking skills, including the ability to create and adapt resumes and cover letters, complete a job application, interview for a job, and network to find and pursue employment leads

I.12.4.2 Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, technology literacy,

Career Content Standard I

Students will employ career management strategies to achieve future career success and satisfaction.

(10TH GRADE, CONT.)

interpersonal skills, honesty, dependability, work-related communication, customer service skills, adaptability, punctuality, managing conflict, resiliency)

I.5 Access and use current and accurate career information in career planning

- I.12.5.1 Identify changes in local, national, and global employment trends, societal needs, and economic conditions related to career planning
- I.12.5.2 Identify opportunities for self-employment or entrepreneurship in career planning

* Adapted from The ASCA National Model: A Framework for School Counseling Programs, American School Counselor Association, 2003.

* Adapted from The National Occupational Information Coordinating Committee: National Career Development Guidelines, 2003.



Appendix 3

Ethical Standard & Mandatory Reporting

Ethical Standards*

School Counselors shall maintain and operate within the guidelines of the ethical standards specified by the code of ethics for Wisconsin educators and the ethical standards prescribed by the American School Counselor Association (ASCA). The ASCA is a professional organization, whose members have unique and distinctive preparation, grounded in the behavioral sciences, with training in clinical skills adapted to the school setting. The school counselor assists in the growth and development of each individual and uses highly specialized skills to protect the interests of the student within the structure of the school system.

The Code of Ethics of the Association (see Appendix B) specifies the principles of ethical behavior necessary to maintain and regulate high standards of integrity, leadership, and professionalism among its members. The purposes of the Code of Ethics are to:

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

Privileged Communication

Wisconsin State Statute 118.126 provides for the right of privileged communication between the counselor and counselee as follows:

118.126(1)

A school psychologist, counselor, social worker, nurse, and any teacher or administrator designated by the school board who engages in alcohol or drug abuse program activities, shall keep confidential information received from a pupil that the pupil or another pupil is using or is experiencing problems resulting from the use of alcohol or other drugs unless:

118.126(1)(a)

The pupil using or experiencing problems resulting from the use of alcohol or other drugs consents in writing to disclosure of the information;

118.126(1)(b)

The school psychologist, counselor, social worker, nurse, teacher or administrator has reason to believe that there is serious and imminent danger to the health, safety or life of any person and that disclosure of the information to another person will alleviate the serious and imminent danger. No more information than is required to alleviate the serious and imminent danger may be disclosed; or

118.126(1)(c)

The information is required to be reported under s. 48.981

118.126(2)

A school psychologist, counselor, social worker, nurse, or any teacher or administrator designated by the school board who engages in alcohol or drug abuse program activities, who in good faith discloses or fails to disclose information under sub. (1) is immune from civil liability for such acts or omissions. This subsection does not apply to information required to be reported under s. 48.981.

Mandatory Reporting

The Board of Education recognizes the serious local, state, and national problems associated with child abuse and neglect. The Board also recognizes the legal responsibility for reporting suspected cases of child abuse to duly-constituted state, county, or local authorities.

Since school employees are in a unique position to identify potential cases of abuse and/or neglect of children, responsible action by school employees can be achieved through recognition and understanding of the problem, knowing the reporting procedures, and participating in the information programs in child abuse provided for employees of the school district.

Based on these legal requirements and moral commitments, the Board directs the administration to develop guidelines which will provide direction for the school staff members in identifying and reporting suspected child abuse cases. Such guidelines should make staff personnel aware that, by state statute, they are immune from civil and/or criminal liability when reporting suspected child abuse cases and failure to report by those required to report may result in legal action being taken.

To maintain awareness on the part of all professional staff members, the Lake Holcombe School District will cooperate with other appropriate community agencies in providing periodic staff development on the subject of child abuse and neglect.

*Adapted from The ASCA National Model: A Framework for School Counseling Programs, American School Counselor Association, 2003.

*WI Statute 118.126