

MOUNT PLEASANT CENTRAL SCHOOL DISTRICT
COMPREHENSIVE SCHOOL
COUNSELING PROGRAM

K - 12



2016 - 2017

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Carol A. Dahir, Ed.D.
Janet Gelinias
Deborah Hardy
Douglas Morrissey
Dr. Rachelle Perusse
Angela Reformato
Charles Todd

Mount Pleasant Central K-12 Comprehensive School Counseling Program Developers

Nicholas P. DiPaolo, Guidance Curriculum Leader 6-12, Program Coordinator

Home and Careers
Mr. Adam Yaeger

Elementary School Counselor
Mrs. Constance Cotrone

Middle School Counselors:
Kathleen Ilardi
William Keogh

High School Counselors:
Tania Greco
Tina Matusiak
Tim O'Dwyer

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OVERVIEW OF THE MOUNT PLEASANT CENTRAL COMPREHENSIVE SCHOOL K-12 COUNSELING PROGRAM

"Counseling is a process of helping people by assisting them in making decisions and changing behavior. School counselors work with all students, school staff, families and members of the community as an integral part of the education program. School counseling programs promote school success through a focus on academic achievement, prevention and intervention activities, advocacy and social/emotional and career development."

American School Counselor Association 1997

The Mount Pleasant Central Comprehensive School Counselor Program follows the Developmental Counseling Program, which recognizes that all children do not develop in a linear fashion according to a certain timetable, understanding the developmental progression of a student's growth throughout the pre-K through 12 experiences is essential. Developmental School Counseling is for all students, has an organized and planned curriculum, is sequential and flexible, is an integrated part of the total educational process, involves all school personnel, helps students learn more effectively and efficiently, and includes counselors who provide specialized counseling services and interventions.

Our model here at Mount Pleasant incorporates the national standards. Our comprehensive school-counseling model provides the framework for building a program based on standards developed by the American School Counselor Association for academic, personal/social, and career development and the New York State Learning Standards. Our counseling program has an extensive transitional program, particularly from grades 2-3, 5-6, and 8-9. The Elementary Counselor oversees students in both Hawthorne Elementary and Columbus Elementary. The Counselor utilizes a push in model, workshop model and both group and individual counseling to implement the Elementary Guidance Curriculum to all students. The two middle school counselors are assigned a caseload; the counselor then follows these students from the 6th grade up through the end of the 8th grade. This counselor serves as the middle school transition counselor and works closely with the high school counselors throughout the entire 8th grade year. The high school counselors also work with their own assigned students all four years, making sure that each of the students has a very specific post-high school plan and beyond.

We are always a work in progress and will continue to provide services that are needed as the needs and times demand. For example, we have recently included materials pertaining to the *Dignity for All Students Act*. In addition, we have been an integral part of the AIS (Academic Intervention Services) process and Career Development and Occupational Studies.

Some of the counseling services and programs that are consistently offered K-12th grade are the following:

Counselor involvement in RTI, AIS, CST, CSE, annual meetings with students and parents, 504 case management, transition programs from grade to grade, academic and attendance counselor, career exploration and development, frequently published newsletters, scheduling, review of standardized tests, teacher/parent/student meetings.

Most importantly, our guidance department K-12 spends a good deal of time assessing our existing programs, surveying students as to what their needs are, and working one-on-one with each student and his/her parent on an annual basis to provide information and obtain feedback in order to continue to improve and expand our services.

New York State Part 100 Regulations – School Counseling Programs

As per the New York State Education Department, listed in Part 100 of the Commissioner's Regulations, school counseling/guidance programs are defined as follows:

- I) Public Schools: Each school district shall have a guidance program for all students.
- II) In grades K-6, the program shall be designed in coordination with the teaching staff to prepare students to participate effectively in their current and future educational programs, to help students who exhibit any attendance, academic, behavioral or adjustment problems, to education students concerning avoidance of child sexual abuse and to encourage parental involvement.
- III) In grades 7-12, the school counseling program shall include the following activities and services:
 - A) An annual review of each student's educational progress and career plans, with such reviews conducted with each student individually or with small groups by personnel certified or licensed as school counselors.
 - B) Instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselor, or by classroom teachers in cooperation with the school counselor.
 - C) Other advisory and individual or group counseling assistance to enable students to benefit from the curriculum to help students develop and implement postsecondary educational and career plans, to help students who exhibit any attendance, academic, behavioral or adjustment problems and to encourage parental involvement, provided that advisory assistance shall be provided by teachers or counselors or by certified teaching assistants under the supervision of counselors or teachers, and that such individual or group counseling shall be provided by certified or licensed school psychologists or certified or licensed school social workers in cooperation with certified and licensed school counselors.
- IV) Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements of this subdivision. Such plan should be filed in the district offices and shall be available for review by any individual. The plan shall present program objectives, which describe expectations of what students will learn from the program; activities to accomplish the objectives; specifications of the staff members and other resources assigned to accomplish the objectives; provisions for the annual assessment of the program results. The plan shall be reviewed annually by the school counselors, and revisions shall be made as necessary.

This was developed to help you assess your school district's level of implementation of current NYSED regulations and provide a simple coding for your **Comprehensive School Counseling Program Map**

NYSED REGULATIONS PART 100.2(j) IMPLEMENTATION ASSESSMENT

1= None 2= Beginning 3= Developing 4= In Full Practice

IMPLEMENTATION RATING

1	2	3	4
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Each district shall have a guidance program for all students:

(i) The K-6 school counseling program:

(i.1) is designed in coordination with the teaching staff				4
(i.2) prepares students to participate effectively in their current and future educational programs				4
(i.3) includes interventions for students with attendance problems				4
(i.4) includes interventions for students with academic problems				4
(i.5) includes interventions for students with behavioral problems				4
(i.6) includes interventions for students with adjustment problems				4
(i.7) educates students concerning avoidance of child sexual abuse				4
(i.8) encourages parental involvement				4

(ii) The 7-12 school counseling program is delivered by school counselors with the assistance of teachers and other staff

(ii.1) includes the services of personnel certified or licensed as school counselors				4
(ii.2) includes an annual review of each student's educational progress and career plans by a certified school counselor				4
(ii.3) includes instruction at each grade level to help students learn about careers & career planning skills				4
(ii.4) includes other advisory and individual and/or group counseling provided by school counselors; or school psychologists or school social workers in cooperation with school counselors				4
(ii.4.1) enables students to benefit from the curriculum				4
(ii.4.2) provides interventions for students with attendance problems				4
(ii.4.3) provides interventions for students with academic problems				4
(ii.4.4) provides interventions for students with behavioral problems				4
(ii.4.5) provides interventions for students with adjustment problems				4
(ii.4.6) provides advisement on developing & implementing postsecondary education and career plans				4
(ii.4.7) encourages parental involvement				4

(iii) The school district plan:

(iii.1) is filed in district office and available for review by any individual				4
(iii.2.1) includes program objectives which describe expectations of what students will learn from the program				4
(iii.2.2) includes activities to accomplish the objectives				4
(iii.2.3) includes specification of staff members and other resources assigned to accomplish objectives				4
(iii.2.4) includes provisions for the annual assessment of program results		2		
(iii.3) is reviewed annually and revised as necessary				4

Subscores 0 2 0 #

Total Score (highest possible is 100) 98

BENEFITS OF COMPREHENSIVE SCHOOL COUNSELING PROGRAMS

Comprehensive developmental school counseling programs positively impact students, parents, teachers, administrators, boards of education, and other student services personnel, school counselors, business, and industry. The benefits to each of these groups include the following:

Benefits for students

1. Prepares students for the challenges of the 21st century by acquiring knowledge and skills in academic, career, and personal/social development.
2. Connects the educational program to future success.
3. Facilitates career exploration and development.
4. Develops decision-making and problem solving skills.
5. Assists in acquiring knowledge of self and others.
6. Enhances personal-social development.
7. Assists in developing effective interpersonal relationship skills.
8. Broadens knowledge of our changing world.
9. Guarantees school counseling services to every student.
10. Increases the opportunity for counselor-student interaction.
11. Encourages facilitative, co-operative peer interactions.
12. Fosters resiliency factors for students.
13. Fosters literacy across all content areas.

Benefits for parents

1. Prepares their children for the challenges of the 21st century through academic, career, and personal/social development.
2. Provides support for parents in advocating for their child's academic, career, and personal/social development.
3. Develops a systematic approach for their child's long-range planning and learning.
4. Increases opportunities for parent/school interaction.
5. Enables parents to access school and community resources.

Benefits for teachers

1. Provides an interdisciplinary team effort to address student needs and educational goals.
2. Provides skill development for teachers in classroom management, teaching effectiveness, and affective education.
3. Provides consultation to assist teachers in their guidance and advisement role.
4. Positively impacts school climate and the learning community.
5. Supports classroom instruction.
6. Encourages positive, calendared activities and supportive working relationships.
7. Promotes a team effort to address developmental skills and core competencies.
8. Increases teacher accessibility to the counselor as a classroom presenter and resource person.

Benefits for administrators

1. Integrates school counseling with the academic mission of the school.
2. Provides a program structure with specific content.
3. Assists administration to use school counselors effectively to enhance learning and development for all students.
4. Provides a means of evaluating the effectiveness of the school-counseling program.
5. Demonstrates school counseling accountability.
6. Enhances community image of the school-counseling program.

Benefits for local Boards of Education

1. Provides rationale for implementing a comprehensive developmental counseling program in the school system.
2. Provides assurance that a quality school counseling program is available to every student.
3. Demonstrates the necessity of appropriate levels of funding for implementation.
4. Supports appropriate credentialing and staffing.
5. Provides a basis for determining funding allocations for school counseling programs.
6. Furnishes program information to the community.
7. Gives ongoing information about student acquisition of competencies and standards through school counseling program efforts.

Benefits for school counselors

1. Provides a clearly defined role and function in the educational system.
2. Eliminates non-counseling functions.
3. Provides direct service to every student.
4. Provides a tool for program management and accountability.
5. Enhances the role of the school counselor as a student advocate.
6. Ensures involvement in the academic mission of the school.
7. Places school counselors in a leadership role to close the gap!

Benefits for student services personnel

1. Provides school psychologists, social workers, and other professional student services personnel with a clearly defined role of the school counselor.
2. Clarifies areas of overlapping responsibilities.
3. Fosters a positive team approach, which enhances cooperative working relationships.

Benefits for business and industry

1. Increases opportunities for business and industry to participate actively in the total school program.
2. Provides increased opportunity for collaboration among counselors, business, industry, and communities.
3. Provides a potential work force with decision-making skills, pre-employment skills, and increased worker maturity.

Benefits for the community

1. Provides an increased opportunity for collaboration and participation of community members with the school program.
2. Creates community awareness and visibility of the school-counseling program.
3. Connects the community to the needs of the school and the school to the needs of the community.
4. Enhances economic development through quality preparation of students for the world of work.

Adapted from the *Missouri Comprehensive Guidance Program*, Missouri State Department of Education.

THE SCHOOL COUNSELOR IS...

The school counselor is a certified professional educator who assists students, teachers, parents and administrators. Five generally recognized helping processes used by the counselor are counseling, consulting coordination, advocacy and program implementation.

- **Counseling** is a complex helping process in which the counselor establishes a trusting and confidential working relationship. The focus is on problem-solving, decision-making and discovering personal meaning related to learning and development.
- **Consultation** is a cooperative process in which the counselor-consultant assists others to think through problems and to develop skills that make them more effective in working with students.
- **Coordination** is a leadership process in which the counselor helps organize and manage a school's counseling program and related services.
- **Advocacy** is supporting our students to become independent, self-reliant thinkers. With the Counselors assistance, students will learn how to mitigate and mediate challenging situations to become strong self-advocates.
- **Program Implementation** is creating push-in model or workshop style lessons to extend the School Counseling curriculum to all students. These lessons can be delivered in classroom settings, small groups or individually.

Adopted by: American School Counselors Association Governing Board, December 1998

The State of Education in New York

NEW YORK STATE EDUCATION DEPARTMENT: OFFICE OF ELEMENTARY, MIDDLE, SECONDARY, AND CONTINUING EDUCATION

A primary goal of the Mount Pleasant Central Comprehensive School Counseling Program K-12 is to align with the objectives of, and the learning standards delineated by, the New York State Education Department (NYSED). Among NYSED's many offices, it is the Office of Elementary, Middle, Secondary, and Continuing Education (EMSC) that has the greatest impact on this program.

New York State Learning Standards

Career Development and Occupational Studies

Standard 1: Career Development

- Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes and abilities to future career decisions.

Standard 2: Integrated Learning

- Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

Standard 3a: Universal Foundation Skills

- Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

Standard 3b: Career Majors

- Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

New York State and Educational Regulations

NO CHILD LEFT BEHIND (NCLB)

"...to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at minimum, proficiency on challenging State academic achievement standards and state academic assessments."

No Child Left Behind (2000)

No Child Left Behind ensures that all students will meet high standards in academic performance and personal behavior. The goal is to compete globally and provide students with the necessary skills to achieve. School counselors guide students in developing the needed skills through a comprehensive program that improves the academic, personal/social and career domain.

School counselors in New York can incorporate the NCLB provisions in developing a local school-counseling program by focusing on the provisions established by the law. NCLB states that all students must meet the required standards set by the New York State Learning Standards in order to be better prepared for higher education and the competitive world. School counselors are trained and certified professionals who can develop and provide curriculum work related to study skills, career choices, college opportunities and other activities that aid in acquiring resources and opportunities for success.

"Research suggests that high-quality counseling services can have long-term effects on a child's well-being and can prevent a student from turning to violence and drug or alcohol abuse. High-quality school counseling services also can improve a student's academic achievement. Studies on the effects of school counseling have shown positive effects on students' grades, reducing classroom disruptions, and enhancing teachers' abilities to manage classroom behavior effectively. High-quality school counseling services also can help address students' mental health needs" (NCLB 2001).

Below are the provisions established by the New York State Education Department pertaining to closing the educational gap and implementing higher standards for ALL children:

- Stay the course of the standards and reach beyond
- Strengthen teaching
- Improve classroom instruction through technology
- Retain and recruit effective school leaders
- Ensure success by giving students extra time and help they need and by removing barriers to learning
- Give students a strong, successful start in education
- Help schools be accountable for student success
- Commit resources
- Build partnerships
- Communicate the need to close the gap and the consequences for not succeeding

A school counselor should, but is not limited to:

- Provide students with support services, through AIS requirements in order to reduce barriers for learning.
- Assist in bridging the gap through individual student planning and focusing on the knowledge that ALL students can learn.
- Maintain data as a factor for accountability and effectiveness of program.
- Participate in the school system's leadership teams ensuring an environment for learning and student success.

New York State has adopted a waiver through the Elementary and Secondary Education Act that allows flexibility of the No Child Left Behind Act.

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SAVE LEGISLATION

Safe Schools Against Violence in Education

Creating and maintaining a safe environment is everyone's responsibility. The New York State Education Department has made a commitment to provide positive learning for students in order to achieve academic success. School climate is key to engaging students in their learning and promoting academic, career and personal/social achievement. School counselors can be involved in the listed provisions of the SAVE (Safe Schools Against Violence in Education) Legislation:

1. Developing a School Safety Plan:
 - a. All school members, including school counselors should participate in plan development.
 - b. Plans should utilize prevention in a comprehensive format.
 - c. Developing activities to encourage safe educational environment.
 - d. Identify school and student needs through the use of data.
 - e. Define roles and responsibilities of personnel.

2. Coordinate Building Level Emergency Response Plans
 - a. Participate in emergency response team.
 - b. Work on establishing policies and procedures for communication with parents.
 - c. School safety training for students and staff.
 - d. Improve communication with students between students and staff.

3. Codes of Conduct
 - a. Promoting appropriate Dress and Language.
 - b. Establish procedures for Parental Notification.
 - c. Develop procedures for referral and communication with outside agencies.
 - d. Provide prevention/intervention activities for code violations and disruption of pupils.

4. Removal of Students
 - a. Coordinate intervention activities for disruptive students.
 - b. Review educational plan for removed students.
 - c. Advocate for students at meetings.

5. Uniform Violent Incident Reporting
 - a. Review all data regarding violent incidents, number of suspensions, and ages and grades of students disciplined.
 - b. Establish a prevention/intervention program for students.

6. Health Curriculum
 - a. School Counselors should participate in teams reviewing health curriculum.
 - b. Provide classroom activities on prevention.
7. Child Abuse Reporting: School counselors are defined as mandated reporters.

Under the provisions of the SAVE Legislation, schools are mandated to provide instruction in Civility, Citizenship and Character Education. This K-12 instruction reviews the principles of honesty, tolerance, personal responsibility, respect for others, observance of laws and rules, courtesy, dignity and other positive traits.

School counselors, under the standards of personal/social skills, have the ability to provide activities related to Character Education. In a comprehensive program, school counselors give support to classroom teachers mandated to provide the instruction in the above-mentioned areas.

A comprehensive school-counseling program with developmental activities can provide the following:

- Safer environment
- Improved interpersonal relationships
- Improved behavior
- Problem solving strategies
- Increased positive self-awareness
- Prevention of disruption or violent incidents
- Reduced dropout rates
- Understanding

Adapted with permission from the NYS Education Department

School counselors are integral in developing a comprehensive school plan that establishes a safe learning environment. The provisions of the SAVE Legislation allow for school counselors to create activities that educate students on codes of conduct thereby reducing suspension and detention, teaching civility, conflict resolution, tolerance and diversity and other areas of child development that promote safety. School counselors embrace the opportunity to incorporate components of the SAVE Legislation at all levels of activities. If students are given a safer learning environment they are more apt to achieve success.

The Dignity for All Students Act

New York State's Dignity for All Students Act (The Dignity Act) seeks to provide the State's public elementary and secondary school students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus and/or at a school function.



The Dignity Act was signed into law on September 13, 2010 and takes effect on July 1, 2012.

This legislation amended State Education Law by creating a new Article 2 – Dignity for All Students. The Dignity Act also amended Section 801-a of New York State Education Law regarding instruction in civility, citizenship, and character education by expanding the concepts of tolerance, respect for others and dignity to include: an awareness and sensitivity in the relations of people, including but not limited to, different races, weights, national origins, ethnic groups, religions, religious practices, mental or physical abilities, sexual orientations, gender identity, and sexes. The Dignity Act further amended Section 2801 of the Education Law by requiring Boards of Education to include language addressing The Dignity Act in their codes of conduct.

Additionally, under the Dignity Act, schools will be responsible for collecting and reporting data regarding material incidents of discrimination and harassment.

The Dignity for All Act seeks to create a school environment free of harassment for its students, faculty and staff. Each school building will have an appointed coordinator who students and staff can report any incidents to of harassment. In turn, the coordinator will investigate the reported incident fully and take action where appropriate.

Adapted from NYS Education Department.

New York State and School Counseling Domains

Research has shown that effective activities and a comprehensive school counseling program can improve students' academic achievement and school climate, improve student character, assistance in bridging the educational gap and pursuing higher education and focus on student success. The comprehensive program will align the state requirements to the three domains of school counseling: academic, personal/social and career. A comprehensive school counseling program is unique in identifying state requirements and regulations that need to be considered as a component of the program.

Academic Domain: ACADEMIC INTERVENTION SERVICES

Academic Intervention Services (AIS) are services designed to help students achieve the learning standards in English language arts and mathematics in grades K-12 and social studies and science in grades 4-12. These services include two components:

- Additional instruction that supplements the general curriculum (regular classroom instruction).
- Student support services needed to address barriers to improve academic performance.

The intensity of such services may vary, but must be designed to respond to students' needs as indicated through State assessment results and/or the district-adopted or district-approved procedure that is consistent throughout the district at each grade level.

Student support services means interventions that address barriers to student progress in State learning standards requiring AIS and may include, as needed school counseling services to improve attendance, coordination of services, provided by other agencies and study skills. Support services do not include direct academic instruction.

Barriers to Student Academic Progress that student support services might address include, but are not limited to:

- Attendance Problems
- Discipline Problems
- Family-Related Issues
- Health-Related Issues
- Nutrition-Related Issues
- Mobility/Transfer Issues

Adapted from the NYS Education Department/art 100.1 (g)/2000

Response to Intervention

New York State Regulations define RTI as a school district's process to determine if a student responds to scientific, research based instruction. RTI services range from intervention supports to monitoring of student progress. The students are usually divided into different tiers with Tier I being Core Instruction for all students. Tier II would include supplemental intervention while Tier III services would include customized intervention. In Mt. Pleasant, each building's RTI structure is aligned in this way however, the exact services may have a different shape at the different developmental stages.

Personal/Social Domain: YOUTH DEVELOPMENT

The personal/social domain focuses on the development of the child or adolescent as an ongoing process in which skills and competencies need to be built upon in order for them to be successful in their daily lives. The school counseling program focuses on the positive attributes of children and develops their strengths.

Research in New York State has found that children need the following:

- To become active citizens, workers and adults in the community
- To be acknowledged for their talents and strengths
- To understand the consequences of negative behavior for personal/social reasons

Youth development encourages individuals to actively shape their own development through their choices and perceptions. A critical element of youth development is that youth have the opportunity to interact with and learn from positive adult role models. Research has identified specific characteristics that can be attributed to adults who work and plan with children and adolescents, as well as characteristics of activities that promote positive youth development.

The adults are:

- Companions, providing time and genuine presence
- Supporters, offering emotional support
- Teachers who know something youth want to learn and are willing and able to share it
- Positive role models for children and adolescents; and
- Challengers who stretch youth

The Activities are:

- Goal directed and purposeful
- Ongoing
- Important meaningful to both the adult and the child or adolescent involved; and
- Challenging, balancing challenge with supports

Adapted with permission from NYS Ed. Department-Student Support Services/Youth Development

School counselors create opportunities for children in school, at home and in the community through a comprehensive program that addresses factors that influence youth development. Activities can be centered around, but are not limited to: self-esteem, building family relationships, improving peer communication, setting problem solving, personal goals, positive role model identification, reducing school absenteeism, and decreasing school failure.

School counselors engage youth in mentoring, emotional support, and skill building activities in an ongoing developmental process. School counseling programs should include the family and community in building a positive approach to student success and learning, and in reducing risk factors.

Below are sample models that have used research to provide programs that assist schools, families and communities to become partners in positive youth development.

THE ASSET MODEL

New York State has identified the Search Institute's Healthy Communities-Healthy Youth and the 40 developmental assets highlighted in that program as one of the models for youth development. Through a collaborative approach, communities work together in building a positive environment for youths. However, in order for the model to be functional, the collaboration must identify student's needs, reduce risky behavior and promote developmental assets.

School counselors are seen as Asset Builders as defined by the Search Institute. The asset approach identifies 40 positive experiences and qualities, set in eight categories of human development.

The research recommended:

- Engaging youth in required acts of helpfulness
- Being an optimistic, caring leader/counselor/facilitator
- Providing more intensive interventions for those most "vulnerable"
- Focusing on addressing the protective factors, competencies, strengths, and sources of environmental support in addition to weaknesses, deficits and risk
- Assuring that caring connections continue
- Avoiding referring to children as "high risk"
- Providing bonding similar to an extended family
- Encouraging meaningful participation

With this, the Asset Categories were established:

External Assets (external structures, relationships and activities):

- Support
- Empowerment
- Boundaries and Expectations
- Constructive Use of Time

Internal Assets (internal values, skills and beliefs):

- Commitment to Learning
- Positive Values
- Social Competencies
- Positive Identity

How can a school counselor be an asset builder? Here are some ideas provided by the research at the Search Institute:

1. Post the list of assets in your office
2. Greet students whenever you see them
3. Use the asset model as part of the comprehensive program
4. Coordinate information nights and orientations
5. Start a peer-helping program
6. Focus on student's strengths when discussing students
7. Collaborate with teachers to include the assets model

Reprinted with permission from the Search Institute. For more information on the Search Institute, visit their website at <http://www.search-institute.org> or call their office at 1-800-888-7828.

RIPPLE EFFECTS MODEL

This research-based program offers school counselors an opportunity to provide change that enhances performance and positive behavior in students. Through software and technology, school counselors can incorporate the program as part of classroom activities to increase a student's better understanding of how their non-academic issues interfere with learning and personal success. Students will learn how to deal with:

- Discipline
- Conflict Resolution
- Drug and alcohol use
- Character Education
- Personal/Social skill building

The program includes an assessment component to track effectiveness. The premise of the program is the Whole Spectrum Learning System in what students have learned is based on three concepts: What people need to know to be socially and emotionally literate, how various people learn, and what engages them.

For more information on the Ripple Effects program, visit their website at <http://www.rippleeffects.com> or call their office at 1-888-259-6618.

CHILD DEVELOPMENT PROJECT

This program has been implemented in several schools, including some in New York State. The program is designed for elementary schools to become caring communities where students can learn and succeed. The Child Development Project has proven to reduce at risk behaviors in children, while strengthening relationships with school, peers, and community. Research showed that in schools where the program was incorporated the following outcomes were achieved through ongoing evaluations and assessments:

- Increased trust in school and community
- Improved conflict resolution skills
- Better self-esteem

- More motivation
- Increased involvement in school and community activities
- Less isolation and loneliness in school
- Higher academic achievement

The Child Development Project focuses on the positive healthy, social and emotional development of youth. By decreasing risk factors, youth can reconnect with schools and communities and enhance their academic achievement and personal/social skills.

For more information on the Child Development Project, visit the organizations website at <http://www.devstu.org> or call their office at 1-800-666-7270.

Career Domain

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

In New York State the career domain incorporates the high standards for student achievement in understanding situations and developing problem-solving abilities to be used in real world settings. New York State maintained the standards-based education format, which includes content, performance and opportunity to learn for every student. These areas identify what students should know and do. Students should be given resources and programs to develop quality work applicable to the real world setting and to make decisions on future goals.

The New York State Education Department developed the Career Development and Occupational Studies Program to serve as the guide along with the Career Plan Initiative, the implementation plan and activities. School Counselors provide students with opportunities to acquire resources and participate in activities that develop interests, objectives and skills for the workforce.

The Career Development and Occupational Studies Standards were developed because students are not transferring knowledge acquired in the classroom to everyday activities, work and life situations. Knowledge is gained for the purpose of passing on to the next level and not engaging it to situations out of context. Career Development and Occupational Studies (CDOS) promotes instructional strategies that address individual learning styles and provide experiential learning that increase student understanding of academic concepts and the connection between school and the work force.

The performance indicators identified in the CDOS learning standards go across all disciplines and grade levels. This serves towards a continuum of learning that provides for flexibility in planning the educational goals of every student. The CDOS learning standards provide a way to connect all disciplines through classroom instruction that helps students transfer knowledge into career choices.

Standard 1: Career Development – Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

Standard 2: Integrated Learning – Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

Standard 3a: Universal Foundation Skills – Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

Standard 3b: Career Majors – Students who choose a career major will acquire the career specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in post-secondary programs.

CAREER PLAN INITIATIVE

Each student will develop a career plan over their K-12 Guidance experience. The plan, or portfolio as we have come to know it, is stored electronically in Naviance, a comprehensive web-based Guidance program. Five key elements are essential to develop a career plan. They are Personal Data (student and school name), Student Review of Career Plans, Knowledge (career exploration and goal setting), Skills and Application and a culminating activity (career research and exit interview).

The Career Plan elements, Knowledge, and Skills/Application were developed to document delivery of the CDOS Learning Standards 1 (Career Development), 2 (Integrated Learning) and 3a (Universal Foundation Skills) and the corresponding performance indicators identified for each student's development level. The Career Plan process is based upon student documentation of what they learned in the classroom and the connection to their personal and career goals. Any well designed career development or learning experience can simultaneously address all three CDOS Learning Standards as well as provide an engaging context in which to address the academic content in the other learning standard areas.

The State Education Department does not mandate that the career plan process be the sole responsibility of the school counselor. However, the State Education Department does recommend that the overall implementation and management of the career plan process be the main responsibility of the district/building's career plan management team of which the school counselor is a participant. It is further recommended that all school staff be involved in the development and implementation of the resulting management process and play a key role in the delivery of learning experiences that further student completion of the career plan document.

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New York State P-12 Common Core Learning Standards for English Language Arts and Literacy

<http://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards-for-english-language-arts-and-literacy>

New York State P-12 Common Core Learning Standards for Mathematics

<http://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards-for-mathematics>

Home and Careers Curriculum

Teacher:

Mr. Adam Yaeger

Family and Consumer Science education describes an educational program that assists individuals in obtaining knowledge and skills required to meet the challenges of everyday life.

Family and Consumer Sciences prepare students to be critically reflective of social influences regarding families. Students are prepared to become proactive community leaders in the economic, social, political, and technological arenas.

Family and Consumer Sciences strengthen families and empower individuals to take action for the wellbeing of themselves and others in the home, workplace, community and world. Using an integrated, systemic approach to the relationships among individuals, their families, their communities and the environments in which they function, this course of study will enable students to discover and apply vocational and personal life skills to their everyday lives. The discipline integrates character development and citizenship as it strives to develop competent, functional individuals. With its unique focus on the relationship between family and careers, Family and Consumer Science help our students to meet the challenges of living and working in a diverse, global society.

The Mount Pleasant Central School District empowers our students in Family and Consumer Sciences education in grades 5, 6, and 7.

Fifth grade curriculum includes hands on lessons that include anti-bullying themes through the OLVEUS program, character education, and career exploration.

Sixth grade curriculum incorporates a hand on approach to food nutrition, production, safety, and sustainable living practices.

Seventh grade students involve themselves in activities that relate to the connection between school and the world of work. Career development and occupational studies continue to develop to meet the needs of our students.

Transition Coordination

<p>Special Education Department</p>
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The Transition Coordinator assists students with disabilities in planning for their life after they graduate from High School. The Transition Coordinator works in collaboration with the Guidance and Counseling Department and Committee on Special Education (CSE) to:

- help students identify postsecondary goals
- identify the supports they will need to achieve those goals
- assist the family in connecting to support systems that are available to the student after graduation and
- work with the student with a disability to become an effective self-advocate.

Besides working with the student directly, the Transition Coordinator also works with the school community to provide information and training to parents about issues that confront families in the transition planning process and supports that are available in the community that can help the school and family address these life issues.

The Transition Coordinator works with Guidance and Counseling Department and the High School staff to connect students with disabilities to a positive future.

Hawthorne/Columbus Elementary Schools

Counselor:

Mrs. Connie Cotrone

The elementary guidance and counseling program is a developmental, proactive and instructional approach to provide guidance and counseling to the youngest children of Mount Pleasant. The goal of the K-5 elementary school counseling program is to equip our students with the skills they need to succeed at a pivotal time in their development. Children in elementary schools are beginning to acquire academic skills, in addition to social and emotional relationships. They are gaining an awareness of themselves in relation to others, as well as forming values, opinions, attitudes and interests that help shape their future.

The elementary years are instrumental to students' success as they learn to navigate challenges and differences. A focus of the curriculum will be on nurturing self-esteem, conflict resolution, fostering independence and self-advocacy, taking responsibility, communicating effectively, making healthy choices, positive risk taking and respecting diversity, among others.

The elementary school counseling program is designed to provide an educational curriculum that will teach skills and strategies to help children become well-adjusted and productive members of society. The elementary school counselor will provide group instruction in the classroom as well as individual and group counseling sessions to address the academic, social and emotional needs of our student body by reducing the barriers that impede student success.

The elementary counselor works collaboratively with teachers, parents, and administrators to meet the needs of students. The elementary counselor is accessible to any parent whom would like to develop an action plan to meet their child's needs. The elementary counselor is also a provider of resources for any parent/guardian whom wishes to address their child's social and emotional well-being. Consultation with teachers and administration is ongoing for the betterment of the child. Building a child's sense of self is best achieved when there is a team approach that supports, encourages and arms students with the coping skills necessary for success; this is the goal and purpose of our elementary counseling program.

Westlake Middle School

Counselors:

Mrs. Kathy Hardi

Mr. Bill Keogh

The counselor today provides a variety of services to meet the expanding needs of students and their families. While we still assist students with scheduling, our primary responsibility is to assist each student to attain his/her maximum potential. Our developmental approach is based on the American School Counselor Association National Standards and indicators for academic, career, personal/social development. The Westlake Middle School Counseling program supports the academic, social, and emotional development of children.

Team approach . . .

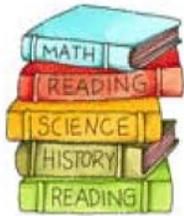
We fully embrace the team concept. Achievement of our goal requires the combined efforts of students, parents, teachers, counselors and administrators. Monitoring a child's academic progress is a day-to-day process. All counselors encourage parents/guardians to conference with us on an annual basis in order to discuss any concerns as well as to plan for the coming academic year.

We provide services . . .

Some of the services provided by the counselors at Westlake Middle School are:

- Act as liaison between teams and parents
- Contact parents regarding student adjustment and performance
- Conduct individual and group conferences
- Conduct conferences requested by parents, teachers, students, or as demanded by crisis situations
- Provide grade appropriate group guidance programs dealing with various issues of adolescence
- Monitor conflict mediation sessions
- Counsel students during in-school suspension
- Participate as a member of the Pupil Support Team (PST)
- Coordinate course selections for students transitioning to and from the middle school
- Placement and scheduling of students
- Organize orientation activities for students and parents transitioning fifth to sixth grade
- Assist with the transition from eighth to ninth grade
- Provide ongoing assistance for new students who enter during the year
- Advocate for students
- Crisis Intervention
- Case Manage students with a 504 plan
- Annual Parent Conferences as needed
- Participate as a member of the Response to Intervention (RTI) Committee.

Westlake Middle School Guidance Department



Mission Statement

It is our mission to provide a comprehensive developmental counseling program addressing the academic, career and personal/social development of all students in grades 6-8, in partnership with our school community and with an emphasis on preparing students to be self-directed learners and responsible members of our school community.

5th to 6th GRADE TRANSITION PROGRAMS

Placement of the 5th Grade into 6th Grade

The current 8th grade counselor becomes the 6th grade counselor the following year. In the spring, the counselor begins to review the current 5th grade. Articulation meetings are held with each of the 5th grade teachers to review the profiles of current 5th graders for placement decisions. Classes are balanced according to boys/girls, ability level etc. The parent input forms are consulted. Placement decisions are made in consultation with the Middle School Principal.

Mount Pleasant's Transition Plan 5th to 6th Grade

Benefits

- The transition activities provide an opportunity for professional dialogue between the Columbus Elementary School and Westlake Middle School personnel.
- The transition process for 6th graders is on-going and includes parents.
- Opportunities are provided for parents and staff to discuss student expectations, goals, concerns, growth and development.

April

- Solicitation of music choices

May

- Counselor attends special education articulation and C.S.E. meetings at Columbus Elementary School, if necessary.

June

- Placement recommendations by elementary teachers and remedial and learning specialists.
- Counselor meets with 5th Grade teachers at Columbus Elementary School for Articulation.
- 5th grade visitation at middle school
 - 5th Grade students and 6th grade buddies spend the morning together in classes
 - Panel discussion by current 6th grade students
- 5th to 6th grade Parent Orientation Presentation
- Placement of students begins
- Follow-up contact with individual elementary teachers as needed
- Special Education services scheduled based on the outcome of the CSES.

July

- Student scheduling with the Administration

August

- Incoming 6th grade students
- Familiarize oneself with the school's floor plan
- Locker tryouts and set up.
- Resolve schedule problems with counselor

September

- Welcome Assembly
- Students meet the guidance team
- New student lunch
- Small Lunch groups throughout the year – Transition follow-up

The Role of the School Counselor in 6th, 7th & 8th Grade

- Counselors advocate for students.
- The counselor reviews schedules to make sure that students are appropriately placed according to math level, foreign language, required electives and support class RTI-AIS. If necessary, the counselor will coordinate the RTI process.
- The counselor reviews class lists/schedules with both teachers and administration. The students' personalities, work habits, aptitudes are mixed and matched so that the end result is a heterogeneous class population.
- The counselors work collaboratively with the Special Education department to make sure an identified student's I.E.P. is reflected in the schedule. In terms of the electives, some are mandated; however, it is the counselor who helps the student determine his/her strengths, abilities and interests.
- The counselor case manages the student who has a 504 Accommodation Plan as well as the declassified students. The accommodations and modifications are maintained throughout the year. The counselor is responsible for arranging a 504 Annual Review.
- Parent Conferences: This establishes a strong home-school connection. Topics often covered are: the child's educational progress, personal growth, strengths, weaknesses, goals, extracurricular activities, enrichment, homework, teachers, concerns, work habits, etc. As needed, parent/teacher conferences are arranged.
- The counselor assists faculty, parents and students in the interpretation of test scores.
- The counselor reviews: The parent portal, RTI-AIS criteria, interim reports, report cards, MAP scores, administrative (discipline) referrals and teacher contact forms. In this way, a profile is developed to help us to understand the whole child. When necessary, intervention services in ELA/Math are put in place.
- The counselor serves as part of the Crisis Intervention Team. This includes crisis management, intervention, coordination and follow-up. The protocol and team support benefits the student's needs and ensures quality care.
- The counselor attends weekly RTI meetings to identify and monitor students at risk academically and socially. Appropriate interventions are recommended.
- The counselor recommends students for the summer Regent's classes if failure or low grades occurred.
- The Counselor facilitates team meetings on a weekly basis. This pro-active approach helps identify students at risk, plan appropriate interventions, addressing concerns collaboratively with faculty, addressing curriculum and programs.
- The counselor attends guidance and counseling meetings with the Principal weekly.
- Through monthly joint Guidance Department meetings, with the high school, common issues and concerns are shared.
- The counselors meet with their students in small groups during lunch. It is an opportunity to get to know the students better as well as to discuss any concerns they may have, such as homework avoidance, tardiness, social issues, etc.

- In the spring, the counselors coordinate selection and placement of students in our accelerated classes, i.e., Earth Science, Living Environment, and Algebra, and assists with selection of Foreign Language and Electives.
- Member of the Committee on Special Education (C.S.E.) when appropriate
- Arrange home instruction for students who are absent for an extended period of time.
- Facilitate special interest groups
- Coordinate RTI and participate as a member.

Contact the counselor . . .

Students should make an appointment to see their school counselor, however, in case of an emergency they should feel free to come to the guidance and counseling office at any time. Permission from the teacher is required. Parents are welcome to call anytime and/or make an appointment to discuss any concerns.

Talk it over . . .

At times misunderstandings are just that, misunderstandings! The counselor will listen and try to help. What the student tells the counselor is confidential. However, serious issues that require further interventions will be discussed with the administration and parents.

Special Guidance and Counseling Programs

- Grade 8 - Coordinate the Moving Up Ceremony with Administration and Teachers
- New Student Welcome Lunches
- Advisory
- Halloween Safety Program
- Stranger Danger Program
- D.A.R.E.
- Disability Program
- Internet Safety and Cyber bullying
- Maintain information on current enrichment opportunities
- Stress management
- Social groups
- Tutoring Buddies
- Friends of Karyn
- Wellness

Guidance Initiatives: OLWEUS ANTI-BULLYING PROGRAM

In the summer of 2012, the Middle School was trained on the Olweus anti-bullying program. The program is a sustainable program that is infused into each classroom and embedded in many lessons. The aim is to create a tolerant and respectful student body and school atmosphere that is accepting and dignified. Training is on-going for new staff.

Our School Counselors were instrumental in proposing this program to the superintendent and its adoption at the middle school. The Guidance and Counseling Department continues to be part of the leadership team that is responsible for training all faculty and implementing the program for the school.

The Guidance and Counseling Department also plays a key role in our Advisory Program. Our School Counselors are key members (chairs) of the OLWEUS Anti-bullying Coordinating Committee. (The Advisory meets bi-monthly and is comprised of groups of 12 students from the same grade. Relevant themes of Anti-bullying are explored through a multi-sensory approach – videos, music, discussing hands-on projects, guest speakers, etc. We address 3 perspectives – the victim, the bully and the by-stander.)

Guidance and Counseling Department Middle School Programs

Lunch Groups

Introduction

- Who sees the counselor?
- Who can help and how?
- Chain of communication within the school.

Study Skills

- Homework
- Time Management for tests, quizzes, homework, projects
- Critical Thinking Skills
- Test preparation
- Test Taking Strategies
- Test anxiety
- Note taking
- Research project skills using technology
- Project report checklist
- Encourage each student to become a lifelong learner
- Students are empowered by identifying their own learning styles
- Cheating and plagiarism
- Organization Skills

(This program will take the form of a push-in. It will occur with the core classes, addressing each of the particular subjects. Both the counselor and core teachers will collaborate. Lessons with relevant videos, handouts will be provided.)

Friendship

- Choosing and keeping friends

6th Grade Academic Introduction

- Coordinate the introduction of the academic world of the 6th grade parent with administration and faculty.
- This is presented at an Orientation at Columbus Elementary School during the day.
- The School Counselor is part of a panel with the Teachers and Administration; it is a presentation offered to the parents at night.

8th to 9th GRADE TRANSITION PROGRAMS

Transition Programs

- Parent Conference scheduled as needed provides an opportunity for parents to discuss their child's educational progress in the middle school as well as personal and social growth development and concerns.
- Recommendations for Westlake High School Honor Classes are made through the counselor's coordination between the Middle School and the High School.
- 8th grade counselor coordinates math placement by reviewing w/math department student's academic progress.
- Counselor collaborates with the high school to schedule a high school visit which includes introduction to staff, presentations and a panel of high school students.

Private School Applications

- The 8th grade counselor completes private school applications as requested. This involves coordinating teacher recommendations, completing applications (through hard copy on a school's website).

Westlake High School's 8th to 9th Grade Transition Program

JANUARY

- **Evening Parent Orientation** given in the Auditorium by high school administrators and curriculum leaders to explain academic programs, courses, prerequisites and an overview of opportunities available to high school students.
- High school counselors visit local Parochial schools to disseminate information to any students interested in attending Westlake High School for 9th grade.

FEBRUARY

- The eighth grade counselor provides the high school guidance and counseling staff with course recommendations based on criteria listed in the course catalogue.

MARCH

- **Individual scheduling appointments** are made for 8th graders and their families to choose 9th grade classes with their high school counselors. Meetings take place in the high school guidance office.
- When possible, high school counselors attend 8th grade annual review meetings for students with an Individualized Education Plan (IEP) or a Section 504 Accommodation Plan to ensure plans will appropriately meet individual needs for when students come to the high school.

MAY

- **Eighth grade visitation** scheduled by the high school Guidance and Counseling Department. 8th grade students are invited to spend three periods at the high school. Students are broken up into small groups and rotate among different activities which include informal sessions with the Principal, Assistant Principal and School Counselors. Various topics covered range from extracurricular activities to high school expectations. One period is spent with a panel of high school student representatives who explain what life is like in the high school. The panel's focus is to address eighth graders' questions and concerns as well as explain the many opportunities available at the high school. During this day 8th grade students also fill out questionnaires which help match them up with high school mentors. The high school mentors will be assigned at 9th grade orientation at the end of the summer. Date TBD.

Westlake High School

Counselors:

**Mr. Nicholas DiPaolo,
Curriculum Leader**

**Mrs. Tania Greco
Mrs. Tina Matusiak
Mr. Tim O'Dwyer**

GUIDANCE AND COUNSELING SERVICES

The guidance and counseling services at Westlake High School are designed to meet the educational, social, and emotional needs of students at each grade level. Upon entering the ninth grade, students are assigned a counselor. The counselor is deeply interested in assisting students to achieve their maximum potential academically while they encourage social and extracurricular experiences which provide maximum personal growth. Guidance and counseling involves a commitment on the part of the counselor to each student as an individual. The programs are designed to address common concerns - scheduling, orientation, transition, testing, academic issues, and the college selection process - and at the same time provide a highly-individualized focus for every student. The counselors are not merely academic advisors - they are trained professionals with interest and experience in assisting students as they face and explore concerns that are important to their lives.

The formal guidance and counseling program begins before students enter the high school in the spring when counselors meet with the middle school counselor and conduct an evening information session with parents of incoming ninth grade students. Eighth graders will meet with their assigned high school counselor.

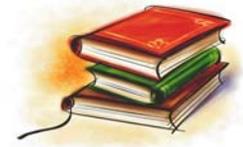
The formal high school guidance and counseling sessions are planned for each student at some time during the school year but are supplemented by frequent informal guidance and counseling sessions on issues of individual concern. The counselors are available for individual meetings at the request of a student, parent, or teacher and are constantly involved in resolving academic and personal issues for their students. A student may initiate a meeting by making an appointment through the guidance and counseling secretary. There is an open-door policy, and if the counselor is free, the student may see his/her counselor immediately. It is recommended that students see their counselor during a study hall, lunchtime or after school, unless it is an emergency.

Students are encouraged to view the counselor as supportive in dealing with the complexities of decision-making and problem-resolution in their academic and personal lives while at Westlake High School. Counselors receive copies of all progress, academic, and discipline reports. They are in constant contact with teachers, administrators, and parents and are, therefore, in a position to have a comprehensive understanding of each student in their case load. It is the counselor's function to coordinate all of the resources in the high school in order to help students achieve their goals and to have as successful and rewarding experience as possible while attending Westlake High School.

Westlake High School Guidance and Counseling Department



Mission Statement



We aim to support our students to become curious, knowledgeable and independent thinkers grounded in strong values and integrity. We promote our students to lead balanced lifestyles and be prepared for the real-world, taking on new challenges and embracing responsible risks.

Westlake High School's 9th Grade Counseling Program

The Freshmen Counseling Program continues the department's developmental approach to counseling through our Freshmen Guidance Workshops and Seminars. In the fall, counselors deliver lessons in small group workshops with students and parents. Topics include an introduction to NYS graduation requirements, the numerous pathways to graduation, different diploma options available to students, various honor society membership requirements, the importance of getting involved in extracurricular activities, the significance of performing successfully in high school. We encourage students to take challenging courses and to take advantage of the many resources available at the high school. We believe that 9th grade is not too early to begin thinking about your future and planning ahead. The Freshman Seminars in the spring semester have the counselors working through a push-in model during mandatory Freshman Envisions Research classes. Students are presented with an opportunity to map out a tentative four year plan of course work. The goal of mapping out this plan in advance helps students plan for course prerequisites and helps to ensure they will have time to meet these goals. NAVIANCE, our college and career exploration software program is highly encouraged as early as ninth grade. Students are given usernames and passwords to keep throughout high school. We spend time in 9th grade introducing the program, taking a career inventory, filling out a career plan, researching specific careers in relation to college majors, and learning the mechanics of college searches. These are all areas that are elaborated on throughout high school; however we stress the importance of early planning beginning in 9th grade.

Overall, 9th grade is a year of transition. The counselors are here to guide our students through these times and help create pathways for a successful future. Students are encouraged to meet with his/her counselor frequently.

Westlake High School's 9th Grade Counseling Program Overview

Freshman year focuses on a developmental approach to providing support and resources to our incoming class. It is a time for an introduction of the many opportunities available at the high school to both the parents and students in our community. This is achieved through a variety of approaches throughout the year as highlighted monthly below.

SEPTEMBER

- Aid students with scheduling issues, course level changes, academic and/or social issues (ongoing throughout school year)
- **Introduction to NAVIANCE** – a career and college exploration software program. 9th grade students will create an account in their Freshmen Seminar and will have access to this internet based program from home and school. The Guidance Seminar will focus on the many facets of Naviance and teach students how to utilize the program to its fullest potential. Students will take a career interest profiler in 9th grade through Naviance. Their results are saved and can be referred to at any time. Results indicate specific career suggestions as they relate to student reported interest. Related college majors can be explored through this program as well. Career and college planning with Naviance will be ongoing throughout high school with the help of the guidance department.

OCTOBER

- Academic Ineligibility Meetings for students being placed on academic probation or who are ineligible to participate in any activities due to failing grades. Intervention plan is devised for student to regain eligibility status for the future. Meetings are ongoing throughout the year.
- Services for Students with Disabilities (SSD) Eligibility Form follow up for identified students requesting testing accommodations for College Board exams.

NOVEMBER

- **Small Group Freshman Workshops** scheduled with student and parent. The workshops highlight useful information that students will need to know throughout their four years in high school. Discussion includes NYS graduation requirements, different diploma options available, the importance of becoming involved in extracurricular activities and community service, National Honor Society requirements as well as an introduction to the NCAA for our student athletes. Counselors stress the importance of maintaining a strong academic profile as early as 9th grade. We introduce opportunities for extra help and encourage our students to do their best

DECEMBER

- Continuation of freshman seminars if necessary.

JANUARY

- SAT Subject Test Advisement
- SSD Eligibility Form follow up

FEBRUARY

- **Individual scheduling conferences** with student and parent(s). Each student will select appropriate courses for the following school year based on teacher recommendations, student interest and academic advising.

MARCH

- **Individual scheduling conferences with 8th grade** parents and students to select appropriate courses for their 9th grade schedule based on teacher recommendations, student interest and academic advising.
- Attend 9th grade annual review meetings for students with an Individualized Education Plan (IEP) to ensure plans are optimal to student learning and appropriately meeting individual needs

APRIL

- Continue to attend 9th grade annual review meetings for students with an Individualized Education Plan (IEP)
- **Planning for the Future Panel Discussion** Guests speakers discuss Financial Aid, SUNY System, Selective College Process, Westlake's Application Process, NCAA Rules and Regs and an introduction to college entrance exams – A night program for students and parents, grades 9-12

MAY

- SSD Eligibility Form follow up
- Continue to attend 9th grade annual review meetings for students with an Individualized Education Plan (IEP)
- Case manage and orchestrate annual review meetings for 9th grade students with a Section 504 Accommodation Plan to ensure plans are optimal to student learning and appropriately meeting individual needs
- **Freshmen Guidance Seminar: Skills for Success.** In its approach to aid in the transition to high school and the development of the entire student, the Guidance and Counseling Department holds a Freshman Seminar for all 9th graders. The Freshman Seminar operates as a push-in model during students' mandatory Envisions Research classes. Lessons are taught within the class setting at various times throughout the year. The course instruction encompasses many aspects of the high school experience and even goes further to prepare students for post-high school planning. Topics include explanation of New York State graduation requirements, a tentative four year academic plan, resume building, interviewing skills, college & career exploration, developing a career plan and employment skills. The course is designed to educate each student about the opportunities both in high school and the world at large.

JUNE

- Guidance and Counseling Department administers the SAT II at Westlake High School for 9th grade students taking Subject Tests in Math or Biology. (Westlake is a National Test Center in June and offers the SAT I and other SAT IIs on this test date as well).
- Continue to case manage and orchestrate annual review meetings for 9th grade students with a Section 504 Accommodation Plan
- Attend CSE annual review meetings for 9th grade district residents who attend special education programs in other locations
- Summer school registration for 9th grade students who fail courses and/or exams at the end of the year

Westlake High School's 10th Grade Counseling Program Overview

Sophomore guidance and counseling continues the department's *developmental approach to counseling* through testing, interviewing, and preparing students for careers and college majors. As a follow up to the Naviance Career Interest Profiler which students completed in 9th grade, we meet with our sophomores in a small group setting to discuss the results. Students review career options based on their personal reported interests. Naviance presents a list of careers to consider (specific to each student) and delves further into the type of education required to pursue such careers. Furthermore, Naviance will prompt students to research specific colleges which have the major that is most related to their career interests. Naviance offers a wide range of career and college exploration opportunities, which we heavily focus on in 10th grade to continue students on a path for planning ahead. The Naviance career assessment also helps to motivate and develop the student's own awareness with regard to career choices. Following our career counseling session, students are encouraged to regularly meet with their counselor for follow-up career interest meetings. Here, the motivated student can look deeper into their interests and learn more about ideas such as job outlook, internships, necessary education and expected salary. Students seeking a follow-up career appointment should make an appointment with their counselor.

Sophomores are strongly encouraged to take the PSAT for the first time in October. This exam is the "warm up" for the SAT. It should be noted that the exam is typically only given to juniors nationwide and is not reflected on the student's academic record. In February, individual scheduling meetings are held for each student. Counselors encourage their students to choose classes which are academically challenging and also to consider electives that could be of interest to them. We encourage students to choose a variety of electives which can potentially create a pathway for career choices. At our 10th grade scheduling conference, any student interested in attending BOCES to gain vocational training can further explore this option with their counselor. Finally, 10th grade students are encouraged to continue building a student resume of all their activities, clubs, sports, accomplishments, community service and part-time employment.

SOPHOMORE CAREER DEVELOPMENT

- Each student will meet with his/her counselor to follow up on his/her individualized career assessment via Naviance. Also, each student is encouraged to visit www.typefocus.com for an interactive, free personality assessment used frequently to match students to suitable careers. Another helpful website is www.nycareerzone.org. This site is an excellent resource for finding and exploring jobs and careers. For those students interested in military careers, you can visit www.militarycareers.com.
- Finally, we encourage sophomores to continue developing their portfolio of career interests, college searches and resume on our Naviance program. Beginning to create a resume at this point in high school is an extremely pro-active approach to post-high school planning. Students can use their resume to apply for part-time jobs, post- high school employment and even colleges.
- All sophomores will be invited to attend a Career Café, focusing on a select career cluster based on student interest. Students will be required to complete an application in order to attend. The Career Cafes are typically offered one time per semester and have become a pivotal event and turning point for sophomores to become more serious about career research.

Westlake High School's 10th Grade Counseling Program Overview

The sophomore year is filled with much focus on career exploration. Group counseling sessions regarding career interest and opportunities will take place in addition to optional individual follow up. Academic advising will occur to encourage a strong and appropriate course load for each student. The primary focus of sophomore year guidance initiatives is to continue promoting optimal student performance while introducing the concept of exploring different career opportunities.

SEPTEMBER

- PSAT registration available for all sophomores (free of cost). Registration takes place through the Guidance Department.
- Schedule adjustments made. Please see counselors for specific add/drop deadlines.

OCTOBER

- Academic eligibility review meetings for students placed on academic probation or ineligible to participate in any and all extracurricular activities (ongoing throughout the year).
- Services for Students with Disabilities (SSD) eligibility form follow up for identified students requesting testing accommodations for College Board exams.
- PSAT exam.

NOVEMBER

- Submit names of students for retakes of Regents exams for January.

DECEMBER

- All sophomores will meet in small group settings to discuss the results of their Naviance career inventory, with a primary focus on career exploration. (on-going throughout winter)
- Each semester, sophomores will be provided an opportunity to learn about careers and the professional world of work through participation in one of the Career Café's coordinated by the Guidance and Counseling Department. The Career Café is a unique opportunity for students to meet and have lunch with members of the community to learn about various career paths. Guest speakers from chosen fields will present an overview of their personal career path and unique experiences. This career exploration program is a fun and engaging way to increase career awareness. Students are offered a different perspective on the career clusters they have been researching through Naviance and the Freshman Seminar course.

JANUARY

- SSD follow up
- College Board SAT II counseling program for appropriate classes.

FEBRUARY

- Individual scheduling conferences with student and parent(s). Each student will select appropriate courses for the following school year based on teacher recommendations, student interest and academic advising.

MARCH

- Students interested in BOCES programs are encouraged to visit the SW BOCES campus.
- Attend 10th grade annual review meetings for students with an Individualized Education Plan (IEP) to ensure plans are optimal to student learning and appropriately meeting individual needs.
- Submit names of students for retakes of Regents exams for January.

APRIL

- Advanced Placement exam information session and registration
- Continue to attend 10th grade annual review meetings for students with an Individualized Education Plan (IEP) to ensure plans are optimal to student learning and appropriately meeting individual needs
- All sophomores will be invited to attend a Career Café, focusing on a select career cluster based on student interest. Students will be required to complete an application in order to attend.
- Planning for the Future Panel Discussion (Financial Aid, SUNY System, Selective College Process, Westlake's Application Process, NCAA Rules and Regs.) -night program -all counselors and guest speakers

MAY

- SSD follow up
- Advanced Placement examinations
- Continue to attend 10th grade annual review meetings for students with an Individualized Education Plan (IEP) to ensure plans are optimal to student learning and appropriately meeting individual needs
- Case manage and orchestrate annual review meetings for 10th grade students with a Section 504 Accommodation Plan to ensure plans are optimal to student learning and appropriately meeting individual needs

JUNE

- Summer school registration – Counselor will coordinate summer school registration for course failures and resolve student schedule difficulties.
- Attend CSE annual review meetings for 10th grade district residents who attend special education programs in other locations

Westlake High School's 11th Grade Counseling Program Overview

In the eleventh grade, many activities and programs are set up to assist the Juniors in preparing for the future after graduation. Beginning in October, the Juniors take the official Preliminary-SAT, which also serves as a National Merit Scholarship Qualifying Test for eleventh graders. In further preparation for the SAT in June, Juniors are provided opportunities to attend day and evening workshops designed to offer strategies for SAT taking and the competitive college admissions process. Speakers from educational consulting firms as well as admissions counselors from local colleges are invited to speak at evening presentations on the topic of SAT's, college admissions, NCAA (National Collegiate Athletic Association) guidelines for the student athlete, and financial aid planning.

In Junior year, the major focus for students is college and career planning. Students will have had exposure to Naviance, a sophisticated online guidance program, offering extensive career and college exploration to assist with post-high school planning. Students will have completed a Naviance Career Interest assessment leading to a list of potential occupations and possible college majors to consider. Juniors will also be provided opportunities to attend a Career Café offered each semester, with guest speakers/professionals from a select career cluster. The Career Cafe is a unique opportunity for students to meet and have lunch with members of the community to learn about various career paths. Guest speakers from chosen fields will present an overview of their personal career path and unique experiences. This career exploration program is a fun and engaging way to increase career awareness. Students are offered a different perspective on the career clusters they have been researching through Naviance, the freshman seminar class and sophomore career workshop.

To keep students informed, email reminders regarding upcoming Guidance and Counseling activities and important events are sent to students and parents regularly.

In December, each counselor begins scheduling individual 40-minute Junior conferences with each student and his/her parents to discuss post-high school plans. By this time, counselors have established strong working relationships with their students and are very knowledgeable about their individual needs and strengths and are able to advise them appropriately in setting their post-high school goals.

This meeting is essentially a transition conference that helps steer the student toward making decisions about the future after high school. During this conference, a host of objectives are achieved to help each student prepare for the college application process that will quickly arrive. They include:

- A current credit update and high school transcript evaluation
- A review of the student's program and senior year course selection
- A discussion of career interests and personal strengths/weaknesses in relation to possible college majors; each student's Naviance Career Interest Inventory results are reviewed and discussed.
- A presentation of the college admissions process and the important factors/criteria for admissions to different colleges (i.e. competitive/selective colleges)
- A review of the college application procedures in the Guidance Office/student responsibilities, counselor's responsibilities and services provided

- An introduction to the use of the "Common Application" as the most widely used application option for seniors applying to multiple schools.
- A discussion about the importance of the college essay, referencing sample essay questions from the "Common Application."
- A discussion about designing a student resume, using Naviance's resume builder, as well as other useful resources, such as attending the Guidance and Counseling Resume Workshops.
- A discussion on the factors the student is looking for in a college and what schools might be the best match for the student; college search resources such as websites, search engines, and college handbooks are explored.

By the end of this conference, students should be knowledgeable of resources available to assist them in generating a tentative list of potential colleges from which they can begin to research and ultimately submit applications to.

Westlake High School's 11th Grade Counseling Program Overview

The Junior year focuses on many activities and programs set up to assist the 11th graders in preparing for the future after graduation. College planning and post-high school options are explored through various formats including individual conferences and day and evening presentations.

MONTH-BY-MONTH CALENDAR OF JUNIOR YEAR ACTIVITIES:

SEPTEMBER

- Guidance Counselors visit the classrooms of 11th graders to distribute information regarding the PSAT/NMSQT (National Merit Scholarship Qualifying Test), including test-taking tips, test format and the in-school registration process

OCTOBER

- College Board Services for Student with Disabilities (SSD) eligibility form follow-up for identified students requesting testing accommodations for College Board exams
- PSAT testing- administered at Westlake; in-school registration only
- Academic Ineligibility meetings for students placed on academic probation or ineligible to participate in any/all activities and sports

NOVEMBER

- Military Opt-out forms are mailed home to Juniors - Informs students about their right to Opt-Out of the school district providing their private information (name, address, telephone number) to military recruiters.
- Submit names of students for retakes of Regents exams for January.

DECEMBER

- College Night for Juniors – Guest speaker to talk about college.
- PSAT Score Report Distribution - PSAT score reports are distributed electronically to Juniors. Students may request a copy of their actual original test to review and use for future SAT preparation.
- All juniors will be invited to attend a Career Café, focusing on a select career cluster based on student interest. Students will be required to complete an application in order to attend.
- Junior Conferences - from the end of the month through December, 11th graders meet with their counselors for their individual college and post-high school planning conferences. At these meetings, students and parents will discuss and review many objectives including:
 - A transcript and current credit review
 - Senior year course selection and program review

- A discussion of career interests, personal strengths/weaknesses in relation to possible college majors; Naviance Career Interest Inventory results are reviewed and discussed
- A presentation of the college admissions process and the important factors/criteria for admissions to different colleges
- A review of the college application procedures in the Guidance and Counseling Office
- An introduction to the use of the “Common Application” as a useful option for seniors applying to multiple schools.

JANUARY

- SSD Eligibility Form follow-ups
- SAT/ACT Classroom Visits-Counselors visit the classrooms of 11th graders to distribute information regarding the SAT I, SAT II, and ACT college entrance exam tests, comparing and contrasting SAT and ACT’s, reviewing test-taking strategies, Score Choice options and the on-line registration process.

FEBRUARY

- Scheduling Conferences - Individual scheduling conferences with 11th grade students with parents to discuss and select courses for their senior schedules.

MARCH

- Attend 11th grade CSE annual review meetings for students with an Individualized Education Plan (IEP) to ensure plans are optimal to student learning and appropriately meeting individual needs.
- Submit names of students for retakes of Regents exams for June.

APRIL

- Advanced Placement Information sessions and registration for students enrolled in AP courses.
- Continue to attend 11th grade annual review meetings for students with an Individualized Education Plan (IEP).
- All juniors will be invited to attend a Career Café, focusing on a select career cluster based on student interest. Students will be required to complete an application in order to attend.
- Planning for the Future Panel Discussion (Financial Aid, SUNY System, Selective College Process, Westlake’s Application Process, NCAA Rules and Regulations)--night program with all counselors and guest speakers—open to all parents and students grades 9-12.
- College Fairs – Students are encouraged to attend local college fairs, such as the evening College Fair at the Westchester County Center.

MAY

- SSD Eligibility Form follow-ups
- Advanced Placement (AP) Exams administered at Westlake for students enrolled in AP courses

- Students may begin the process of requesting teacher letters of recommendation for college.
- Continue to attend 11th grade CSE annual review meetings for students with an Individualized Education Plan (IEP)
- Case manage and coordinate annual review meetings for 11th grade students with a Section 504 Accommodation Plan to ensure plans are optimal to student learning and appropriately meeting individual needs.
- Offer Resume and College Essay Writing Workshops during student lunch periods.

JUNE

- Attend CSE annual review meetings for 11th grade district residents who attend special education programs in other locations
- Summer school registration for 11th grade students who fail courses and/or exams at the end of the year
- Counselors resolve student schedule conflicts and changes

Westlake High School's 12th Grade Counseling Program Overview

The Guidance and Counseling Program for senior year focuses on putting the student's post-high school plan (that was developed in 11th grade) into action. This takes into consideration that plans may have changed since 11th grade. Therefore, all options are carefully weighed including colleges and universities, trade school, employment and military. The counselors make themselves readily available for seniors to openly discuss and plan for their post-high school goals. There are several scheduled meetings that take place between parent, student and counselor. Topics include college applications, scholarships, financial aid, interviewing skills, transcript review and various other topics. Our goal is to help prepare seniors to make a well thought-out and responsible decision about their future.

Evening workshops for parents and lunchtime workshops for students ensure that pertinent information is disseminated in a timely manner.

Monthly Guidance and Counseling email newsletters, including senior year specific updates keep parents constantly aware of all the details related to the college application, financial aid and scholarship process. Naviance messages keep students very well informed about college visits, deadlines and all of the important details that make senior year an exciting time. As always, the Counselor's avail themselves for any questions or follow-up discussions you might have or want.

SEPTEMBER

- The Senior Conference – implementing the Post High School Plan
- SAT I and SAT II/ACT Counseling Program to remind seniors how to apply and when
- Senior Activity Sheets/Recommendation Forms turned into Counselor for copying so student can give the info. to the people who are writing his/her recommendations
- Interviewing Skills Workshop
- Common Application workshops
- Review of Naviance program
- Review of eDocs procedures
- College application process overview in English classes
- SUNY Applications should be submitted by the end of the month for a better chance of acceptance
- Financial Aid Night Program for senior parents—FAFSA explained in depth; CSS Profile discussed. Apply starting October 1st.

OCTOBER

- Senior College Fair at the County Center--night program
- College applications due for early decision within the first week of this month. Students encouraged to turn in all applications for a better chance of admission
- Senior Credit Check Process #1--letters mailed home to parent(s)/guardian(s) whose child is in danger of not graduating and other pertinent information regarding graduation status
- Academic Eligibility Meetings for students being placed on academic probation or ineligible to participate in any and all activities—these meetings occur with every progress report and report card generated

NOVEMBER

- Senior meetings with principal, counselor, student and parent if senior failing class(s)
- Continuation of college applications

DECEMBER

- December 1st deadline for all college applications if to be processed before the December break
- Letters sent home to parents whose child has not submitted college applications/post high school work to date

JANUARY

- Senior Internship Applications reviewed
- Early Decision Follow-up
- Begin searching for scholarships
- Regents Exam retakes

FEBRUARY

- Mid-year Reports to all colleges--Valedictorian, Salutatorian announcement
- Senior Awards information distribution for all seniors during English classes for community and school scholarship eligibility
- Continue searching for scholarship – WHS Scholarship Center updated
- Senior Credit Check Process #2

MARCH

- College acceptance follow-up
- Senior Awards Committee meetings begin
- Scholarship interviews begin
- Attend 12th grade annual review meetings for students with an Individualized Education Plan (IEP)

APRIL

- College acceptance follow-up
- Post high school planning revisited
- Continue to attend 12th grade annual review meetings for students with an Individualized Education Plan (IEP)
- Scholarship interviews continue
- Senior Exit Surveys. Information used for Scholarship and Graduation Program
- Senior Internships begin
- Planning for the Future Panel Discussion (Financial Aid, SUNY System, Selective College Process, Westlake's Application Process, NCAA Rules and Regulations)--night program--all counselors and guest speakers—available for parents and students grades 9-12

MAY

- Senior Credit Check Process #3
- AP Exams
- Scholarship interviews and process completed
- Counselors Case manage and orchestrate annual review meetings for their 12th grade students with a Section 504 Accommodation Plan to ensure plans are optimal for student learning and appropriately meeting individual needs for post-high school/college plans

JUNE

- Regents Exams retakes
- Senior Awards Banquet
- Continue to case manage and orchestrate annual review meetings for 12th grade students with a Section 504 Accommodation Plan
- Summer school registration/GED/Post High School Plan for 12th grade students who fail courses/and or exams at the end of the year
- Letter sent to parent(s) of seniors who do not graduate, indicating appropriate alternatives for obtaining a high school diploma

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