

BERLIN COMMUNITY SCHOOL

SCHOOL COUNSELING: GUIDANCE SERVICES AND PROGRAM MANUAL

GRADES K-8

ADOPTED: October 2017

BERLIN COMMUNITY SCHOOL MISSION STATEMENT

The mission of the Berlin Community School, in an active partnership between school and community, is to provide effective and comprehensive educational opportunities in a nurturing environment designed to challenge all students to strive for personal excellence and responsible citizenship. This will foster the pursuit of life-long learning while achieving proficiency in the New Jersey Core Curriculum Content Standards and meet the challenges of an evolving global society.

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School Counseling Program Description

School Counseling services are provided for all students in grades kindergarten through eighth by school counselors who work closely with all stakeholders involved in the development of each student's social, emotional, and academic growth. The main objective of the program is to assist students with their personal/ social, academic, and career development. This is achieved through counseling services and a variety of support programs and school-related activities.

Numerous programs are offered by the School Counselor including, but not limited to:

- pro-social activities
- conflict resolution
- academic support
- bullying and harassment prevention
- drug and alcohol awareness
- Red Ribbon Week
- elementary and middle school orientation

School-wide counseling initiatives are developed on an as-needed basis to:

- support curricular objectives in the content areas or related arts
- address timely issues or current events
- address local, national or global crises.

Individual and group counseling is provided for the following areas as it impacts the students educationally:

- academic concerns
 - career guidance
- social/ emotional concerns

Classroom lessons are taught related to:

- | | |
|--|-----------------------|
| ● six pillars of character education | ● peer relationships |
| ● self-esteem | ● study skills |
| ● recognition and management of feelings | ● social skills |
| ● friendships | ● anger management |
| | ● changing families |
| | ● conflict resolution |

**BERLIN BOROUGH SCHOOL DISTRICT
JOB DESCRIPTION**

Job Title: School Counselor

Qualifications: New Jersey Student Personnel Services, School Counselor, School Social Worker, or School Psychologist Certificate

Scope of Responsibility: The school counselor will provide a comprehensive counseling program for all children in the Berlin Borough School District. The counselor will consult with teachers, parents, and staff to enhance their effectiveness in helping students. The counselor will provide support for educational programs. The counselor will be a member of the Intervention and Referral Services and the Municipal Alliance.

Reports to: Principal

Performance Responsibilities:

1. Counsel individuals and small groups of children with problems conducting structured, goal-oriented counseling sessions in systematic response to identified needs.
2. Guide individual and groups of students as they acclimate to the educational environment.
3. Consult with and train teachers, parents, staff and administration regarding children's needs.
4. Refer children with problems and their parents to special programs, specialists, and outside agencies including the District Child Study Team.
5. Participate in activities that contribute to the effective operation of the school.
6. Pursue professional growth by attending state and locally sponsored staff development meetings and by joining associations and attending relevant workshops and conferences.
7. Participate in IR&S meetings.
8. Participate in retention conferences with the principal.
9. Participate in weekly team meetings.
10. Coordinate with Eastern High School for the scheduling of 8th Grade students graduating into 9th Grade.
11. Participate in mediation training.
12. Will perform all other responsibilities assigned by immediate supervisor, superintendent and/or statute.

Employment conditions:

Contract year:	July 1 to June 30
Hours:	Regular school hours
Salary:	Salary and benefits as established by the Board of Education
Vacation:	Not applicable

Holiday: As per District calendar

Evaluation: In accordance with Board policy

Board Approved: December 18, 2008

SECTION A:

SCHOOL COUNSELOR RESPONSIBILITIES AND SERVICES

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Support and implement conflict resolution program for students to resolve personal issues.	13
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Maintain a resource library including agency referral information for students, administrators, staff, and parents/guardians.	15
Collect and maintain culturally relevant and up to date materials for the School Counseling program.	16
Consult with parents/guardians and staff on culturally relevant issues which may impact social and emotional functioning within the school/community.	17
Assist with the interpretation of student data (i.e. state and district testing).	18
Collaborate with teachers and administration to present School Counseling core curriculum lessons as appropriate.	19
Aid in the identification and solution of student issues, needs, and problems.	20
Participate with administration, law enforcement, parents/ guardians, and outside agencies during crisis interventions.	21
Attend school meetings and functions (i.e. Back-to-School Night, Parent/Teacher Conferences, and Faculty Meetings).	22
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Provide individual and group counseling sessions for students

- I. Evidence
 - a. Appointment schedule
 - b. Counselor reports
 - c. Counseling referral form
- II. Strategies
 - a. Provide individual counseling sessions
 - b. Provide group counseling sessions
 - c. Provide referrals for outside counseling as needed
- III. Expected Outcomes
 - a. Student's needs will be addressed.
 - b. Administrators, parents/guardians, and/or teacher will be provided with appropriate information related to students.

Establish a developmental and preventative school counseling program for students.

- I. Evidence
 - a. Appointment schedule
 - b. Counselor reports
- II. Strategies
 - a. Students, teachers, or administrators will contact school counselor if there are needs that should be addressed with a particular class or group.
 - b. Counselors will meet with classes or groups to discuss concerns.
 - c. Counselors will provide and utilize resources significant to specific topics
- III. Expected Outcomes
 - a. Teacher, parents/guardians and/or counselor observation of growth in specific areas of discussion/concern.
 - b. Student report of progress.

Be available to interpret the school counseling program to students, faculty, parents/guardians, and the community.

- I. Evidence
 - a. Appointment schedule
 - b. Counselor reports
 - c. Counseling webpage
- II. Strategies
 - a. Provide classroom lesson on roles of the school counselor and ways students may utilize counseling.
 - b. Explain the school counseling program to children who are new to the school.
 - c. Attend faculty and team meetings with the staff.
 - d. Provided written communication and attend meetings and conferences as needed.
- III. Expected Outcomes
 - a. Use of school counseling services by students, faculty, parents/guardians and the community.
 - b. Professional follow-up as needed.

Evaluate and recommend improvements to increase the effectiveness and efficiency of the school counseling program.

- I. Evidence
 - a. Appointment schedule
 - b. Counselor reports
 - c. Professional development documents
 - d. Data collection
- II. Strategies
 - a. Schedule meetings with other student services staff members for discussion and evaluation of the program.
 - b. Review and develop curriculum.
- III. Expected Outcomes
 - a. Implementation of new ideas, techniques, and best practices.

Support and implement character education program for students.

- I. Evidence
 - a. Appointment schedule
 - b. Counselor reports
 - c. Program documentation
- II. Strategies
 - a. Support and aid the Character Education Team
 - b. Provide follow-up for individuals or groups that need additional support in developing key character values, as indicated by teachers.
- III. Expected Outcomes
 - a. Observation of student growth in specific areas indicated (before and after program lessons).

Support and implement conflict resolution program to enable students to resolve personal issues.

- I. Evidence
 - a. Appointment schedule
 - b. Counselor reports
- II. Strategies
 - a. Teach students to identify the nature and origins of conflict, and appropriate responses.
 - b. Increase violence awareness through familiarity with the Code of Conduct.
 - c. Discuss the principles of conflict resolution and peace making.
 - d. Introduce communication and empathy skills.
 - e. Assist and promote peer mediation program.
 - f. Provide follow-up services as needed.
- III. Expected Outcomes
 - a. Students are better able to form agreements to resolve conflict in positive ways.
 - b. Students demonstrate proficiency in communication and empathy skills.

Observe individual students in school settings (i.e. classroom, cafeteria, and recess).

- I. Evidence
 - a. Appointment schedule
 - b. Counselor reports
- II. Strategies
 - a. Observe individual students in the classroom, cafeteria, recess, and other school settings.
 - b. Discuss observations with teachers, parents/guardians, school nurse, or administrators, as appropriate.
- III. Expected Outcomes
 - a. Observations shared with staff and administration involved with student
 - b. Consultation with staff and administration involved with student
 - c. Student proficiency in counseling skills

Maintain a resource library including agency referral information for students, administrators, staff and parents/guardians.

- I. Evidence
 - a. Resource library list
 - b. Referral information and brochures for outside agencies and counseling services
- II. Strategies
 - a. Provide parents/guardians/students with specific materials and resources available to them, when necessary
 - b. Make administrators and faculty aware of all available materials and resources.
 - c. Encourage teachers to use counseling oriented materials that may supplement or enrich classroom activities.
 - d. Attend professional development workshops to maintain accurate and up to date community, county, and state resources.
- III. Expected Outcomes
 - a. Resources and materials are available upon request.

Collect and maintain culturally relevant and up to date materials for the School Counseling program.

- I. Evidence
 - a. Catalogues, brochures, and vendors
 - b. Grant opportunities
 - c. Counseling budget
 - d. Berlin Community Home and School request forms
- II. Strategies
 - a. Order counseling-related materials
 - b. Add new materials to resource library list.
 - c. Investigate grant opportunities.
 - d. Maintain condition and organization of materials
- III. Evaluation
 - a. Students, administrators, staff and parents/guardians will use materials when appropriate.
 - b. Assist in application and administration of grant funds as opportunities arise.

Consult with parents/guardians and staff on culturally relevant issues which may impact social and emotional functioning within the school/community.

- I. Evidence
 - a. Appointment schedule
 - b. Counselor reports
 - c. Meeting agendas
 - d. Phone log
- II. Strategies
 - a. Determine need to provide parents/guardians or staff member with information and/or counseling; provide referrals as needed.
 - b. Use appropriate techniques to address concerns.
 - c. Provide appropriate intervention.
 - d. Collaborate with administrators, staff, students and parents/guardians when appropriate.
- III. Expected Outcomes
 - a. Needs and issues will be addressed satisfactorily.
 - b. Outside counseling referrals will be made as necessary

Assist with the interpretation of student data (i.e. state and district testing).

- I. Evidence
 - a. Appointment schedule
 - b. Counselor reports
- II. Strategies
 - a. Meet with parents/guardians and/or teachers upon request or as needed, to interpret test results.
 - b. When necessary, consult with administration or appropriate staff to lend expertise in the area of test interpretation.
- III. Expected Outcomes
 - a. Parents/guardians and/or teachers will have clarification of their students' test performance.

Collaborate with teachers and administration to present School Counseling core curriculum lessons

- I. Evidence
 - a. Appointment schedule
 - b. Counselor reports
- II. Strategies
 - a. Coordinate with teachers specific counseling concerns within each classroom or grade level as needed
 - b. Develop lesson plans to implement within each class or grade level
 - c. Coordinate with teachers to establish times in which to deliver curriculum lessons
- III. Expected Outcomes
 - a. Students will gain knowledge of specific developmental areas
 - b. Students will be able to utilize skills gained within the lesson in multiple facets of their day.

Aid in the identification and solution of student issues, needs, and problems

- I. Evidence
 - a. Appointment schedule
 - b. Counselor reports
 - c. Phone log
 - d. Data collection
- II. Strategies
 - a. Provide and administer developmental assessments when appropriate.
 - b. Collaborate with teachers and administrators in the interpretation and evaluation of assessments.
 - c. Consult with teachers to obtain collateral information.
 - d. Refer students to intervention services if necessary.
- III. Expected Outcomes
 - a. Student's needs will be identified.
 - b. Resolutions will be put in place to help aid the student.
 - c. School Counselor will monitor interventions put into place when appropriate.

Participate with administrators, law enforcement officials, parents/guardians, and outside agencies in crisis interventions.

- I. Evidence
 - a. Appointment schedule
 - b. Counselor reports
 - c. Phone log
- II. Strategies
 - a. Counselor, parents/guardians, student support services staff, teachers, students and/or administrators will communicate with one another in the event of a crisis.
 - b. Meet with the appropriate parties to investigate and assess the crisis.
 - c. Referrals will be recommended by school officials or parents/guardians
 - d. Contact the parents/guardians to determine if recommendations have been followed.
 - e. Provide post intervention upon student return
 - f. Provide post intervention to students and staff
- III. Expected Outcomes
 - a. Improved student behavior or situation is observed by counselor and teachers.
 - b. Communication is maintained between parent/guardian, teachers, administration, and school counselor to ensure student success.

Attend school meetings and functions (i.e. Back-to-School Night, Parent/Teacher Conferences, and Faculty Meetings).

- I. Evidence
 - a. Appointment schedule
 - b. Sign in sheet
 - c. Counselor reports
- II. Strategies
 - a. Attend meetings and functions as directed or initiated.
- III. Expected Outcomes
 - a. Attendance and participation when appropriate.
 - b. Reflection and revision as appropriate.
 - c. Enhanced communication and accessibility to all stakeholders.

Coordinate conferences with parents/guardians and staff pertaining to counseling concerns

- I. Evidence
 - a. Appointment schedule
 - b. Counselor reports
 - c. Phone log
 - d. Sign in sheet
- II. Strategies
 - a. Meet with parents/guardians and staff to discuss concerns and establish mutual goals.
 - b. Request presence of appropriate staff when necessary.
- III. Expected Outcomes
 - a. Appropriate conference will be held.
 - b. Professional follow-up as needed.
 - c. Action plans will be put in to place to assist students when appropriate.

Participate in the Intervention and Referral Services (I&RS) Committee.

- I. Evidence
 - a. Appointment schedule
 - b. Counselor reports
 - c. I&RS referral plan
- II. Strategies
 - a. Assist teacher/team in completing I&RS referral forms.
 - b. Collaborate with parents/guardians and I&RS committee to provide appropriate referral(s).
 - c. Implement intervention(s) when appropriate.
 - d. Follow-up to discuss student progress.
 - e. Additional recommendations as needed.
- III. Expected Outcomes
 - a. Plan is developed and implemented to meet the student's need for additional intervention.
 - b. A Child Study Team referral may be recommended.
 - c. Upon student transition, active I&RS intervention plans will be shared with the appropriate staff.

Facilitate communication related to Child Study Team referrals.

- I. Evidence
 - a. Appointment schedule
 - b. Counselor reports
- II. Strategies
 - a. Provide information to CST members about student development when appropriate.
 - b. Attend CST meetings (i.e. Identification, Eligibility, and Annual Review) when appropriate.
- III. Expected Outcomes
 - a. Recommendations will be made regarding student services.
 - b. Meetings will be attended when necessary.

Coordinate eighth grade students' transition to Eastern High School

- I. Evidence
 - a. Appointment schedule
 - b. Counselor reports
- II. Strategies/Procedures
 - a. Collaborate with teachers on student course placement as needed.
 - b. Consult with students about their transition into High School.
 - c. Confer with parents about scheduling concerns as needed.
- III. Expected Outcomes
 - a. Students will receive appropriate courses for their first year in high school.
 - b. Students will become acquainted with Eastern to ease the transition.

**Coordinate eighth grade students' transition to Camden County Technical School
or private/parochial high schools**

- I. Evidence
 - a. Appointment schedule
 - b. Counselor reports
- II. Strategies
 - a. Collaborate with administration and staff to provide information on open houses, admission requirements, and scholarships for vocational, private and parochial high schools as needed.
 - b. Assist in the arrangement of alternative high school informational assembly for all eighth grade students as needed.
 - c. Collaborate with designated staff a field trip for eighth grade students interested in attending CCTS as needed.
- III. Expected Outcomes
 - a. Students interested in attending alternative high schools will receive the appropriate assistance.

Participate in the re-entry of students to school after crisis.

- I. Evidence
 - a. Appointment schedule
 - b. Counselor reports
 - c. Crisis re-entry form
- II. Strategies
 - a. Prepare in advance of the meeting a crisis plan be set in place at the meeting as needed.
 - b. Attend re-entry meeting.
 - c. Present and explain plan to student and parent as needed.
 - d. Encourage student's successful return to school by extending offer of related services.
- III. Expected Outcomes
 - a. Student will experience a successful transition back to school.
 - b. Counselor will continue to monitor student progress.

Assist with school-wide district and state standardized testing.

- I. Evidence
 - a. Appointment schedule
 - b. Counseling reports
 - c. Testing schedule and guidelines
- II. Strategies
 - a. Attend meetings scheduled by the state and district for test administration and interpretation as instructed.
 - b. Assist in the scheduling and training for test administration.
 - c. Assist with testing materials.
 - d. Maintain test security.
 - e. Supervise testing to ensure proper procedures are followed.
 - f. Distribute, collect, and check testing materials before return to district test coordinator.
 - g. Provide examiners with materials for make-up testing.
- III. Expected Outcomes
 - a. All students will be properly tested.
 - b. Appropriate test security will be maintained.
 - c. All materials will be properly returned to district test coordinator.

Attend monthly counseling meetings with Supervisor.

- I. Evidence
 - a. Appointment schedule
 - b. Counseling reports
- II. Strategies
 - a. Compile information to be presented at meeting.
 - b. Prepare reports, forms, or evaluations to be reviewed as needed.
- III. Evaluation
 - a. Counseling concerns addressed.
 - b. Strategy implementation

Continue professional growth.

- I. Evidence
 - a. Appointment Schedule
 - b. Counselor reports
 - c. Certificate of attendance if awarded
 - d. Professional Growth Plan
- II. Strategies
 - a. Attend conferences and workshops related to the school counseling program.
 - b. Read publications pertaining to school counseling.
 - c. Collaborate with other school counselors.
- III. Expected Outcomes
 - a. Increased professional growth.
 - b. Application of new techniques.

SECTION B:
SCHOOL COUNSELING STANDARDS

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Philosophy

The purpose of the school counseling program in Berlin Community School is to promote and enhance the educational process for our students. In order to do so, the school counseling program focuses on three main areas of development; academic, career, and personal/ social. These developmental areas are upheld by standards set forth by the American School Counseling Association (ASCA).

1. Academic Development
 - a. STANDARD A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
 - b. STANDARD B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.
 - c. STANDARD C: Students will understand the relationship of academics to the world of work, and to life at home and in the community
2. Career Development
 - a. 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
 - b. STANDARD B: Students will employ strategies to achieve future career goals with success and satisfaction
 - c. STANDARD C: Students will understand the relationship between personal qualities, education, training, and the world of work.
3. Personal/ Social Development
 - a. STANDARD A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.
 - b. STANDARD B: Students will make decisions, set goals, and take necessary action to achieve goals.
 - c. STANDARD C: Students will understand safety and survival skills.

Academic Development

1. **Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.**
 - a. **A:A1 Improve Academic Self-concept**
 - i. A:A1.1 Articulate feelings of competence and confidence as learners
 - ii. A:A1.2 Display a positive interest in learning
 - iii. A:A1.3 Take pride in work and achievement
 - iv. A:A1.4 Accept mistakes as essential to the learning process
 - v. A:A1.5 Identify attitudes and behaviors that lead to successful learning
 - b. **A:A2 Acquire Skills for Improving Learning**
 - i. A:A2.1 Apply time-management and task-management skills
 - ii. A:A2.2 Demonstrate how effort and persistence positively affect learning
 - iii. A:A2.3 Use communications skills to know when and how to ask for help when needed
 - iv. A:A2.4 Apply knowledge and learning styles to positively influence school performance
 - c. **A:A3 Achieve School Success**
 - i. A:A3.1 Take responsibility for their actions
 - ii. A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
 - iii. A:A3.3 Develop a broad range of interests and abilities
 - iv. A:A3.4 Demonstrate dependability, productivity and initiative
 - v. A:A3.5 Share knowledge
2. **Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.**
 - a. **A:B1 Improve Learning**
 - i. A:B1.1 Demonstrate the motivation to achieve individual potential
 - ii. A:B1.2 Learn and apply critical-thinking skills
 - iii. A:B1.3 Apply the study skills necessary for academic success at each level
 - iv. A:B1.4 Seek information and support from faculty, staff, family and peers
 - v. A:B1.5 Organize and apply academic information from a variety of sources

- vi. A:B1.6 Use knowledge of learning styles to positively influence school performance
- vii. A:B1.7 Become a self-directed and independent learner
- b. **A:B2 Plan to Achieve Goals**
 - i. A:B2.1 Establish challenging academic goals in elementary, middle/ jr. high and high school
 - ii. A:B2.2 Use assessment results in educational planning
 - iii. A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement
 - iv. A:B2.4 Apply knowledge of aptitudes and interests to goal setting
 - v. A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals
 - vi. A:B2.6 Understand the relationship between classroom performance and success in school
 - vii. A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities
- 3. **Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.**
 - a. **A:C1 Relate School to Life Experiences**
 - i. A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life
 - ii. A:C1.2 Seek co-curricular and community experiences to enhance the school experience
 - iii. A:C1.3 Understand the relationship between learning and work
 - iv. A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals
 - v. A:C1.5 Understand that school success is the preparation to make the transition from student to community member
 - vi. A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

Career Development

1. **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.**
 - a. **C:A1 Develop Career Awareness**
 - i. C:A1.1 Develop skills to locate, evaluate and interpret career information
 - ii. C:A1.2 Learn about the variety of traditional and nontraditional occupations
 - iii. C: A1.3. Develop an awareness of personal abilities, skills, interests and motivations
 - iv. C:A1.4 Learn how to interact and work cooperatively in teams
 - v. C:A1.5 Learn to make decisions
 - vi. C:A1.6 Learn how to set goals
 - vii. C:A1.7 Understand the importance of planning
 - viii. C:A1.8 Pursue and develop competency in areas of interest
 - ix. C:A1.9 Develop hobbies and vocational interests
 - x. C:A1.10 Balance between work and leisure time
 - b. **C:A2 Develop Employment Readiness**
 - i. C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills
 - ii. C:A2.2 Apply job readiness skills to seek employment opportunities
 - iii. C:A2.3 Demonstrate knowledge about the changing workplace
 - iv. C:A2.4 Learn about the rights and responsibilities of employers and employees
 - v. C:A2.5 Learn to respect individual uniqueness in the workplace
 - vi. C:A2.6 Learn how to write a résumé
 - vii. C:A2.7 Develop a positive attitude toward work and learning
 - viii. C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
 - ix. C:A2.9 Utilize time- and task-management skills
2. **Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.**
 - a. **C:B1 Acquire Career Information**
 - i. C:B1.1 Apply decision-making skills to career planning, course selection and career transition

- ii. C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice
 - iii. C:B1.3 Demonstrate knowledge of the career-planning process
 - iv. C:B1.4 Know the various ways in which occupations can be classified
 - v. C:B1.5 Use research and information resources to obtain career information
 - vi. C:B1.6 Learn to use the Internet to access career-planning information
 - vii. C:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice
 - viii. C:B1.8 Understand how changing economic and societal needs influence employment trends and future training
 - b. **C:B2 Identify Career Goals**
 - i. C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals
 - ii. C:B2.2 Assess and modify their educational plan to support career
 - iii. C:B2.3 Use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience
 - iv. C:B2.4 Select course work that is related to career interests
 - v. C:B2.5 Maintain a career-planning portfolio
3. **Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.**
- a. **C:C1 Acquire Knowledge to Achieve Career Goals**
 - i. C:C1.1 Understand the relationship between educational achievement and career success
 - ii. C:C1.2 Explain how work can help to achieve personal success and satisfaction
 - iii. C:C1.3 Identify personal preferences and interests influencing career choice and success
 - iv. C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills
 - v. C:C1.5 Describe the effect of work on lifestyle
 - vi. C:C1.6 Understand the importance of equity and access in career choice
 - vii. C:C1.7 Understand that work is an important and satisfying means of personal expression
 - b. **C:C2 Apply Skills to Achieve Career Goals**
 - i. C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals
 - ii. C:C2.2 Learn how to use conflict management skills with peers and adults
 - iii. C:C2.3 Learn to work cooperatively with others as a team member

- iv. C:C2.4 Apply academic and employment readiness skills in work based learning situations such as internships, shadowing and/or mentoring experiences

Personal/Social Development

1. **Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.**
 - a. **PS:A1 Acquire Self-knowledge**
 - i. PS:A1.1 Develop positive attitudes toward self as a unique and worthy person
 - ii. PS:A1.2 Identify values, attitudes and beliefs
 - iii. PS:A1.3 Learn the goal-setting process
 - iv. PS:A1.4 Understand change is a part of growth
 - v. PS:A1.5 Identify and express feelings
 - vi. PS:A1.6 Distinguish between appropriate and inappropriate behavior
 - vii. PS:A1.7 Recognize personal boundaries, rights and privacy needs
 - viii. PS:A1.8 Understand the need for self-control and how to practice it
 - ix. PS:A1.9 Demonstrate cooperative behavior in groups
 - x. PS:A1.10 Identify personal strengths and assets
 - xi. PS:A1.11 Identify and discuss changing personal and social roles
 - xii. PS:A1.12 Identify and recognize changing family roles
 - b. **PS:A2 Acquire Interpersonal Skills**
 - i. PS:A2.1 Recognize that everyone has rights and responsibilities
 - ii. PS:A2.2 Respect alternative points of view
 - iii. PS:A2.3 Recognize, accept, respect and appreciate individual differences
 - iv. PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity
 - v. PS:A2.5 Recognize and respect differences in various family configurations
 - vi. PS:A2.6 Use effective communications skills
 - vii. PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior
 - viii. PS:A2.8 Learn how to make and keep friends
2. **Standard B: Students will make decisions, set goals and take necessary**

action to achieve goals.

a. PS:B1 Self-knowledge Application

- i. PS:B1.1 Use a decision-making and problem-solving model
- ii. PS:B1.2 Understand consequences of decisions and choices
- iii. PS:B1.3 Identify alternative solutions to a problem
- iv. PS:B1.4 Develop effective coping skills for dealing with problems
- v. PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
- vi. PS:B1.6 Know how to apply conflict resolution skills
- vii. PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
- viii. PS:B1.8 Know when peer pressure is influencing a decision
- ix. PS:B1.9 Identify long- and short-term goals
- x. PS:B1.10 Identify alternative ways of achieving goals
- xi. PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills
- xii. PS:B1.12 Develop an action plan to set and achieve realistic goals

3. Standard C: Students will understand safety and survival skills.

a. PS:C1 Acquire Personal Safety Skills

- i. PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)
- ii. PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of rights of the individual
- iii. PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact
- iv. PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy
- v. PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help
- vi. PS:C1.6 Identify resource people in the school and community, and know how to seek their help
- vii. PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices
- viii. PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse
- ix. PS:C1.9 Learn how to cope with peer pressure
- x. PS:C1.10 Learn techniques for managing stress and conflict
- xi. PS:C1.11 Learn coping skills for managing life events