Sherman Central School District

Small School BIG IMPACT

Comprehensive PreK-12
School Counseling Program

2025-2026



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Sherman Central School District
Mission and Vision

Mission: The mission of the Sherman Central School District is to serve a wider community in the future. Through a safe and collaborative environment among students, teachers, staff and community, our students can make a positive difference in the world.

Vision: Sherman Central School is charged with the responsibility of preparing students who will live and work in the community. As we envision their place in an ever-changing world, it becomes important to consider how the educational system must adjust and change to prepare them for it. We must equip our students with the tools necessary to become:

- Life-long learners with a broad knowledge base which enables them to be flexible and gives them the ability to be productive in a dynamic and technological society;
- Tolerant and understanding of social and cultural differences while maintaining an individual identity;
- Aware of international interdependence and able to meet the challenges of a global economy; confident, self-assured, responsible citizens with a sound sense of well being;
- Effective communicators who are able to participate in a free and democratic society.

School Counseling Program
Mission Statement

The mission of the Sherman Central School Counseling Program is to design, implement, evaluate, and enhance a comprehensive, data-driven program that ensures equity, access, and success for all students. Our program is student-centered and proactive, aiming to promote academic achievement, social-emotional development, and career readiness while fostering a safe and supportive learning environment. Through collaboration with educators, families, and community partners, our counseling program strives to ensure that every student has equitable access to opportunities and resources that promote their success.

We are dedicated to fostering a safe, inclusive environment where all students are empowered to reach their fullest potential, celebrate their individuality, and embrace diversity. Our counseling program equips students with the skills, knowledge, and resilience needed to overcome challenges, make informed decisions, and actively contribute to their communities.

Aligned with the district's mission, we prepare students to make a positive difference in the world by encouraging lifelong learning, cultivating a sense of global responsibility, and inspiring them to become compassionate and engaged citizens. Through these efforts, students will graduate as well-rounded individuals who possess:

- Academic proficiency to pursue higher education or enter the workforce with confidence.
- Strong social-emotional skills that foster meaningful relationships, resilience, and adaptability.

- Cultural competence and an understanding of global interdependence, enabling them to navigate and contribute to a diverse world.
- Critical thinking and problem-solving skills to face complex challenges with innovation and responsibility.
- A commitment to civic engagement and service, actively working to create positive change in their local and global communities.

Mission Reflection: Equity

One example of how the Sherman Central School Counseling Program addresses equity for every student is through targeted interventions to close achievement gaps.

The counseling program uses data analysis to identify disparities in academic performance, attendance, or disciplinary actions among different student groups (e.g., by race, socioeconomic status, or disability). Based on this data, the school counselor implements targeted support programs, such as:

- **Academic Support Groups:** Providing tutoring or study skills workshops for students who are underperforming academically.
- **Mentorship Programs:** Pairing underrepresented students with mentors who can offer guidance, encouragement, and resources.
- **Individualized Career Planning:** Ensuring that every student, regardless of their background, has access to college and career counseling, including financial aid workshops, exposure to postsecondary options, and personalized career exploration.

Our program also incorporates culturally responsive practices, such as celebrating diverse cultures, addressing biases, and promoting an inclusive school climate where every student feels seen, valued, and supported.

By intentionally addressing barriers and tailoring interventions, the program ensures that all students have equitable access to resources, opportunities, and support needed for their success.

Mission Reflection: Access

One example of how the Sherman Central School Counseling Program addresses access for every student is through universal access to college and career readiness resources.

The school counseling program ensures that all students, regardless of socioeconomic status, ability level, or background, have access to critical resources that prepare them for life after high school. This may include:

- **Classroom Lessons and Workshops:** Delivering grade-level lessons on topics such as career exploration, resume writing, financial literacy, and the college application process to ensure every student receives the same foundational information.

- **Career and College Events:** Organizing career fairs, college tours (both in-person and virtual), and job shadowing opportunities that are accessible to all students, including those who may face financial or logistical barriers.
- **Technology and Tools:** Providing access to online platforms for college and career exploration, ensuring students without personal devices or internet at home can still utilize these tools through school resources.

Counselors also proactively work to identify and remove barriers for students who might otherwise be excluded, such as offering fee waivers for college entrance exams or application costs and providing transportation for off-campus events.

By offering these opportunities to all students and addressing specific barriers, the program ensures that every student has the resources and support to explore and pursue their future goals.

School Counseling Program Vision Statement

At Sherman Central School, the counseling program envisions a future where every student is empowered to achieve their fullest potential in an ever-changing world. Aligned with our district's mission, our comprehensive school counseling program is committed to preparing students to thrive personally, academically, and socially as they navigate their unique paths to success.

Graduates of Sherman Central School will emerge as life-long learners who are equipped with a broad knowledge base, enabling them to adapt to and excel in a dynamic and technological society. Through intentional guidance, we nurture tolerance and understanding of social and cultural differences, empowering students to maintain their individuality while embracing diversity.

Our counseling program aims to instill a global perspective in students, enhancing their awareness of international interdependence and equipping them to meet the challenges of a competitive global economy. We are dedicated to supporting students in becoming confident, self-assured, and responsible citizens who value well-being and demonstrate resilience.

As effective communicators, our students will be prepared to engage meaningfully in a free and democratic society, contributing positively to their communities and beyond. Through collaboration with educators, families, and the community, our counseling program plays a pivotal role in shaping the leaders of tomorrow. Sherman Central School graduates will be prepared to navigate life’s complexities with confidence, resilience, and purpose.

The development of the school counseling vision statement aligns closely with the American School Counselor Association (ASCA) Mindset Standards, which establish beliefs and attitudes that lead to success in school and life. Below are two examples of how specific ASCA Mindset Standards influenced the vision statement:

Example 1: Encouraging Life-long Learning and Adaptability

ASCA Mindset Standard M 1: *Belief in the development of the whole self, including a healthy balance of mental, social/emotional, and physical well-being.*

- This standard guided the vision statement's emphasis on fostering *life-long learners with a broad knowledge base* who are adaptable and prepared to navigate a *dynamic and technological society*. By prioritizing the development of the whole self, the vision reflects a commitment to equipping students with the tools necessary for personal and academic growth in a rapidly evolving world.

Example 2: Promoting Global and Cultural Awareness

ASCA Mindset Standard M 6: *Positive attitude toward work and learning.*
ASCA Mindset Standard M 5: *Belief in using abilities to their fullest to achieve high-quality results and outcomes.*

- These standards are evident in the vision's focus on helping students become *tolerant and understanding of social and cultural differences* while embracing *international interdependence*. The statement reflects the belief that students must develop a global mindset and cultural awareness to meet the demands of a global economy. It also emphasizes encouraging students to strive for their best outcomes in understanding and navigating diverse social and cultural contexts.

Through these standards, the vision statement aligns with the ASCA's mission to empower all students to succeed and thrive as lifelong learners, responsible citizens, and global thinkers.

The ASCA Comprehensive School Counseling Model

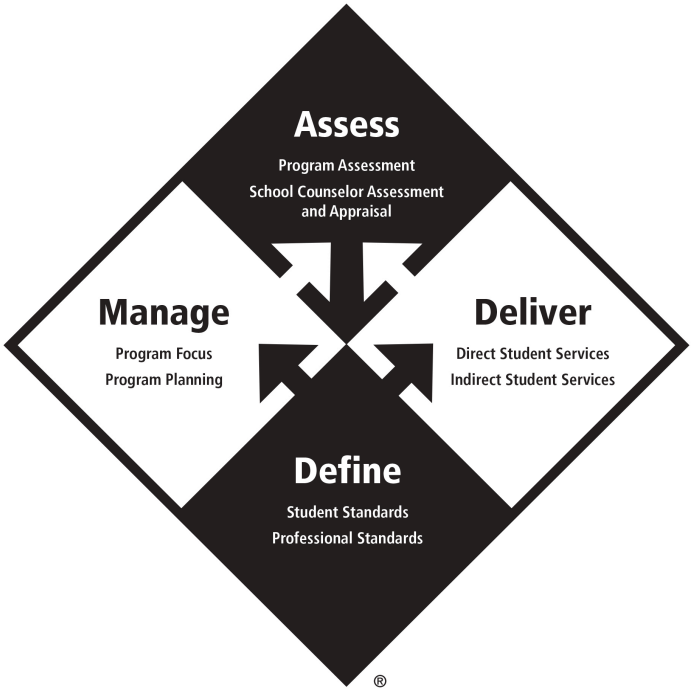
The ASCA Comprehensive School Counseling Model provides a structured framework for designing, implementing, and evaluating school counseling programs that directly support student learning and development. It connects counseling with the overall educational mission and includes four key components: curriculum, individual planning, responsive services, and system support.

Developmental School Counseling emphasizes that all students, at every stage of development, benefit from a planned, sequential, and flexible counseling curriculum. It involves all school personnel, integrates into the educational process, and ensures students receive age-appropriate learning experiences.
Result-Based Accountability focuses on student outcomes, ensuring students gain academic, career, and personal/social competencies necessary for success in school, college, and careers. Programs prioritize early intervention, prevention, and responsiveness, while aligning with the school's mission.

The ASCA National Model organizes counseling programs into four components:

- **Define** – mission, beliefs, and benefits for all students.
- **Deliver** – curriculum, individual planning, responsive services, and system support.
- **Manage** – organizational tools such as data use, action plans, and calendars.
- **Assess** – measuring effectiveness through outcomes, evaluations, and audits.

Ultimately, accountability ensures counseling programs demonstrate real student impact, reinforcing the role of school counselors as essential contributors to academic achievement and student success.



Standards & Competencies:

[ASCA Student Standards: Mindsets & Behaviors for Student Success]

[ASCA Ethical Standards for School Counselors]

[ASCA School Counselor Professional Standards & Competencies]

[The ASCA National Model®: A Framework for School Counseling Programs]

Approved Time Distribution:

Component	Elementary School (PreK-6)	Middle School (7-8)	High School (9-12)
Counseling Curriculum	35-50%	20-30%	10-20%
Individual Planning	5-20%	10-25%	35-45%
Responsive Services	30-40%	30-40%	20-30%
System Support	10-15%	10-15%	10-15%
Total	100%	100%	100%

Rationale for School Counselor time distribution:
To carry out a comprehensive K-12 School Counseling plan, *the Sherman Central School District must support the allocated time distribution for each component based on the American School Counselors Association recommendations and guidelines.*

Delivery System Chart

Counseling Curriculum: Provides developmental, comprehensive guidance program content in a systematic way to all Sherman students k-12	**Responsive Services:** Addresses students' immediate concerns	**Individual Student Planning:** Assists students and parents in the development of academic and career plans	**System Support:** Includes program, staff and school support activities and services
Purpose: Student awareness, skills development and application of skills needed in everyday life	**Purpose:** Prevention and intervention	**Purpose:** Individual student academic and individual planning, decision making, goal setting and preparing for academic transition	**Purpose:** Program delivery and support
Academic: - Effective learning in school and across the life span - Academic preparation for post-secondary options	**Academic:** - Any immediate academic concerns - School-related concerns including tardiness, absences and truancy,	**Academic**: - Facilitation and/or interpretation of criterion and norm-referenced tests - Academic preparation essential for post-secondary options	**Academic:** - School counselor professional development - Advocacy and public relations for comprehensive school counseling programs

- Relationship of academics, work, family and community	misbehavior, school avoidance, dropout, suspensions	- Appropriate course selection - Development of K-12 educational plan/portfolio - Development of an educational plan beyond high school including post-secondary selection/financial aid/scholarships - Use of diverse assessment results	- Advisory committee - Program planning and development - Evaluation and assessment of comprehensive school counseling programs, personnel and student results - Documentation of how comprehensive school counseling programs contribute to student achievement - School improvement planning - Integration of guidance essential teaching across the school curriculum - Parent involvement and education - Consultation with staff and community - Practices based on research - Community outreach and involvement - Data analysis
Career: - Investigate the world of work to make informed decisions - Strategies to achieve future career goals - Relationship of personal qualities, education, training and work	**Career:** - Individual discussions on how current behavior can impact future career goals	**Career:** - Utilize career information resources in school and community - Explore career clusters - Interest and skill inventories - Career exploration inventories - Self-knowledge relating to career choices - Appropriate course selections, tech prep, work-based learning including job shadowing and internships	**Career:** - N/A
Personal/Social: - Interpersonal skills to respect self and others	**Personal/Social:** - Physical, sexual or emotional abuse and issues - Crises	**Personal/Social:** - Skills and competencies related to student and employee success	**Personal/Social:** - N/A

- Decision-making, setting goals and taking action to achieve goals - Understanding everyday safety and survival skills	- Grief, loss and death - Substance abuse - Family issues - Coping with stress - Relationship concerns - Divorce - Legal issues (probation, arrests or incarceration) - Referral plans - Contact and develop relationships with mental health resources in your area		
Counselor Role: - Counseling curriculum implementation (small and large group settings) - Classroom and structured groups - Consultation with administration, faculty and other school counselors	**Counselor Role:** - Individual counseling - Small-group counseling - Referrals and collaboration - Consultation with administration, students and community agencies	**Counselor Role:** - Assessment - Planning - Placement - Consultation	**Counselor Role:** - Development and management program - Coordination - Develop relationships and partnerships - Consultation
Time: **-** Elementary School - Middle School - High School	**Time:** - Elementary School - Middle School - High School	**Time:** **-** Elementary School - Middle School - High School	**Time:** - Elementary School - Middle School - High School

Elementary School Counseling Curriculum

High Five PBIS Program

Our school-wide positive behavior program emphasizes positive behavior, random acts of kindness and good deeds. Other rewarded character traits include, but are not limited to: respect, diligence, responsibility, perseverance, assertiveness, compassion, honesty, integrity, and self-control. All staff members are given 10 golden tickets a month. These tickets are earned when students engage in positive behavior and follow district wide expectations. Many prizes are donated to the school, but there is also a small budget to purchase prizes. Monthly parties are given for the elementary class with the most High Fives.

Character Education Lessons PreK - 8

School counselors conduct classroom lessons using the Second Step Curriculum at each grade level in every homeroom monthly on several themes (including but not limited to respect, diligence, responsibility, perseverance, assertiveness, compassion, honesty, integrity, and self-control). Lessons are also presented in these classes by the homeroom teacher once a month to support these themes and reinforce or supplement the counselors presentation.

Developmental Guidance - Health
Grade 4, 5, and 6

All students in grades 4, 5, and 6 receive weekly lessons throughout the school year that are developmental in nature and comprehensive in design. The Guidance curriculum that is presented to students has been aligned with the Michigan Health Standards, the Common Core ELA Standards, and the ASCA Mindsets and Behaviors. Students are presented with various skill based topics that include understanding emotions, stress and anger management, conflict resolution, understanding boundaries, assertiveness training, developing strong character qualities including integrity and self-respect, matching personal strengths to career and college readiness standards, and positive choice making.

Choose To Be Nice Program

Choose to be Nice is a schoolwide program that strives to bring together the entire school to work together to change the social culture in our school. Its primary goal is to positively impact the social norms in a school community by recognizing and addressing the hurtful, covert behaviors of peer aggression and identifying, teaching and modeling a more positive set of normative behaviors for our students. The Choose to be Nice pledge is “I promise to help spread kindness wherever and whenever possible, and to

the very best of my ability, I'll be nice to those with whom I come into contact with on a daily basis". A banner with this pledge, signed by students, is proudly displayed in the main lobby to remind all of this initiative. Counselors also present lessons based on understanding the different forms of bullying, how to respond when bullied, what exactly choosing to be nice looks like in practice and how to better engage in respectful behavior with others.

Attendance Initiative

In an effort to improve attendance at our school, an attendance initiative has been created. Students are informed that a prize will be given out monthly to whichever grade level has the highest percentage of attendance. The competitive nature of this initiative has been effective. Results are posted in a display case in the front lobby.

Too Good For Drugs

This program is a collaboration between our school and the Chautauqua Alcohol Substance Abuse Council (CASAC) in Jamestown, NY. A presenter from CASAC comes to Sherman School and presents a program based on healthy choices to all students in grades K-2.

Project Know - 5th Grade

Project Know is held each year at Sherman Central School with 5th graders learning age appropriate information about the human body and reproduction system. Trained presenters from Boces come to the classroom and present on this topic using handouts, video and classroom discussions to disseminate accurate information. At the end of the program, boys and girls are separated into two groups to feel more comfortable in asking any further questions they may have for the instructors.

Elementary School Career Week

Career Week is held in early May each year here at Sherman Central School. All elementary students are exposed to the world of work and the vast career opportunities that exist in the world today. Guidance counselors use such tools as the Self Directed Search and the Occupational Outlook Handbook to assist students in their career exploration endeavors. Students and their teachers decorate halls and doorways with photos and signs of careers they have researched, including "selfies" of what they want to be when they grow up. Field trips are also taken to our local Boces Career and Technical Center with grades 4-6. Grades 2 &3 visit our Ag and Tech Rooms and talk with those teachers about careers in agriculture and the latest in tech. careers including CAD and 3D printing. Grades K-1st get to visit the Dental Van to see what a career in the medical healthcare field might look like. Guidance counselors may also use personality sorters or inventories to help students understand the idea of matching one's career with their interests and personality type.

College and Career Appreciation Week

This week highlights the importance of having college and career readiness skills. Every day is given a theme and an activity to support the theme. Included in this week are college and career based character lessons provided by the counselors during specials, the graduating senior parade, senior information panel provided to all elementary school students in their classrooms, wearing of college apparel, and dressing as your dream career.

6th Grade Lunch Bunch

Voluntary groups held during lunch periods that offer a safe and accepting place to discuss issues that are central to growing up being a pre-adolescent. Topics of conversations include managing friendships, puberty, peer pressure, conflict, relationships, body image, and self-esteem. Skills are reinforced through book studies, game play, discussions, and group projects.

5th Grade Lunch Bunch

Voluntary group held during lunch periods that offer a safe and accepting place to discuss issues that are central to growing up being a pre-adolescent. Topics of conversations include managing peer pressure, being assertive, choosing good friends, making good choices, confidence, and connecting actions with consequences. Skills are reinforced through game play, discussions, and projects.

Middle School Transition Program

Counselors work together to prepare the sixth grade students for their transition into seventh grade. This program includes teaching classes centered around middle school expectations, changes that can be expected, learning how to read a schedule, managing multiple classes with multiple instructors, and learning about extracurricular activities. Seventh grade students visit the sixth grade classes and sit as a panel for question and answer time. This helps to provide realistic information to the sixth students regarding the seventh graders' experience in middle school. Sixth grade students are given an opportunity to shadow a seventh grade student for an entire school day at the middle school. Students and parents are invited to attend a Middle School orientation at the end of August to meet the teachers and rotate through the bell schedule.

Responsive Services—Elementary School

- School counselors are available to meet the needs of students and the school community during a time of crisis. School counselors make themselves available

to all students presenting with a crisis. Responsive services are available to students affected by events
such as death, divorce/changes in family dynamic, violence, homelessness, suicidal ideation, and school anxiety.

- School counselors are available to students that request individual support through either
self-referral, parent/guardian or educator request.

- School counselors are available to address and mediate conflicts among students.

- Each School Counselor will investigate situations reported about suspected bullying and or harassment.

Individual Student Planning and Support---Elementary School

- School counselors will provide referred students with individual counseling.

- School counselors will provide necessary group counseling in the areas of divorce, grief, social skills, friendship skills, anger management, conflict resolution, and foundation skills.

- School counselors will attend Committee on Special Education (CSE) meetings as requested.

- School counselors will coordinate with classroom teachers and service providers for individual behavior planning.

- School counselors will collaborate with classroom teachers, parents, service providers and administrators to meet the academic, social and emotional needs of the students.

- School counselors will be available and provide assistance to new students who are transitioning into the district.

- School counselors are available to participate in parent/teacher conferences upon request of parents and/or teachers.

- School counselors participate in Open House night and are available to meet parents of students on their caseload.

- Each School Counselor will participate in annual 504 meetings and be well versed in the specific needs of each student.

System Support- Elementary School

- School Counselor is involved regularly in updating and sharing professional knowledge and skills through professional development, in-service training, and professional association memberships.

- School counselors provide families with resources regarding the school counseling programs.

- School counselors will share information with families, colleagues, and the community regarding the school counseling program through the district newsletter and via social media.

ASCA National Standards: Mindsets And Behaviors Developmental Crosswalking Table- Elementary School

	Grade Level/Delivery		
	Academic	**Career**	**Social/ Emotional**
Mindsets	**Grade Level and how addressed (core curriculum-CC, small group-SG, closing the gap-CTG)**		
M 1: Belief in the development of the whole self, including a healthy balance of mental, social/emotional and physical well-being	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG
M 2: Self-confidence in ability to succeed	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG
M 3: Sense of belonging in the school environment	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG
M 4: Understanding that postsecondary education and lifelong learning are necessary for long-term career success	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG
	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG

M 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes			
M 6: Positive attitude toward work and learning	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG
Behavior: Learning Strategies			
B-LS 1: Demonstrate critical-thinking skills to make informed decisions	2-6/CC, SG, CTG	2-6/CC, SG, CTG	2-6/CC, SG, CTG
B-LS 2: Demonstrate creativity	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG
B-LS 3: Use time-management, organizational and study skills	4-6/CC, SG, CTG		
B-LS 4: Apply self-motivation and self-direction to learning	4-6/CC, SG, CTG	4-6/CC, SG, CTG	4-6/CC, SG, CTG
B-LS 5: Apply media and technology skills	4-6/CC, SG, CTG	4-6/CC, SG, CTG	4-6/CC, SG, CTG
B-LS 6: Set high standards of quality	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG
B-LS 7: Identify long- and short-term academic, career and social/emotional goals	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG
B-LS 8: Actively engage in challenging coursework	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG
	2,4-6/CC, SG, CTG	2,4-6/CC, SG, CTG	2,4-6/CC, SG, CTG

B-LS 9: Gather evidence and consider multiple perspectives to make informed decisions			
B-LS 10: Participate in enrichment and extracurricular activities	6/SG	6/SG	6/SG
Behavior: Self-Management Skills			
B-SMS 1: Demonstrate ability to assume responsibility	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG
B-SMS 2: Demonstrate self-discipline and self-control	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG
B-SMS 3: Demonstrate ability to work independently	4-6/CC, SG, CTG		
B-SMS 4: Demonstrate ability to delay immediate gratification for long-term rewards			6/SG, CTG
B-SMS 5: Demonstrate perseverance to achieve long- and short-term goals	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG
B-SMS 6: Demonstrate ability to overcome barriers to learning	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG
B-SMS 7: Demonstrate effective coping skills when faced with a problem	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG
	5-6/CC, SG, CTG	5-6/CC, SG, CTG	5-6/CC, SG, CTG

B-SMS 8: Demonstrate the ability to balance school, home and community activities			
B-SMS 9: Demonstrate personal safety skills	1-6/CC	1-6/CC	1-6/CC
B-SMS 10: Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	PreK-5/SG, CTG: 6/CC		PreK-5/SG, CTG: 6/CC
Behavior: Social Skills			
B-SS 1: Use effective oral and written communication skills and listening skills	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG
B-SS 2: Create positive and supportive relationships with other students	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG
B-SS 3: Create relationships with adults that support success	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG
B-SS 4: Demonstrate empathy	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG
B-SS 5: Demonstrate ethical decision-making and social responsibility	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG
B-SS 6: Use effective collaboration and cooperation skills	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG
	5-6/CC, SG, CTG	5-6/CC, SG, CTG	5-6/CC, SG, CTG

B-SS 7: Use leadership and teamwork skills to work effectively in diverse teams			
B-SS 8: Demonstrate advocacy skills and ability to assert self, when necessary	2,4-6/CC, SG, CTG		2,4-6/CC, SG, CTG
B-SS 9: Demonstrate social maturity and behaviors appropriate to the situation and environment	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG	PreK-6/CC, SG, CTG

Junior/Senior High School (7-12) Counseling Curriculum

High Five PBIS Program

Our school-wide positive behavior program emphasizes positive behavior, random acts of kindness and good deeds. Other rewarded character traits include, but are not limited to: respect, diligence, responsibility, perseverance, assertiveness, compassion, honesty, integrity, and self-control. All staff members are given 10 golden tickets a month. These tickets are earned when students engage in positive behavior and follow district wide expectations. Many prizes are donated to the school, but there is also a small budget to purchase prizes. Students' names are drawn to win monthly prizes.

Middle School Groups

These groups are run and designed to address the following: career exploration, time management, organization, goal setting, self-esteem, building positive relationships, and making positive choices.

Career Conversations

Through Sherman's partnership with our local BOCES Distance Learning service, opportunities are presented throughout the year that allow 7th through 12th graders to hear from professionals from across the country. Students not only listen to presentations, they are able to interact, ask questions and hear questions that other students across New York State are asking. These presentations are varied, yet the overarching focus is on career and college readiness.

Career and College Interest Survey

In December, all students in grades 7 through 11 take part in a “Career and College Interest” survey. Students are asked to indicate their favorite types of classes, current likes/interests, current strengths, and what career fields they have considered entering. All of the data collected is used in individual career plans and in course curriculum planning.

Career and Financial Management Course

As a graduation requirement, all students must take a half credit career and financial management class with our business teacher. Course topics to be covered include basic personal finance; career planning and selection; job skills, expectations and terminology; as well as budgeting and preparing for retirement. Students will prepare a cover letter, resume, reference list and participate in a mock interview. Students will also create a personal budget and retirement savings plan.

Attendance Initiative

In an effort to improve attendance at our school, an attendance initiative has been created. Students are informed that a prize will be given out monthly to whichever grade level has the highest percentage of attendance. The competitive nature of this initiative has been effective. Results are posted in a display case in the front lobby.

P-TECH Career and College Academy

The WNY PTECH STEM College & Career Academy is being designed to be a college campus within an educational center. A building is being prepared to house the program and support PTECH educational philosophies and learning styles. This is a six-year commitment for students and their school districts, as students remain enrolled in their home districts for the four years of high school, plus an additional two years for the AAS degree. Students completing the program will earn a NYS Regents Diploma from their home district, at the same time they earn an AAS degree from Jamestown Community College.

Introduction to Scheduling

Before scheduling meetings begin, counselors push into 8th through 11th grade classrooms to present the updated course curriculum guide and review graduation requirements. The scheduling process and timeline are explained and students are encouraged to speak to their parents/guardians about the process. Shortly after, counselors begin meeting with students to discuss and review their academic progress and career pathways.

Scheduling and Career Planning Appointments

Students in grades 8 through 11 have individual meetings in the spring. During these meetings students and counselors review academic progress, update career pathways, discuss current school and community involvement, and discuss what they can expect in the upcoming school year. All parents are invited and encouraged to attend their child's scheduling and career meeting.

Career and Technical Field Trip to LoGuidice CTE BOCES

Sophomore students attend a field trip in January to the Fredonia LoGuidice CTE BOCES. Students are able to listen to what current students are doing in their programs and can choose up to two programs to visit.

PSAT/NMSQT

The Preliminary SAT/ National Merit Scholarship Qualifying Test is administered to all Juniors in the month of October. This is a standardized test that provides first hand practice for the SAT reasoning test. It also gives students a chance to enter National Merit Scholarship Corporation programs. The test measures:

*Critical reading skills
* Math problem solving skills
*Writing skills

Students receive a score report form that provides a wealth of information. Students and parents can think of them much like a roadmap: They show what you are doing well, and what you need to work on. Students are encouraged to link up their score report with Khan Academy in order to get access to personalized test prep for the SAT.

ASVAB Career Exploration Program

The Armed Services Vocational Aptitude Battery is made up of verbal, math, and technical skills. A student's score is one of the main factors determining what careers would be a good fit. All sophomores take the exam in November and then participate in the career exploration component in December. The Career exploration program empowers students to discover their personal strengths and interests, how these relate to careers, and then update their post-secondary plan.

Western New York College Consortium

Juniors and seniors are invited down to the cafeteria each fall to meet with the Western New York College admission representatives. Students are given a worksheet to help them identify key talking points with the representatives: academic majors/minors, extracurricular activities, sports and clubs, size of the school, and cost. Copies of these worksheets are kept in the students file and used when discussing career pathways and college options.

National College Fair

In March, juniors are able to attend the National College Fair located in Buffalo, New York. This event continues to attract over 200 colleges and universities from across the country, Canada, and even a few foreign universities.

College Visits

Starting in 9th grade, students have the opportunity to go on school sponsored field trips. Students will go on a campus tour, listen to an admissions presentation and have lunch on campus. Some past visits have been: Slippery Rock University, University of Pittsburgh, Chatham University, Jamestown Community College, SUNY Fredonia and Jamestown Business College.

Health and Wellness Fair

The Health and Wellness Fair is designed to engage all students in the Sherman district in activities promoting a healthy lifestyle. Students have the opportunity to visit different tables/stations that focus on physical and mental health.

Career Day

Every other year, half a day will be dedicated to hold a career day. Varied career representatives present to students about the following topics; career choice, education needed, typical day, job outlook and salary. Students rotate and listen to 4 different career presenters based on a previously filled out career assessment and interest inventory. Typically, a guest speaker kicks off the event to garner excitement.

College Application & Financial Aid Night

All parents and students district wide are invited to attend an evening event held in the fall that is designed to assist families in college planning. The college application and financial aid process is heavily discussed. This program is in the form of a presentation with a period of time devoted to questions and answers.

Senior Presentation

Seniors attend a presentation in the fall that helps to outline the time frame for career and college planning and academic review that will continue to support them as they move towards graduation.

Senior Meetings

Seniors are all scheduled individual meetings during September and October. These meetings are to help assist with college applications, career exploration, scholarship opportunities, academic review, and community service involvement. Based on the needs of the student, student and counselor determine how frequent these meetings will be.

Responsive Services – Junior/Senior High School

- Each School Counselor must be available to meet the needs of students and the school community during a time of crisis. School counselors must make themselves available to all students presenting with a crisis. This responsibility takes priority over any other school counseling responsibility. (Responsive services include, but are not limited to death, divorce, violence, classroom disruption, homelessness, suicidal ideation and anxiety).

- Each School Counselor will be available to students requesting individual support and/or mediating situations among a group of students.

- Each School Counselor will monitor student attendance and when necessary hold individual student meetings and contact parents/guardians when necessary.

- Each School Counselor will investigate situations reported about suspected bullying and or harassment.

Individual Student Planning–Junior/Senior High School

- Each School Counselor will hold no less than 2 individual meetings per year with students in danger of failing two or more academic subjects.

- Each School Counselor is responsible for scheduling and facilitating parent/teacher conferences upon requests of teachers and/or parents.

- Each counselor will be available and provide assistance in transition of new students to the district.

- Each School Counselor is to support and collaborate with classroom teachers to meet the academic, social, and emotional needs of the students.

- Each School Counselor is to collaborate and consult with building administrators to provide academic, social, and emotional interventions as needed.

- School Counselors are responsible for each student's individual course selection process. School Counselors are responsible for giving scheduling

support to the building Principal (entering course requests, schedule adjustments, balancing classes, separate/avoid, etc.).

- ➢ Each School Counselor is responsible for attending, Committee on Special Education Meetings for students and reflecting their individual academic status and discussing pathways to graduation.

- ➢ Each School Counselor will participate in annual 504 meetings and be well versed in the specific needs of each student.

System Support–Junior/Senior High School

- ➢ Each School Counselor is responsible for implementing communication among all stakeholders.

- ➢ Each School Counselor will use electronic communications (including email, social media and school website) to inform the whole school community about programming, activities, and upcoming events.

- ➢ Each School Counselor will provide families with necessary resources regarding the School Counseling Program.

- ➢ Each School Counselor must update knowledge and skills by participating in trainings,
  professional meetings and conferences.

- ➢ School Counselors are encouraged to join professional associations such as ASCA and
  NYSSCA and attend local/regional school counselor forums.

ASCA National Standards: Mindsets and Behaviors Developmental Crosswalking Table- Junior/Senior High School

	Grade Level/Delivery		
	Academic	**Career**	**Social/ Emotional**
Mindsets	**Grade Level and how addressed (core curriculum-CC, small group-SG, closing the gap-CTG)**		
M 1: Belief in the development of the whole self, including a healthy balance of mental, social/emotional and physical well-being	7-12/CC, SG, CTG	7-12/CC, SG, CTG	7-12/CC, SG, CTG

M 2: Self-confidence in ability to succeed	7-12/CC, SG, CTG	7-12/CC, SG, CTG	7-12/CC, SG, CTG
M 3: Sense of belonging in the school environment	7-12/CC, SG, CTG		7-12/CC, SG, CTG
M 4: Understanding that postsecondary education and lifelong learning are necessary for long-term career success	7-12/CC, SG, CTG	7-12/CC, SG, CTG	7-12/CC, SG, CTG
M 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes	7-12/CC, SG, CTG	7-12/CC, SG, CTG	7-12/CC, SG, CTG
M 6: Positive attitude toward work and learning	7-12/CC	7-12/CC	7-12/CC
Behavior: Learning Strategies			
B-LS 1: Demonstrate critical-thinking skills to make informed decisions	7-12/CC, SG, CTG	7-12/CC, SG, CTG	7-12/CC, SG, CTG
B-LS 2: Demonstrate creativity	7-12/CC, SG, CTG	7-12/CC, SG, CTG	7-12/CC, SG, CTG
B-LS 3: Use time-management, organizational and study skills	7-8/CC, SG, CTG: 9-12/CC, CTG	7-8/CC, SG, CTG: 9-12/CC, CTG	7-8/CC, SG, CTG: 9-12/CC, CTG
B-LS 4: Apply self-motivation and self-direction to learning	7-12/CC, SG, CTG	7-12/CC, SG, CTG	7-12/CC, SG, CTG
B-LS 5: Apply media and technology skills	7-12/CC	7-12/CC	7-12/CC

B-LS 6: Set high standards of quality	7-12/CC	7-12/CC	7-12/CC
B-LS 7: Identify long- and short-term academic, career and social/emotional goals	7-12/CC, SG, CTG	7-12/CC, SG, CTG	7-12/CC, SG, CTG
B-LS 8: Actively engage in challenging coursework	7-12/CC	7-12/CC	7-12/CC
B-LS 9: Gather evidence and consider multiple perspectives to make informed decisions	7-12/CC, SG, CTG	7-12/CC, SG, CTG	7-12/CC, SG, CTG
B-LS 10: Participate in enrichment and extracurricular activities	7/SG		7/SG
Behavior: Self-Management Skills			
B-SMS 1: Demonstrate ability to assume responsibility	7-12/CC, SG, CTG	7-12/CC, SG, CTG	7-12/CC, SG, CTG
B-SMS 2: Demonstrate self-discipline and self-control	7-12/CC, SG, CTG	7-12/CC, SG, CTG	7-12/CC, SG, CTG
B-SMS 3: Demonstrate ability to work independently	7-12/CC, SG, CTG	7-12/CC, SG, CTG	7-12/CC, SG, CTG
B-SMS 4: Demonstrate ability to delay immediate gratification for long-term rewards	7-8/CC, SG, CTG: 9-12/CTG		7-8/CC, SG, CTG: 9-12/CTG
	7-12/CC, SG, CTG	7-12/CC, SG, CTG	7-12/CC, SG, CTG

B-SMS 5: Demonstrate perseverance to achieve long- and short-term goals			
B-SMS 6: Demonstrate ability to overcome barriers to learning	7-12/CC, SG, CTG		7-12/CC, SG, CTG
B-SMS 7: Demonstrate effective coping skills when faced with a problem	7-12/CC, SG, CTG	7-12/CC, SG, CTG	7-12/CC, SG, CTG
B-SMS 8: Demonstrate the ability to balance school, home and community activities	7-12/CC, SG, CTG	7-12/CC, SG, CTG	7-12/CC, SG, CTG
B-SMS 9: Demonstrate personal safety skills	7-8/CC: 9-12/CTG	7-8/CC: 9-12/CTG	7-8/CC: 9-12/CTG
B-SMS 10: Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	7-12/CC, SG, CTG	7-12/CC, SG, CTG	7-12/CC, SG, CTG
Behavior: Social Skills			
B-SS 1: Use effective oral and written communication skills and listening skills	7-12/CC, SG, CTG	7-12/CC, SG, CTG	7-12/CC, SG, CTG
B-SS 2: Create positive and supportive relationships with other students	7-12/CC, SG, CTG	7-12/CC, SG, CTG	7-12/CC, SG, CTG
B-SS 3: Create relationships with adults that support success	7-12/CC, SG, CTG	7-12/CC, SG, CTG	7-12/CC, SG, CTG
B-SS 4: Demonstrate empathy	7-12/CC, SG, CTG	7-12/CC, SG, CTG	7-12/CC, SG, CTG

B-SS 5: Demonstrate ethical decision-making and social responsibility	7-12/CC, SG, CTG	7-12/CC, SG, CTG	7-12/CC, SG, CTG
B-SS 6: Use effective collaboration and cooperation skills	7-12/CC, SG, CTG	7-12/CC, SG, CTG	7-12/CC, SG, CTG
B-SS 7: Use leadership and teamwork skills to work effectively in diverse teams	7-12/CC, SG, CTG	7-12/CC, SG, CTG	7-12/CC, SG, CTG
B-SS 8: Demonstrate advocacy skills and ability to assert self, when necessary	7-12/CC, SG, CTG	7-12/CC, SG, CTG	7-12/CC, SG, CTG
B-SS 9: Demonstrate social maturity and behaviors appropriate to the situation and environment	7-12/CC, SG, CTG	7-12/CC, SG, CTG	7-12/CC, SG, CTG

Appendix

ASCA National Model