



TASIS SCHOOL COUNSELING PROGRAM

Pre-Kindergarten – Grade 12

Purpose Statement

The goal of the School Counseling Department is to provide a structured program of services that addresses the educational, personal, social and emotional competencies necessary to become productive students, lifelong learners, and responsible citizens. Facilitated by school-wide practices and policies, strategic partnerships, as well as family and community engagement, counseling is an integral piece of the TASIS experience

School Counseling Program

School counselors plan, develop, and implement a comprehensive school counseling curriculum that addresses the needs and priorities of the school. Their work is further differentiated by attention to age-specific developmental stages of student growth, and by the needs, tasks, and student interests related to those stages. The services the program offers are delivered in a variety of ways such as:

Responsive Services:

- School counselors deliver responsive services to all students to meet their immediate needs and concerns
- These services can be delivered through such strategies as consultation, individual and small group counseling, classroom instruction, mediation, crisis counseling, and referrals to outside agencies
- Examples of responsive services delivery options within this component may include, but are not limited to:

Consultations: School counselors serve as student advocates by consulting with students, parents/guardians, administrators, teachers, and/or community agencies regarding strategies to help students and families. Advocacy includes participation in Student Support Team meetings

Group Counseling: On a short-term basis, counseling is provided in small-group settings for students experiencing difficulties dealing with relationships, personal concerns, or developmentally appropriate challenges. Personal counseling assists students in identifying problems, causes, alternatives, and consequences leading to informed decision making.

Individual Student Planning: School counselors will coordinate individual student planning for acute situations.

Crisis Counseling: Counseling and support services are provided to students and families facing emotional crises. Crisis counseling is normally short-term and temporary, using appropriate referral sources when necessary

Referrals: Counselors use referral sources to enhance the services provided through the school counseling program

Indirect Services:

- School counselors serve as student advocates by consulting with students, parents/guardians, administrators, teachers, and/or community agencies regarding strategies to help students and families. Advocacy includes participation in Student Support Team meetings
- Counselors use referral sources to enhance the services provided through the school counseling and guidance program

GUIDANCE CURRICULUM SCOPE AND SEQUENCE

The following competencies for TESIS students at each grade-cluster level (PK-2, 3-5, 6-8, 9-12) are linked directly to the national standards as presented in *The American School Counselor's Association National Model: A Framework for School Counseling Programs*. The competencies describe the attitudes, knowledge, and skills that we would aim to instill as a result of participating in an effective school counseling program.

Counselors should determine the student competencies and the corresponding indicators (listed below each competency) to be utilized in planning and developing the school counseling curriculum and the individual student planning components appropriate for specific grade-cluster levels within the school program. Activities must be outcome-based and linked to the appropriate indicators.

The following chart is a tool to be used to assist counselors in planning the overall curriculum. The highlighted x's represent the grade-cluster level where each competency indicator is introduced. The competency indicators are intended to be cumulative; therefore, the x's that are not highlighted represent the grade-cluster level(s) in which the competency indicator may be expanded or reinforced. Careful analysis of the scope and sequence of the local school counseling curriculum ensures that all students master all competency indicators by the end of Grade 12.

Domains and Standards

The TESIS School Counseling Program assists in helping all students from grades PK-12 to achieve success in school and to develop into contributing members of our society through activities pertaining to the academic and social/emotional domains derived from the *American School Counselors Association's National Standards for Students Competencies and Indicators*. Based on the specific needs, students may participate in consultation, individual and small group counseling, classroom instruction, advisor workshops, teacher training, mediation, crisis counseling, guest speaker/external specialist, and referrals to outside agencies.

Academic Domain states that students will:

- Acquire the attitudes, knowledge and skills that contribute to effective learning in school and throughout life
- Complete school with academic preparation essential to choose from a wide range of substantial post-secondary options, including college
- Understand the relationship of academics to the world of work and to life at home and in the community

ACADEMIC DEVELOPMENT DOMAIN

Standard A:

Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span

Competency A:A1	Improves Academic Self-Concept	PK-2	3-5	6-8	9-12
A:A1.1	articulate feelings of competence and confidence as learners		x	x	x
A:A1.2	display a positive interest in learning	x	x	x	x
A:A1.3	take pride in work and achievement	x	x	x	x
A:A1.4	accept mistakes as essential to the learning process		x	x	x
A:A1.5	identify attitudes and behaviors leading to successful learning			x	x
Competency A:A2	Acquire Skills for Improving Learning				
A:A2.1	apply time-management and task-management skills			x	x
A:A2.2	demonstrate how effort and persistence positively affect learning		x	x	x
A:A2.3	use communications skills to know when and how to ask for help when needed	x	x	x	x
A:A2.4	apply knowledge and learning styles to positively influence school performance			x	x

Competency A:A3	Achieve School Success	PK-2	3-5	6-8	9-12
A:A3.1	take responsibility for their success	x	x	x	x
A:A3.2	demonstrate the ability to work independently, as well as the ability to work cooperatively with other students		x	x	x
A:A3.3	develop a broad range of interests and abilities			x	x
A:A3.4	demonstrate dependability, productivity and initiative		x	x	x
A:A3.5	share knowledge		x	x	x

Standard B:

Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college

Competency A:B1	Improve Learning	PK-2	3-5	6-8	9-12
A:B1.1	demonstrate the motivation to achieve individual potential		x	x	x
A:B1.2	learn and apply critical-thinking skills		x	x	x
A:B1.3	apply the study skills necessary for academic success at each level	x	x	x	x
A:B1.4	seek information and support from faculty, staff, family and peers			x	x
A:B1.5	organize and apply academic information from a variety of sources			x	x
A:B1.6	use knowledge of learning styles to positively influence school performance			x	x
A:B1.7	become a self-directed and independent learner		x	x	x
Competency A:B2	Plan to Achieve Goals				
A:B2.1	establish challenging academic goals in elementary, middle/junior high and high school		x	x	x
A:B2.2	develop and implement annual plan of study to maximize academic ability and achievement			x	x
A:B2.3	apply knowledge of aptitudes and interests to goal setting			x	x
A:B2.4	use problem-solving and decision-making skills to assess progress toward educational goals			x	x
A:B2.5	understand the relationship between classroom performance and success in school	x	x	x	x

Standard C:

Students will understand the relationship of academics to the world of work and to life at home and in the community

Competency A:C1	Relate School to Life Experiences	PK-2	3-5	6-8	9-12
A:C1.1	demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life		x	x	x

A:C1.2	seek co curricular and community experiences to enhance the school experience			x	x
A:C1.3	understand the relationship between learning and work	x	x	x	x
A:C1.4	demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals			x	x
A:C1.5	understand that school success is the preparation to make the transition from student to community member			x	x
A:C1.6	understand how school success and academic achievement enhance future career and vocational opportunities		x	x	x

Personal/Social Domain states that students will:

- Acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others
- Make decisions, set goals, and take necessary action to achieve goals
- Understand safety and survival skills

PERSONAL/SOCIAL DEVELOPMENT DOMAIN

Standard A:

Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others

Competency PS:A1	Acquire Self- Knowledge	PK-2	3-5	6-8	9-12
PS:A1.1	develop positive attitudes toward self as a unique and worthy person	x	x	x	x
PS:A1.2	identify values, attitudes and beliefs	x	x	x	x
PS:A1.3	learn the goal-setting process		x	x	x
PS:A1.4	understand change is a part of growth	x	x	x	x
PS:A1.5	identify and express feelings	x	x	x	x
PS:A1.6	distinguish between appropriate and inappropriate behavior	x	x	x	x
PS:A1.7	recognize personal boundaries, rights and privacy needs	x	x	x	x
PS:A1.8	understand the need for self-control and how to practice it	x	x	x	x
PS:A1.9	demonstrate cooperative behavior in groups		x	x	x

PS:A1.10	identify personal strengths and assets		x	x	x
PS:A1.11	identify and discuss changing personal and social roles		x	x	x
PS:A1.12	identify and recognize changing family roles	x	x	x	x

Competency PS:A2	Acquire Interpersonal Skills	PK-2	3-5	6-8	9-12
PS:A2.1	recognize that everyone has rights and responsibilities	x	x	x	x
PS:A2.2	respect alternative points of view		x	x	x
PS:A2.3	recognize, accept, respect and appreciate individual differences	x	x	x	x
PS:A2.4	recognize, accept and appreciate ethnic and cultural diversity	x	x	x	x
PS:A2.5	recognize and respect differences in various family configurations	x	x	x	x
PS:A2.6	use effective communication skills	x	x	x	x
PS:A2.7	know that communication involves speaking, listening and nonverbal behavior	x	x	x	x
PS:A2.8	learn how to make and keep friends	x	x	x	x

Standard B:

Students will make decisions, set goals, and take necessary action to achieve goals

Competency PS:B1	Self- Knowledge Application	PK-2	3-5	6-8	9-12
PS:B1.1	use a decision-making and problem-solving model		x	x	x
PS:B1.2	understand consequences of decisions and choices	x	x	x	x
PS:B1.3	identify alternative solutions to a problem	x	x	x	x
PS:B1.4	develop effective coping skills for dealing with problems	x	x	x	x
PS:B1.5	demonstrate when, where and how to seek help for solving problems and making decisions	x	x	x	x
PS:B1.6	know how to apply conflict-resolution skills	x	x	x	x
PS:B1.7	demonstrate a respect and appreciation for individual and cultural differences	x	x	x	x

PS:B1.8	know when peer pressure is influencing a decision	x	x	x	x
PS:B1.9	identify long- and short-term goals			x	x
PS:B1.10	identify alternative ways of achieving goals			x	x
PS:B1.11	use persistence and perseverance in acquiring knowledge and skills		x	x	x
PS:B1.12	develop an action plan to set and achieve realistic goals			x	x

Standard C:

Students will understand safety and survival skills

Competency PS:C1	Acquire Personal Safety Skills	PK-2	3-5	6-8	9-12
PS:C1.1	demonstrate knowledge of personal information (telephone number, home address, emergency contact)	x	x	x	x
PS:C1.2	learn about the relationship between rules, laws, safety and the protection of rights of the individual	x	x	x	x
PS:C1.3	learn about the differences between appropriate and inappropriate physical contact	x	x	x	x
PS:C1.4	demonstrate the ability to set boundaries, rights and personal privacy		x	x	x
PS:C1.5	differentiate between situations requiring peer support and situations requiring adult professional help		x	x	x
PS:C1.6	identify resource people in the school and community, and know how to seek their help	x	x	x	x
PS:C1.7	apply effective problem-solving and decision-making skills to make safe and healthy choices	x	x	x	x
PS:C1.8	learn about the emotional and physical dangers of substance use and abuse	x	x	x	x
PS:C1.9	learn how to cope with peer pressure		x	x	x
PS:C1.10	learn techniques for managing stress and conflict	x	x	x	x
PS:C1.11	learn coping skills for managing life events			x	x

Accountability

Accountability and evaluation of school counselors and the school counseling program are integral components of quality programs. The monitoring of student progress and program progress requires the

collection of data that support and link school counseling programs to student success. This data is therefore collected to validate or modify counseling activities and to determine overall program effectiveness.

Master Calendar:

The TESIS school counseling department has a master calendar of its events. The calendar includes each month's activities including the name of the activity and the targeted grade level for which the activity is planned. The calendar shows the overall picture and time frame of the counseling program. The calendars should be used to publicize planned events in order to let the school community know what is happening in the counseling department. The calendars should be distributed to teachers, administrators, and parents and should be posted to the school's website.

Contact Logs:

TESIS school counselors must maintain records of their daily contacts with students, teachers, parents, and outside agencies. Counselors will use a log that allows them to easily tally the types of services provided and the appropriate program delivery component.