



# Stamford Public Schools School Counseling Handbook



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# Acknowledgements

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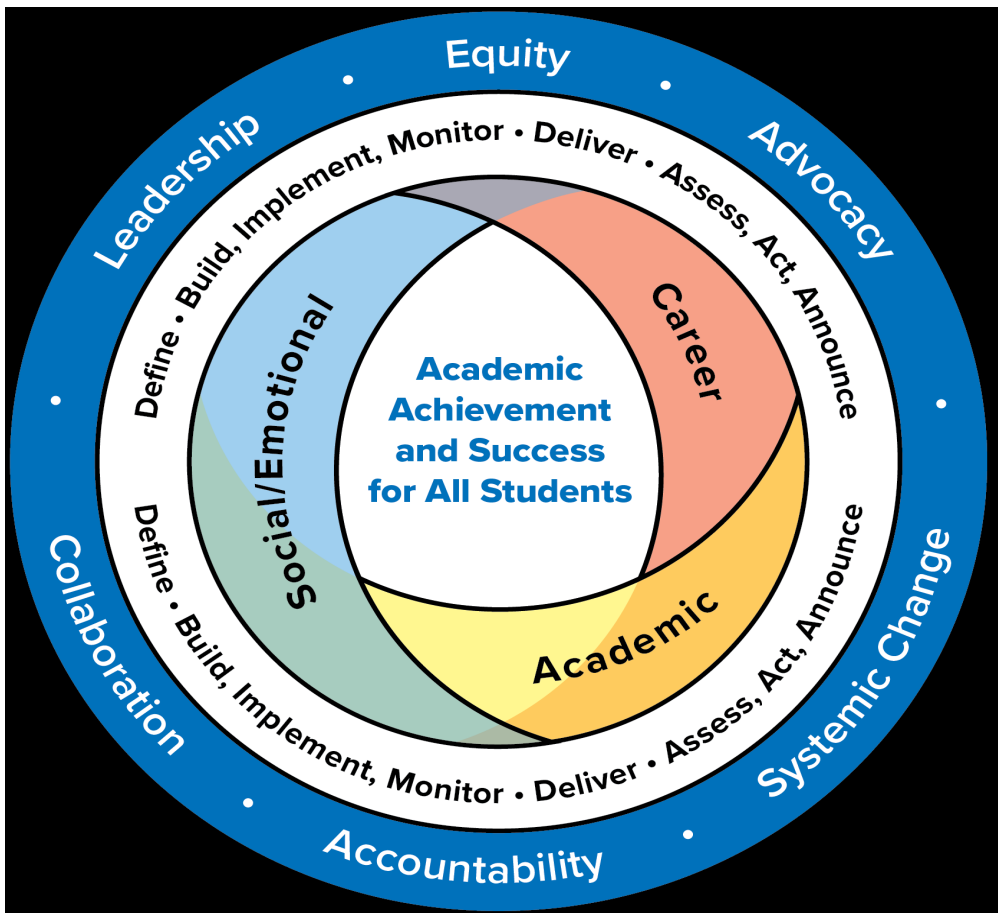
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# Introduction

The Stamford Public Schools School Counseling framework developed by the school counseling staff, with the help of teachers, administrators, students, parents and community members, is an integral part of the educational process and addresses the academic, career, and social-emotional needs of all students at the secondary level. The framework is modeled after the 2020 Connecticut Comprehensive School Counseling Framework, which is aligned to student standards: ASCA Mindsets and Behaviors (2014), The 12 Career Ready Practices (National Association of State Directors of Career Technical Education), Collaboration for Academic, Social, and Emotional Learning (CASEL)'s five core competencies (2017), and the Next Generation Accountability System (Connecticut State Department of Education, 2015). The Stamford Public Schools framework is collaborative in nature and emphasizes a multi-tiered system of support (MTSS) approach to delivering services to students and families in a systematic, equitable way.

## 2020 Connecticut Framework Model



<https://portal.ct.gov/-/media/SDE/School-Counseling/SchoolCounselingFramework.pdf>

# **Stamford Public Schools**

## **School Counseling Framework Foundation**

### **Mission Statement**

The mission of the Stamford Public Schools Counseling Department is to empower students to be self-aware, to take ownership of their academic growth, and to plan for the future. This will be accomplished through the equitable delivery of the comprehensive school counseling program.

### **Vision Statement**

Our Stamford Public Schools graduates will:

- Participate as responsible and productive members of society
- Advocate for themselves and others
- Collaborate effectively
- Develop a commitment to a healthy lifestyle and personal well-being
- Engage in lifelong learning
- Use critical thinking skills
- Adapt to an ever changing global society

### **Belief Statements**

The School Counselors of the Stamford Public Schools believe the following:

- All students can succeed
- We are advocates for students, families, and for our profession
- Collaborating with students, families, staff and community will enhance connectedness
- All students can grow in mind, body, and heart
- Using data will help to evaluate and support both student and program needs
- Student self-awareness contributes to college and career success

## Connecticut Student Standards

Academic Development	Career Development	Social-Emotional Development
<p>Student Standard A1 Demonstrate skills for effective learning and achieving school success</p> <p>Student Standard A2 Demonstrate ability to plan a challenging program of studies to prepare for a variety of options after graduation.</p> <p>Student Standard A3 Demonstrate an understanding of the habits of mind of an engaged student in relation to all aspects of their lives.</p> <p>Student Standard A4 Demonstrate the ability to integrate technology to enhance learning and to solve problems.</p> <p>Student Standard A5 Demonstrate the ability to use creativity and outside experiences to enrich the learning process</p> <p>Student Standard A6 Demonstrate the ability to set goals based on reflective evaluation of current performance.</p>	<p>Student Standard C1 Identify personal values, personality, abilities, and interests in relation to career options and the world of work.</p> <p>Student Standard C2 Demonstrate the skills and abilities to research, identify career options, and make the necessary steps to obtain employment.</p> <p>Student Standard C3 Demonstrate effective workplace habits and the ability to transfer employability skills to future career success and from job-to-job across the lifespan.</p> <p>Student Standard C4 Demonstrate an understanding of work/life balance and how it impacts quality of life, personal and financial well-being, and lifestyle choices.</p> <p>Student Standard C5 Identify a plan to make a successful transition from school to postsecondary education and/or the world of work.</p> <p>Student Standard C6 Demonstrate an understanding of technology in the workplace.</p>	<p>Student Standard S/E 1 Demonstrate an understanding of how individual actions can impact relationships, environments, and influence other people.</p> <p>Student Standard S/E 2 Demonstrate cultural awareness when collaborating with others and taking steps to be inclusive.</p> <p>Student Standard S/E 3 Demonstrate the ability to make decisions, think divergently, and take steps to achieve desired outcomes. Able to overcome challenges and obstacles and develop positive coping strategies and build resilience.</p> <p>Student Standard S/E 4 Demonstrate an understanding of the relationship between practicing self-care, healthy sense of self, and personal well-being.</p> <p>Student Standard S/E 5 Demonstrate understanding and practice of personal safety skills.</p> <p><i>Student Standard S/E 6</i> Demonstrate an understanding of the risks and responsible use of technology.</p>

# Comprehensive Service Delivery Framework

## **Direct Student Services**

Direct student services are provided by our school counselors while working directly with students. This face to face time includes individual student planning, delivering the school counseling curriculum, and responsive services. These services are data driven and meant to help promote healthy development, a positive attitude toward work and learning and help students achieve success in school as well as effectively identify post-secondary choices. Direct services can be proactive and reactive.

**Individual Student Planning:** Session results in the development of a Student Success Plan for each student that is documented with career/education/social-emotional goals and postsecondary options. The plan is revised and modified annually throughout the student's school career beginning in middle school and continuing throughout high school.

## **School Counseling Curriculum:**

*Classroom Lessons:* School counselors, in collaboration with teachers, deliver a learning activity or unit in the classroom. The curriculum provides developmental and sequential lessons and activities in classroom and/or group settings, which address student development in academic, career and social-emotional domains. Lessons are approximately 40 minutes in length.

*Small Groups:* Counselors conduct groups outside the classroom to respond to students' identified interests or needs. School counselors plan and lead structured activities that are designed to increase the skills and knowledge of student participants.

*School-wide Events and Activities:* Designed to reinforce the concepts being taught in the classroom by school counselors. Collaborations within and outside the school community are used to address specific information relevant to students and families. Examples: academic presentations, guest speakers, career fair, financial aid night, middle/high school transitioning.

**Responsive Services:** School counselors are trained and prepared to react to a crisis or immediate need experienced by a student or school community. School counselors provide supportive individual and group counseling, referral, collaboration, and consultation to help students and families overcome academic, personal-family, and socio-emotional barriers to healthy development. (CT Comprehensive K-12 School Counseling Framework Guide, November 2020)



Direct Student Service	Grade Level	Frequency/ Duration	Data Monitoring
Individual Student Planning	6 - 12	1 x per school year	Tracking participation, Goal-setting
Classrooms Lessons	6 - 10	3 x per year	Pre-/post-assessment
	11 & 12	2 x per year	Pre-/post-assessment
Small Groups (Based on identified student needs/interests)	6 - 12	Groups typically meet for 6-8 weeks	Feedback survey, Anecdotal feedback
School-wide Events and Activities	6 - 12	2 x per year per school	Feedback survey

### Indirect Student Services

Indirect student services are provided by our school counselors on behalf of students. School counselors take a team approach when working on behalf of students. As part of this team approach, *consultation* with staff, administration, families in regards to the challenges and barriers that students face, is an important part of our school counseling framework.

Through *collaboration* within the school and with outside agencies, school counselors develop programming as part of the comprehensive school counseling framework that fits the needs of students, parents and community members. Collaboration also allows for the school counseling department to make connections with outside agencies to provide students and parents with a number of resources that are available to them to help with issues that are not otherwise within the scope of the school day. School counselors often become a point of contact for families within the school. By providing *referrals*, families are able to connect with needed services not only within the school system, but outside in the community as well. (CT Comprehensive K-12 School Counseling Framework Guide, November 2020)

## School Counseling Curriculum

Our school counseling curriculum was developed using a needs assessment conducted throughout our school community in Spring 2019. The student lessons are aligned to the 2020 Connecticut School Counseling Standards (pg. 6) and are based on what students should be able to understand, know, and be able to do in the academic, career, and social-emotional domains.

## Middle School Curriculum

<b>Grade 6</b> <b>Theme: Developing Good Habits</b>	<b>Grade 7</b> <b>Theme: Skill Building for Success</b>	<b>Grade 8</b> <b>Theme: Practicing Good Habits</b>
<ul style="list-style-type: none"> <li>• 1 Individual Planning Meeting (Sept.-Nov.)</li> <li>• 3 Classroom Lessons               <ul style="list-style-type: none"> <li>- Settling into Middle School (Sept.)</li> <li>- Study Skills (Dec.)</li> <li>- Career Exploration (Mar.)</li> </ul> </li> <li>• Small Groups (determined by needs)</li> <li>• Student/Parent Event (Nov.)</li> </ul>	<ul style="list-style-type: none"> <li>• 1 Individual Planning Meeting (Mar.- May)</li> <li>• 3 Classroom Lessons               <ul style="list-style-type: none"> <li>- SMART Goals (Oct.)</li> <li>- Road to Careers (Jan.)</li> <li>- Conflict Management (Apr.)</li> </ul> </li> <li>• Small Groups (determined by needs)</li> </ul>	<ul style="list-style-type: none"> <li>• 1 Individual Planning Meeting (Dec. – Jan.)</li> <li>• 3 Classroom Lessons               <ul style="list-style-type: none"> <li>- Career Interests (Nov.)</li> <li>- Planning for the Next Level (Feb.)</li> <li>- Growth Mindset (May)</li> </ul> </li> <li>• Small Groups (determined by needs)</li> <li>• Student/Parent Event (Apr.)</li> </ul>

Note: All services listed are minimum expectations

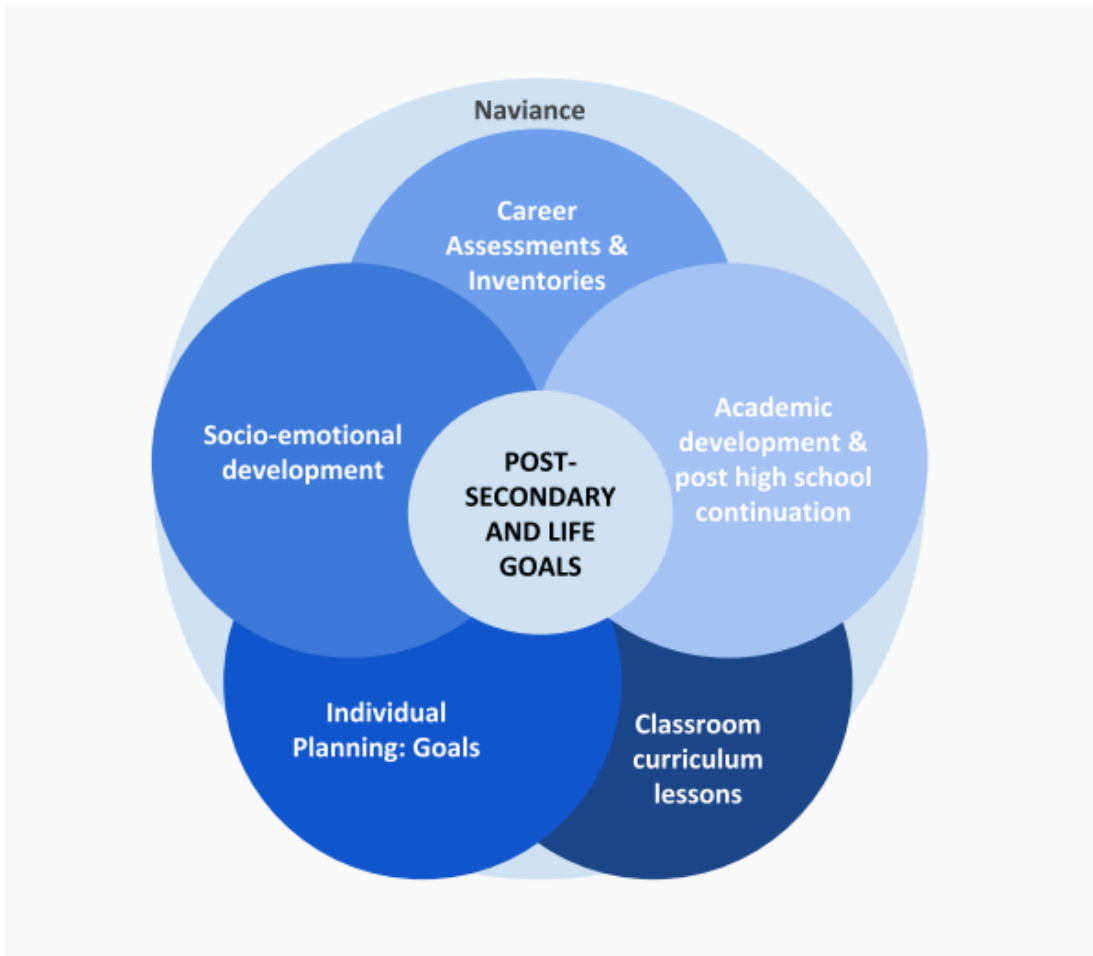
## High School Curriculum

<b>Grade 9</b> <b>Theme: Planning for Success</b>	<b>Grade 10</b> <b>Theme: Personal Branding</b>
<ul style="list-style-type: none"> <li>• 1 Individual Planning Meeting (Nov.-Jan.)</li> <li>• 3 Classroom Lessons               <ul style="list-style-type: none"> <li>- Expectations &amp; Advocacy (Sept.)</li> <li>- Personality Type (Dec.)</li> <li>- Stress Management (Mar.)</li> </ul> </li> <li>• Small Groups (determined by needs)</li> </ul>	<ul style="list-style-type: none"> <li>• 1 Individual Planning Meeting (Jan.-Mar.)</li> <li>• 3 Classroom Lessons               <ul style="list-style-type: none"> <li>- Living Your Brand (Nov.)</li> <li>- Branding You Through Resume Writing (Jan.)</li> <li>- Self-Care &amp; Wellness (May)</li> </ul> </li> <li>• Small Groups (determined by needs)</li> <li>• Student/Parent Event (Mar.)</li> </ul>
<b>Grade 11</b> <b>Theme: Maintaining Good Habits</b>	<b>Grade 12</b> <b>Theme: Adulting</b>
<ul style="list-style-type: none"> <li>• 1 Individual Planning Meeting (Mar.-May)</li> <li>• 2 Classroom Lessons               <ul style="list-style-type: none"> <li>- Skill Building for Career Success (Oct.)</li> <li>- Postsecondary Planning Workshops (Feb.)</li> </ul> </li> <li>• Small Groups (determined by needs)</li> </ul>	<ul style="list-style-type: none"> <li>• 1 Individual Planning Meeting (Sept.-Nov.)</li> <li>• 2 Classroom Lessons               <ul style="list-style-type: none"> <li>- Postsecondary Pathway Workshops (Sept.)</li> <li>- Senior Year Action (Apr.)</li> </ul> </li> <li>• Small Groups (determined by needs)</li> <li>• Student/Parent Event (Oct.)</li> </ul>

Note: All services listed are minimum expectations

## Student Success Plans

A Student Success Plan is an individualized student-driven portfolio that addresses a students' needs and interests through activities, with a focus on post-secondary and life planning starting in grade 6 and progressing through grade 12. These electronic plans are developed, monitored, and maintained in Naviance.



## Individual Planning Meetings

Individual Planning (IP) meetings are held annually between a student and their assigned counselor beginning in grade six throughout high school graduation. The meetings are designed to help a student monitor and direct their own learning, personal development, and plan for the future through their Student Success Plans. IP's are documented in Naviance by Counselor & Student. *Students can meet with their school counselor as often as necessary.*

### Grade 6 Student and Counselor will:

- Review student's middle school transition survey results
- Review academic performance to date
- Review assessment results and how to maximize academic success
- Explore the relationship between academic performance and work
- Review seventh-grade course selection.

*Information that can assist in this meeting includes report card grades, course plan, academic assessment results, and middle school transition survey results.*

### Grade 7 Student and Counselor will:

- Review academic performance to date
- Review assessment results and how to maximize academic success
- Review eighth-grade course selection
- Explore the relationship between academic performance and work
- Review and update personal goals.

*Information for this meeting includes report card grades, course plan, previous goals, and Naviance assessment results.*

### Grade 8 Student and Counselor will:

- Review academic performance to date
- Review assessment results and how to maximize academic success
- Discuss a 4-year plan to prepare for education/career goals
- Review ninth-grade course selection
- Explore the relationship between academic performance and work
- Identify at least 2 possible in-school clubs/activities that match the student's interest.

*Information that can assist in this meeting includes report card grades, course plan, previous goals, and Naviance assessment results.*

Grade 9 Student and Counselor will:

- Review academic performance to date
- Review assessment results and how to maximize academic success
- Develop a 4-year plan to prepare for education/career goals and to meet graduation requirements
- Explore the relationship between academic performance and work
- Identify at least 3 possible extra-curricular activities that match the student's interest

*Information that can assist us may include report card grades, attendance, course plan, previous goals, and various assessment results.*

Grade 10 Student and Counselor will:

- Review academic performance to date
- Review transcript and discuss the concept of 10th grade being an academically pivotal year
- Review tentative educational/career goals
- Modify 4 Year Plan based on achievement to date and updated career interests
- Discuss the selection of courses for junior year
- Review career development resources (job shadow, community service, resume, Naviance)

*Information for this meeting can include report card grades, attendance, course plan, previous goals, and Naviance assessment results.*

Grade 11 Student and Counselor will:

- Review academic performance to date including transcript
- Review graduation requirements
- Review tentative educational/career goals
- Modify 4 Year Plan based on achievement to date and updated career interest
- Discuss selection of courses for senior year
- Discuss standardized testing, how to register, and interpret any standardized testing scores
- Discuss college & career readiness resources and develop a concrete plan for post-secondary goals

*Information for this meeting may include report card grades, course plan, resume, and any college and/or career assessment results.*

Grade 12 Student and Counselor will:

- Review graduation requirements and courses required for graduation
- Discuss the importance and impact of finishing strong academically
- Update post-secondary plan and outline steps for completion
- Discuss and create a plan for FAFSA and scholarships (if applicable)
- Discuss standardized testing, how to register, and interpret any standardized testing scores
- Review senior year obligations for clarification

*Information for this meeting may include transcript, resume, list of post-secondary plan steps, Naviance and any college and/or career assessment results.*

# **School Counseling Resources**

Key: S = Students | F = Families

## **Resources for Academic Success**

[Ed.ted.com](https://www.ed.ted.com) (S)

TED Lessons on organization & time management

[Ed.gov](https://www.ed.gov) (F)

Homework help

[Khanacademy.org](https://www.khanacademy.org) (S, F)

To get personalized help with what you're studying or to learn something completely new.

## **Resources for College and Career Exploration**

[Naviance Log-In \(via Clever\)](#) (S, F)

College, career, and life readiness tool (inventories, school search, scholarships, resume template)

[12 Career Ready Practices](#) (S, F)

Framework for the developmental experiences necessary to becoming career ready

[Live Chat with College and Universities for Parents and Student](#) (S, F)

[College Board: For Parents](#) (F)

Find out how you can help your child prepare for college, explore majors and careers, pay for college, and more

## **Resources for Social-Emotional Learning**

[Edutopia.org](https://www.edutopia.org) (F)

Transition Resources for Parents, Teachers, and Administrators: Help students make the transition into elementary, middle, high school, and beyond

[Casel.org](https://www.casel.org) (F)

Resources for both educators and parents, and for educators to share with parents, about ways that families can promote social emotional learning.

## **Local Community Resources**

[211ct.org](https://www.211ct.org) (S, F)

2-1-1 is a free, confidential information and referral service that connects people to essential health and human services 24 hours a day, seven days a week online and over the phone.

[Fergusonlibrary.org](https://www.fergusonlibrary.org) (S, F)

A list of widely used resources by the Stamford Public Schools for students and families.

[Futurefive.org](https://www.futurefive.org) (S, F)

Programs to support high school students and connect them to their community, to coaches, to college, to careers, and most importantly, to themselves.