**School Counseling Program Mission Statement**

The Counseling Department strives to support students in achieving success while promoting the American School Counselor Association next generation research based standards that impact student achievement and academic performance. Mindsets and behaviors that play significant roles in student success fall into three categories: Academic Development, Career Development, and Social and Emotional Development. Moreover, the State of Connecticut and the School Counseling Mission further highlight supporting student success via individual planning and course articulation, fostering civic responsibility, and promoting college and career readiness. All of the services, activities, and accomplishments below are in keeping with these beliefs and this mission.

School Counseling Program Goals

The school counseling program will focus on achievement, attendance and/or behavior goals this year. Details of activities promoting these goals are found in the curriculum, small-group and closing-the-gap action plans.

Overview

A comprehensive proactive and preventative curriculum; starting with our youngest students, School Counselors will assist in character education; fostering civic responsibility and kindness, bullying awareness and assist students in skill development in becoming productive and well-adjusted. Counselors will have multiple touch points with 100% of students including individual check-ins, classroom lessons, and systematic review of all student progress and establish an intervention protocol in the Counseling Dept. This will also allow for true vertical transition in terms of expanding services and supports for students as they move and grow from PK-12 in Region 14 schools.

Region 14 Comprehensive School Counseling: Middle School BOE Adopted

Region 14 Schools
Inspiring Excellence

Content Area	School Counseling	Grade Level: 6-8
School Counseling Curriculum Grades 6-8	**R14 The Seven Cs of Learning**	
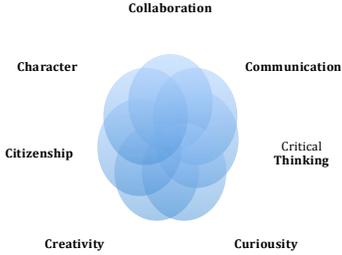
Unit Titles	Length of Unit
● Mindset and Goals	• Ongoing/Start of School - Fall
● Values and Relationships	• Ongoing/Fall - Winter
● Thoughts, Emotions and Decisions	• Ongoing/Winter - Spring
● Conflicts	• Ongoing/Spring
● Career Exploration (See Addendum)	• Ongoing/Spring - End of Year

Strands	Course Level Expectations
Academic	• Students will demonstrate what is needed to be successful in school • Students will demonstrate understanding of the academic preparation needed to choose from a wide range of postsecondary choices • Students will demonstrate an understanding of the influence of academics to life roles
Career	• Students will demonstrate the skills to make career choices in relation to knowledge of self and knowledge of the world of work • Students will demonstrate strategies to achieve future career success and satisfaction • Students will demonstrate knowledge of the factors involved in making career decisions
Personal/Social	• Students will analyze the attitudes and beliefs that influence behavior • Students will demonstrate the ability to apply decision-making skills to goal setting and attainment • Students will use their knowledge of survival and safety skills to ensure personal and physical well-being
Mindset and Behavior	• Students explore their psycho-social attitudes or beliefs about themselves in relation to academic work • Students will develop learning strategies including processes and tactics they employ to aid in the cognitive work of thinking, remembering or learning • Students will develop self-management skills with a continued focus on a goal despite obstacles (grit or persistence) and avoidance of distractions or temptations to prioritize higher pursuits over lower pleasures (delayed gratification, self discipline, self-control) • Students will develop social skills to include acceptable behaviors that improve social interactions, such as those between peers or between students and adults

Unit Title	Mindset and Goals	Length of Unit	Fall/Ongoing

Critical Content: My students will **Know**...	Key Skills: My students will be able to **(Do)**...
• The expectations of the school and how to develop the skills needed to be academically successful • The foundations for acquisition of skills, attitudes and knowledge that enables the learner to make a successful transition from school to the world of work and from job to job across the lifespan. • The process of decision making to identify and implement goals that sustain positive attitudes and behaviors during their schooling and throughout their lifetime.	• demonstrate the ability to perform successfully in school and in the broader community. • apply strategies to achieve future career success and satisfaction. • demonstrate the ability to make decisions, set goals and to take necessary action to achieve the goals.

Assessments:	Formative Assessment, Student Survey, Interview
Teacher Resources:	7 Highly Effective Habits of Teens (Covey, 1998), The Restorative Practices Handbook for Teachers, Disciplinarians & Administrators (T.Wachtel, J.Wachtel, & Costello, 2009), Restorative Circles in Schools: Building Community and Enhancing Learning (Costello, J. Wachtel & T.Wachtel, 2009), Connecticut Comprehensive School Counseling Program Guide-2008, Second Steps Program

Unit Title	Values and Relationships	Length of Unit	Ongoing Fall/ Winter

Inquiry Questions (Engaging & Debatable)	• What is the relationship of academics to the world of work and to life at home and in the community? • What is needed to understand self and respect self and others?
Unit Standards	Academic Content Standard 3: Academics to Life Success Personal/Social Content Standard 7: Respect Self and Others Category 1: Mindset Standards
Concepts and Strands	• Successful transitioning through life stages • making connections between educational performance and career options, • developing positive relationships, • respect for others and effective communication
Key Vocabulary	Personal mission statement, Destiny, Ethics, Online values, Integrity, Peer influence

Unit Title	Values and Relationships	Length of Unit	Ongoing Fall/Winter

Critical Content: My students will **Know**…	Key Skills: My students will be able to **(Do)**…
• The relationship of academic achievement to success in the workplace, the community and in their personal and social lives. • The factors that influence attitudes and behaviors in developing interpersonal skills. • The psycho-social attitudes or beliefs students have about themselves in relation to academic work.	• analyze the influence of academics to their many life roles. • acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.

Assessments:	Formative Assessment, Student Survey, Interview
Teacher Resources:	7 Highly Effective Habits of Teens (Covey, 1998), The Restorative Practices Handbook for Teachers, Disciplinarians & Administrators (T.Wachtel, J.Wachtel, & Costello, 2009), Restorative Circles in Schools: Building Community and Enhancing Learning (Costello, J. Wachtel & T.Wachtel, 2009), Connecticut Comprehensive School Counseling Program Guide-2008, Second Steps Program

Unit Title	Thoughts, Emotions, and Decisions	Length of Unit	January to February

Inquiry Questions (Engaging & Debatable)	• What kind of academic preparation is essential to choose from a wide range of substantial postsecondary options, including college? • What is the relationship between personal qualities, education and training and the world of work? • What are the necessary steps for decision making and goal attainment? • What are the behaviors commonly associated with being a successful student?
Unit Standards	Academic Content Standard 2: School Success, Career Content Standard 6: Relationship between School and Work Personal/Social Standard 8: Goal Setting and Attainment, Category 2: Behavior Standards
Concepts and Strands	Concepts include, but are not limited to: • positive behavior and motivation, and • responsibility for school success, • self-understanding and development, • educational planning and choices and consequences, • goal setting, • criteria for decision making, and • understanding the outside influences on setting priorities.
Key Vocabulary	Risks (+/-), benefits, consequences (+/-), goals (short & long-term), resources, stereotypes, discrimination, engagement, effort, visible, planner, role, urgent

Unit Title	Thoughts, Emotions and Decisions	Length of Unit	January to February

Critical Content: My students will **Know**…	Key Skills: My students will be able to **(Do)**…
• The importance of academic preparation from elementary to high school on the postsecondary decision-making process. • Ways to apply knowledge and skills to career selection. • To use the process of decision making to identify and implement goals that sustain positive attitudes and behaviors during their schooling and throughout their lifetime. • How to identify behaviors commonly associated with being a successful student. • Processes and tactics students employ to aid in the cognitive work of thinking, remembering, and learning.	• prepare themselves academically to choose from a range of choices following graduation. • demonstrate knowledge of the factors involved in career decision making. • demonstrate the ability to make decisions, set goals, and to take necessary action to achieve the goals.

Assessments:	Attendance data, Behavior Data, Observation of students, Teacher reports, Parent reports, academic progress
Teacher Resources:	7 Highly Effective Habits of Teens (Covey, 1998), The Restorative Practices Handbook for Teachers, Disciplinarians & Administrators (T.Wachtel, J.Wachtel, & Costello, 2009), Restorative Circles in Schools: Building Community and Enhancing Learning (Costello, J. Wachtel & T.Wachtel, 2009), Connecticut Comprehensive School Counseling Program Guide-2008, Second Steps Program

Unit Title	Conflict	Length of Unit	Ongoing/Spring

Inquiry Questions (Engaging & Debatable)	• What are safety and survival skills for students? • What are acceptable behaviors that improve social interactions, such as those between peers or between students and adults?
Unit Standards	Personal/Social Standard 9: Survival and Safety Skills Category 2: Behavior Standards
Concepts and Strands	• The influence of peer pressure, • Communication and conflict • Resolution skills, and • Anger management.
Key Vocabulary	Grit, Persistence, Delayed Gratification, Self-discipline, Self-control, Locus of Control, Paradigm Shift, Pretend listening, Selective listening, Word listening, Self-centered listening, Genuine listening, Diversity, Synergy, Valuing diversity

Unit Title	Conflict	Length of Unit	Ongoing/ Spring

Critical Content: My students will **Know**...	Key Skills: My students will be able to **(Do)**...
• How to successfully and safely negotiate their way through school and into an increasingly complex and diverse world. • Continued focus on a goal despite obstacles and avoidance of distractions or temptations to prioritize higher pursuits over lower pleasures. • Acceptable behaviors that improve social interactions, such as those between peers or between students and adults	• demonstrate the proper application of safety and survival skills to their personal and physical well-being. • demonstrate the ability to make decisions, set goals and to take necessary action to achieve the goals.

Assessments:	Attendance data, Behavior data, Observation of students, Teacher reports, Parent reports, academic progress
Teacher Resources:	7 Highly Effective Habits of Teens (Covey, 1998), The Restorative Practices Handbook for Teachers, Disciplinarians & Administrators (T.Wachtel, J.Wachtel, & Costello, 2009), Restorative Circles in Schools: Building Community and Enhancing Learning (Costello, J. Wachtel & T.Wachtel, 2009), Connecticut Comprehensive School Counseling Program Guide-2008, Second Steps Program

Unit Title	Career Exploration	Length of Unit	May to June

Inquiry Questions (Engaging & Debatable)	● What skills, knowledge and attitudes are needed to be an effective learner in school and across the lifespan?
Unit Standards	Academic Content Standard 2: School Success Career Content Standard 4: Investigate Careers Career Content Standard 5: Career Success Career Content Standard 6: Relationship between School and Work A1.5-6.1 Demonstrate competence and confidence as a learner. C5.5-6.4 Classify interests and abilities as they relate to career goals.
Concepts and Strands	Concepts include, but are not limited to,: • goal setting, • criteria for decision making, and • outstanding outside influence on setting priorities.
Key Vocabulary	Awareness, passion, skills, abilities, interests, stereotyping (interpretation/presentation), responsibilities

Unit Title	Career Exploration	Length of Unit	May to June

Critical Content: My students will **Know**...	Key Skills: My students will be able to (Do)...
• What skills are needed to investigate the world of work? • What skills are needed to achieve future career success and satisfaction? • What is the relationship between personal qualities, education and training and the world of work?	• demonstrate the skills to make career choices in relation to knowledge of self and knowledge of the world of work. • apply strategies to achieve future career success and satisfaction. • demonstrate knowledge of the factors involved in career decision making.

Assessments:	Multiple Intelligence Survey (6th), Learning Styles Inventory (7th), Career Key Assessment (8th), Formative Assessment - exit survey
Teacher Resources:	Naviance - Copyright @ 2018, Hobsons, Inc., Multiple Intelligences in the Classroom, 4th Edition, Thomas Armstrong, Connecticut Comprehensive School Counseling Program Guide-2008, Second Steps Program