

**Randolph Township Schools
Department of School Counseling**

Grade K-2 School Counseling Curriculum

“The object of education is to prepare the young to educate themselves throughout their lives.”

-Robert Hutchins

**Department of School Counseling
Charles G. Dimiceli, Director of School Counseling**

**Curriculum Committee:
Debra Hessels
Megan Ingman**

**Curriculum Developed:
July, 2018**

**Date of Board Approval:
November 13, 2018**

Randolph Township Schools Department of School Counseling

Table of Contents

<u>Section</u>	<u>Page(s)</u>
Mission and Affirmative Action Compliance Statement	3
Educational Goals-District	4
Introduction – School Counseling Department	5
School Counseling Curriculum	6
Appendix A Role of the Elementary School Counselor	22
Appendix B Benefits of Comprehensive School Counseling Program	23
Appendix C Using Data	24

Randolph Township Schools

Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

Randolph Township Schools Affirmative Action Statement

Equality and Equity in Curriculum

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

RANDOLPH TOWNSHIP BOARD OF EDUCATION

EDUCATIONAL GOALS

VALUES IN EDUCATION

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

Randolph Township Schools School Counseling Department K-2 Curriculum

Introduction

The mission of the School Counseling Department is to empower all students to reach their full potential academically, socially and emotionally. Each school counselor has the unique ability to effect student growth and excellence through the development of academic self-concept, feelings of competence and confidence as learners, teaching and reinforcing academic and personal motivation, enriching communication skills and character values, demonstrating consistent support of every student, and developing partnerships with families, students and staff.

Our department focus is comprehensive across all twelve grades. Beginning at the K-2 level, the school counseling program embraces the concept that as our students' challenges and expectations change, the school counseling program evolves in an effort to provide ongoing support for all students. In the K-2 program, our counselors focus on a child's readiness to learn. Through the curriculum standards, they promote the development of healthy self-perceptions and each child's ability to learn. By partnering with school administrators, teachers and parents/guardians, counselors aim to promote healthy student development in a safe and nurturing environment.

Each of our school counselors embraces the relationships they develop with their students and families. They understand that knowing students well is essential in helping them achieve academically. Each interaction starts with an understanding that the counseling relationship requires an atmosphere of trust and confidence between student and counselor. Counselors serve in a unique capacity as advocates for students, partners for teachers and liaisons for parent/guardians.

All school counselors within the Randolph Townships Schools believe:

A child's uniqueness is to be appreciated and respected.

All students can be successful in our school community and beyond.

Fostering a positive self-image is a collaborative effort of the school, home, and community.

The diverse needs of all students can be addressed through the school counseling program.

A comprehensive school counseling program is an integral part of the education program.

A developmentally appropriate, school counseling program benefits individual students by addressing their intellectual, emotional, social, physical, and psychological needs.

The K-12 School Counseling Curriculum has been closely aligned to the ASCA (American School Counseling Association) standards.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Curriculum Pacing Chart
School Counseling – K-2

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
13 Weeks/Ongoing	I	Personal/Social Development
13 Weeks/Ongoing	II	Academic Development
13 Weeks/Ongoing	III	Career Development

Domains based on American School Counseling Association. Each area of development is continual throughout a student's K-5 school years.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Grade K-2 School Counseling
Unit I: Personal/Social Development

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p><u>ASCA National Standards</u></p> <p>Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.</p>	<p>Identifying and managing emotions enables students to cope with various life events in order for them to be present and ready to learn.</p>	<ul style="list-style-type: none"> • How can I effectively manage my emotions?
	<p>The ability to effectively manage interpersonal relationships is essential in establishing and maintaining positive relationships.</p>	<ul style="list-style-type: none"> • Who am I and how will I interact positively with others?
<p>PS:A1.1 Develop positive attitudes toward self as a unique and worthy person</p> <p>PS:A1.5 Identify and express feelings</p> <p>PS:A1.6 Distinguish between appropriate and inappropriate behavior</p> <p>PS:A1.7 Recognize personal boundaries, rights, and privacy needs</p> <p>PS:A1.8 Understand the need for self-control and how to practice it</p> <p>PS:A1.9 Demonstrated cooperative behavior in groups</p> <p>PS:A2.8 Learn how to make and keep friends</p> <p>Standard C: Students will understand safety and survival skills.</p>	<p style="text-align: center;">KNOWLEDGE</p> <p>Students will know:</p> <p>Having a positive self-concept is essential for future happiness and success.</p> <p>Identification of feelings is essential in recognizing and properly expressing feelings.</p> <p>Behaving appropriately will help establish friendships and promote personal development.</p> <p>The ability to make and keep friends is essential in establishing and fostering positive interpersonal relationships.</p> <p>Problem-solving and conflict resolution skills promote positive interpersonal relationships.</p>	<p style="text-align: center;">SKILLS</p> <p>Students will be able to:</p> <p>Develop a positive self-concept.</p> <p>Recognize feelings and begin to communicate them to others.</p> <p>Develop self-awareness and the ability to manage emotions.</p> <p>Identify current friendships.</p> <p>Recognize the benefits of fostering friendships.</p> <p>Identify age appropriate problem solving and conflict resolution skills.</p>

<p>PS:C1.1 Demonstrate knowledge of personal information (i.e. telephone number, home address, emergency contact)</p> <p><u>NJSLS for ELA</u></p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<p>Working cooperatively in groups is an important life skill.</p> <p>Taking responsibility for actions is essential to maintain healthy relationships.</p> <p>Having knowledge of personal information is an important safety skill.</p> <p>The ability to establish a connection between characters responses in a story and personal responses is essential in identifying and understanding emotions and reactions.</p>	<p>Demonstrate ability to utilize a variety of conflict resolution methods</p> <p>Demonstrate cooperation when working in groups.</p> <p>Take responsibility for their actions.</p> <p>Identify home phone number, address and emergency contact.</p> <p>Connect character responses and personal responses in relation to emotions and reactions.</p>
--	---	--

<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Role-play scenarios to demonstrate how to be a friend. Scenarios will be given to students and they will be asked to use their puppets to assist in the role-play (adjust according to age). • Students will also evaluate and share opinions of the actions of characters from popular children’s movies. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Create a puppet identifying his or her positive character traits. • Describe how characters are feeling after viewing video clips from popular children’s movies such as: Inside Out, Monsters Inc. or Frozen. 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Grade K-2 School Counseling
Unit I: Personal/Social Development Resources

SUGGESTED TIME	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
----------------	-----------------------	-----------------------------

ALLOTMENT		
13 Weeks/Ongoing	Personal/Social Development	<p>American School Counselor Association (2004). <i>ASCA National Standards for Students</i>. Alexandria, VA: Author.</p> <p>American School Counselor Association. (2005). <i>American school counselor association national model: A framework for school counseling programs</i>. 2nd edition Alexandria, VA.</p> <p>American School Counselor Association (2014). <i>Mindsets and Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student</i>. Alexandria, VA: Author.</p> <p>Cook, J. (2011). <i>Soda Pop Head</i>. National Center for Youth Issues.</p> <p>Cook, J. (2011). <i>The WORST Day of My Life EVER!</i> Boys Town Press.</p> <p>Cook, J. (2012). <i>Making Friends Is an Art!</i> Boys Town Press.</p> <p>Curtis, J. L. (2007). <i>Today I Feel Silly & Other Moods that Make my Day</i>. Harper Collins Publishers.</p> <p>DeBell, S. (2006). <i>How Do I Stand in Your Shoes?</i> Youth Light, Inc.</p> <p>Dismondy, M. (2008). <i>Spaghetti in a Hot Dog Bun</i>. Making Spirits Bright: One Book at a Time.</p> <p>Dismondy, M. (2012). <i>The Potato Chip Champ</i>. Making Spirits Bright: One Book at a Time.</p> <p>Hallinan, P. K. (2015). <i>Heartprints</i>. Worthy Publishing.</p> <p>Hallinan, P.K. (2018). <i>A Rainbow of Friends</i>. Worthy Publishing.</p> <p>Herman, D. (2004). <i>Carla's Sandwich</i>. Flashlight Press.</p>

		<p>Rangel Henton, B. (2013). <i>The Band-Aid Chicken</i>. Mar*co Products.</p> <p>Kid President – 20 Things We should Say More Often. https://www.youtube.com/watch?v=m5yCOSHeYn4</p> <p>McCloud C. (2015). <i>Have You Filled a Bucket Today?</i> Bucket Fillers.</p> <p>Munson, D. (2000). <i>Enemy Pie</i>. Chronicle Book LLC.</p> <p>Palmer, P. (2011). <i>The Mouse, The Monster and Me</i>. Boulder Publishing.</p> <p>Pfister, M. (1999). <i>Rainbow Fish</i>. North South Books.</p> <p>Tyler, M. (2005). <i>The Skin You Live In</i>. Chicago Children’s Museum.</p> <p>Zobel-Nolan, A. (2005). <i>What I Like About Me!</i> Reader’s Digest Children’s Books.</p>
--	--	---

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Grade K-2 School Counseling
Unit II: Academic Development

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p><u>ASCA National Standards</u></p> <p>Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.</p>	<p>Understanding the relationship between personal qualities, education, training, and the world of work will contribute to future success.</p>	<ul style="list-style-type: none"> • How do my personal qualities, education, and training influence my future endeavors?
<p>A:A1.1 Articulate Feelings of competence and confidence as learners A:A1.2 Display a positive interest in learning A:A1.3 Take pride in work and achievement A:A2.3 Use Communications skills to know when and how to ask for help when needed</p> <p>Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.</p> <p>A:B1.1 Demonstrate the motivation to achieve individual potential A:B1.4 Seek information and support from faculty, staff, family and peers A:B1.7 Become a self-directed and independent learner</p>	<p style="text-align: center;">KNOWLEDGE</p> <p>Students will know:</p> <p>Taking pride in work and achievement is essential in one’s academic self-concept.</p> <p>Personal attitudes and behaviors lead to successful lifelong learning.</p> <p>Fostering a love of learning will lead to future success.</p> <p>Learning from one’s mistakes is an essential life skill.</p> <p>Cooperative group work contributes to academic success.</p>	<p style="text-align: center;">SKILLS</p> <p>Students will be able to:</p> <p>Develop a positive academic self-concept.</p> <p>Identify current attitudes in relation to learning.</p> <p>Establish a positive attitude toward learning and work.</p> <p>Develop skills that support successful learning.</p> <p>Demonstrate motivation toward learning and work.</p> <p>Demonstrate ability to adapt and adjust to challenging situations.</p> <p>Develop and demonstrate a growth mindset.</p> <p>Identify leadership and teamwork skills.</p> <p>Use leadership and teamwork skills to work</p>

<p><u>NJSLS for ELA</u></p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<p>Problem solving and decision-making are essential skills when confronted with roadblocks to academic success.</p>	<p>effectively in diverse teams.</p> <p>Identify problem solving and decision-making steps.</p> <p>Evaluate problems and develop action plan to overcome roadblocks.</p>
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Design a “super hero” cape that highlights individual positive characteristics, talents and strengths. • Students will identify the following: something that is unique about them, something they’ve done in your life that they’re proud of, 		

something they really want to do or accomplish in their lifetime, and something they're good at.

- Students will use their knowledge of growth mindset to identify one thing that they cannot do “yet”.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will present capes to classmates and others can add positive attributes.
- Create an individual quilt square that will be combined to form a classroom quilt.
- Students will complete a growth mindset pennant banner flag, including their goal and the steps they will take to reach their goal.

**RANDOLPH TOWNSHIP SCHOOL DISTRICT
Grade K-2 School Counseling
Unit II: Academic Development Resources**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
13 Weeks/Ongoing	Academic Development	<p>Aesop (1984). <i>The Tortoise and the Hare</i>. Holiday House.</p> <p>American School Counselor Association (2004). <i>ASCA National Standards for Students</i>. Alexandria, VA: Author.</p> <p>American School Counselor Association. (2005). <i>American school counselor association national model: A framework for school counseling programs</i>. 2nd edition Alexandria, VA.</p> <p>American School Counselor Association (2014). <i>Mindsets and Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student</i>. Alexandria, VA: Author.</p> <p>Andreae, G. (2001). <i>Giraffes Can't Dance</i>. Gardners Books.</p> <p>Berenstain, M. (2015). <i>Berenstain Bears: When I Grow Up</i>. Harper Collins Publishers.</p> <p>Curtis, J. L. & Cornell, L. (2007). <i>I'm Gonna Like Me: Letting Off a Little Self-Esteem</i>. HarperCollins Publishers.</p> <p>Deak, J. (2010). <i>Your Fantastic Elastic Brain: Stretch It, Shape It</i>. Sourcebooks.</p> <p>Growth Mindset for Students https://www.youtube.com/watch?v=2zrtHt3bBmQ</p> <p>Henkes, K. (2008). <i>Chrysanthemum</i>. Harper Collins Publishers.</p> <p>Hoffman, M. (1991). <i>Amazing Grace</i>. Penguin Young Readers Group.</p> <p>Infinite Learning Lab – Digital lessons on life skills.</p>

		<p>https:// <u>https://learninglab.org/life_skills/self_esteem/</u></p> <p>Pett, M. & Rubinstein, G. (2011). <i>The Girl Who Never Made Mistakes</i>. Sourcebooks.</p> <p>Reynolds, P. (2003). <i>The Dot</i>. Candlewick Press.</p> <p>Saltzberg, B. (2010). <i>Beautiful Oops</i>. Workman Publishing Company, Inc.</p> <p>Senn, D. (2011). <i>Creative Approaches for Counseling Individual Children in the School Setting</i>. Youth Light, Inc.</p> <p>YouTube videos on school counseling. www.youtube.com/user/eschoolcounseling?feature=mhee</p>
--	--	--

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Grade K-2 School Counseling
Unit III: Career Development

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p><u>ASCA National Standards</u></p> <p>Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</p>	<p>Understanding the relationship between personal qualities, education, training, and the world of work will contribute to future success.</p>	<ul style="list-style-type: none"> • How do my personal qualities, education, and training influence my future endeavors?
	KNOWLEDGE	SKILLS
<p>C:A1.2 Learn about the variety of traditional and nontraditional occupations C:A1.4 Learn how to interact and work cooperatively in teams C:A1.5 Learn to make decisions</p> <p>Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.</p> <p>C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice</p> <p>Standard C: Students will understand the relationship between personal qualities, education, training, and the world of work.</p> <p>C:C1.2 Explain how work can help to achieve personal success and satisfaction</p>	<p>Students will know:</p> <p>Exposure to career paths promotes career knowledge and awareness.</p> <p>Exposure to a variety of careers will promote self-empowerment.</p> <p>Teamwork, problem-solving, and organizational skills are necessary for success.</p> <p>Their personal abilities, skills, and interests relate to their career options.</p> <p>Academic and career interests may relate to one another.</p>	<p>Students will be able to:</p> <p>Describe and identify various careers.</p> <p>Identify careers of interest.</p> <p>Demonstrate knowledge related to the meaning of teamwork, problem solving and organization.</p> <p>Use effective collaboration and cooperation skills.</p> <p>Identify and evaluate abilities, skills and interests.</p> <p>Identify careers that relate to abilities, skills and interests.</p> <p>Recognize how academic interests influence career decisions.</p>

<p><u>NJSLS for ELA</u></p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<p>Having a career will contribute to achieving future goals.</p> <p>Current knowledge and skills contribute to future success.</p>	<p>Explain how pursuing a career can contribute to future success and satisfaction.</p> <p>Demonstrate an understanding of the connection between current knowledge and skills and future success.</p>
--	---	--

ASSESSMENT EVIDENCE: Students will show their learning by:

- Share information about a chosen career with other classmates in small cooperative groups.

- Students will interview family members about their chosen career paths.
- Students will participate in a “When I Grow Up” lesson and identify their future careers.

KEY LEARNING EVENTS AND INSTRUCTION:

- Create a display with pictures and descriptions of different careers (when age appropriate)
- Students will create a family tree, identifying their career paths and descriptions of those careers.
- Students will draw their future career and complete a “When I grow up, I will be a…” writing prompt. They will also identify the responsibilities of their chosen career.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
K-2 School Counseling
Unit III: Career Development Resources

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
13 Weeks/Ongoing	Career Development	<p>American School Counselor Association (2004). <i>ASCA National Standards for Students</i>. Alexandria, VA: Author.</p> <p>American School Counselor Association. (2005). <i>American school counselor association national model: A framework for school counseling programs</i>. 2nd edition Alexandria, VA.</p> <p>American School Counselor Association (2014). <i>Mindsets and Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student</i>. Alexandria, VA: Author.</p> <p>Berenstain, M. (2011). <i>Jobs Around Town</i>. Zonderkidz</p> <p>Berenstain, M. (2015). <i>When I Grow Up</i>. HarperCollins Publishers.</p> <p>Carpenter, T. (2015). <i>When I Grow Up</i>. Sterling Children’s Books.</p> <p>Kid President: Pep Talk About Teamwork and Leadership, https://www.youtube.com/watch?v=pWmxgYwcrLE</p> <p>Pearson, A. (2015). <i>Guidance with Good Measure</i>. Youth Light, Inc.</p> <p>Research Careers, https://careerkids.com/pages/career-research. Provides information for students researching careers.</p> <p>Small Potatoes: You Can Be What You Want To Be</p>

		<p>https://www.youtube.com/watch?v=WZBboioQVZE. A video on career exploration.</p> <p>Spires, A. (2014). <i>The Most Magnificent Thing</i>. Kids Can Press, Limited.</p> <p>Spires, A. (2017). <i>The Things Lou Couldn't Do</i>. Kids Can Press, Limited.</p>
--	--	--

APPENDIX A

Role of the Elementary School Counselor

Direct Student Services

Individual Counseling: School counselors monitor the academic, social/emotional and career needs of every student. Counselors provide short term and goal focused counseling.

Small Group Counseling: School counselors identify the social/emotional, academic, and executive functioning skills needs of students. Counselors create small group counseling sessions based on these needs and develop specific goals.

Instruction: School counselors collaborate with teachers to coordinate and deliver classroom lessons. The lessons will promote personal/social, academic, executive functioning skill and acceptance of everyone's differences.

Crisis Response: School counselors provide support and assistance to students and families as they navigate crisis and emergency situations.

Advocacy: School counselors support and advocate for the needs of their students.

Indirect Student Services

Collaboration: School Counselors work closely with administrators, staff, parents and the community to support student success.

Resources: School Counselors provide community and outside resources to parents for additional academic and social/emotional needs.

Coordination: School Counselors coordinate academic and social/emotional interventions to help the student be successful.

Technology: School Counselors gather, analyze and interpret data to identify student needs.

APPENDIX B

Benefits of Comprehensive School Counseling in Randolph

Bulleted below are examples of how district stakeholders benefit from the implementation of a comprehensive and developmental counseling program:

Students

- Receive individual student planning, and responsive services
- Benefit from proactive strategies and responsive interventions to maximize growth and success
- Gain multiple opportunities to develop skills in the three counseling domains: academic, social/emotional, and career

Staff

- Foster collaborative and positive relationships with administrators, school counselors, students, parents, and colleagues
- Collaborate with teachers to support student needs

Administration

- Receive support from school counselors as a critical leader in the educational process
- Collect data to strengthen school climate and student performance/achievement
- Encourage participation in professional development opportunities

Parents and Guardians

- Attend educational and informational sessions
- Communicate with teachers, school counselors, and administrators
- Obtain access to available school and community resources

Community

- Partner with school stakeholders
- Offer helpful resources

APPENDIX C

School Counseling - USING DATA

To evaluate the program and demonstrate accountability, school counselors must collect and use data that link the program to both student achievement and counseling program improvement. This includes data collection as well as data evaluation.

Elementary school counselors monitor student progress toward achieving the ASCA National Standards. Counselors deliver strategies to support every student's academic, career, and personal social development. Progress is assessed by analyzing student achievement data and achievement-related data, monitoring through student self-reports, grades, teacher comments, and assessment data.

Collections include, but are not limited to:

Demographic Data: Ethnicity, language, socioeconomics, free/reduced lunch eligibility, special education placements

Academic Data: Test scores, patterns in grades

Climate Data: Discipline referrals, attendance rates, participation in afterschool and extracurricular activities

The elementary school counseling program uses a data-driven philosophy to affect change within the school system. Elementary school counselors are knowledgeable in the collection, analysis, and interpretation of data. School counselors monitor student progress through collection of various types of data:

Process Data: School counselors may present the number of students seen individually, in a group setting, or in the classroom.

Perception Data: Gathered from student and/or parent surveys

Results Data: Answers the question "so what?" and provides evidence that student competency is affected by knowledge attainment, attendance, behavior, and academic achievement

School Improvement Data: Presents an overall picture of student needs, accomplishments, and progress. Analyzing the results of an effective school counseling program is an important step in the accountability process. All stakeholders will have a deeper understanding of the contributions of the elementary school counseling program as a result. It is essential to our school's mission for counselors to demonstrate a willingness to be accountable for impacting critical data.

Through the use of data, elementary school counselors answer the question, "*How are students different because of what we do?*"

RMS school counselors use data to determine how our school counseling department positively impacts student academic achievement, personal/social and career development. The school counseling department's student growth objectives (SGO's) are based on SMART goals (specific, measurable, attainable, rigorous, time driven) suggested by the American School Counselor Association (ASCA).

Ways in which our school counseling department collects data:

- Genesis grade reports
- Genesis attendance reports
- Harassment Intimidation & Bullying (HIB) incidents
- Adjustments academically, socially, extra-curricular
- Discipline referrals
- Teacher Input
- Risk Assessments
- I&RS/504 Meetings
- Department of Child Protection and Permanency reports