

PULASKI ACADEMY AND
CENTRAL SCHOOL

COMPREHENSIVE SCHOOL
COUNSELING PLAN



August 2019

***Pulaski Academy and Central School
Comprehensive Counseling Plan***

Foreword:

Members of the Pulaski Academy and Central School District School Counseling Plan Committee wish to thank the administration and the Board of Education for allowing the time and resources to develop this comprehensive plan that we are confident will help the continued success of our students. To develop this plan we examined our current counseling practices and services, the American School Counseling Association (ASCA) National Model which provides a framework for School Counseling Services, and the New York State Social-Emotional Learning Standards.

Committee Members

Margaret Cacchione, Middle School Counselor

Sue Evans, High School Counselor

Rachel Olson, Elementary School Psychologist

Evan Tambs, Middle/High School Psychologist, 9th Grade Counselor

Kristin Tambs, Elementary School Psychologist

District Psychological Base

The Pulaski Central School District is committed to creating an environment for all people (staff and students alike) that meets their basic needs and encourages sustaining high quality performance. This is accomplished through the application of an intrinsically motivated psychological base.

To meet this objective, the District has adopted the works and teachings of William Glasser (Choice Theory) as our psychological base. Choice Theory states that all living organisms are purposeful and are internally driven by basic needs or internal instructions that arise in the brain. These five basic needs are Survival, Belonging, Power (Empowerment), Fun, and Freedom.

District Mission Statement

The Pulaski Academy & Central School District Mission is to prepare all students for a constantly changing future by providing the highest quality education in partnership with their parents, staff and community.

District Values and Beliefs:

Everyone can learn.
Knowledge empowers us.
We must learn how to learn.
Everyone is unique and important.
High expectations are vital to success.
To succeed we must produce quality work.
Education requires a safe and caring environment.

We believe in:

Cooperation as opposed to isolation.
High expectations as opposed to mediocrity.
Trust as opposed to insecurity/fear.
Proactive as opposed to reactive.
Success as opposed to failure.
Flexibility as opposed to rigidity.
Active learning as opposed to passive learning.
Dynamic as opposed to static/stagnant.

Vision Statement of PACS Counselors:

The students of Pulaski Academy and Central School are highly motivated and well prepared to adapt to and navigate career and life changes. All students will participate in high quality opportunities for personal growth through a comprehensive school counseling program that encourages academic, career, and social/emotional achievement. This includes students identifying and exploring individual strengths and building self-confidence. We will foster independence and problem-solving abilities in our students. A team approach that involves students, parents, staff, and community members is essential to supporting student growth and allowing all students to reach their full potential.

Mission Statement of PACS Counselors:

The mission of the counselors of Pulaski Academy and Central School is to provide high quality, comprehensive school counseling services to all students. Our programs are designed to help all students develop and enhance their academic, social, career, and personal strengths in order to become responsible and productive citizens. We believe that all students have strengths and that all students have a right to learn and grow. Each child has the potential to become the best version of themselves possible. This is achieved through a collaborative effort with the student, staff, family, and the community. Working together, we ensure that all students can achieve their goals.

Role of School Counselors at PACS:

The role of the school counselor is to enhance the learning process and promote academic achievement, social/emotional growth, and career readiness. In the elementary school, school counselors help students develop the social and coping skills necessary to foster connections for our students with their peers, form strong connections to their school community, and allow them to flourish academically, socially, and emotionally within the classroom and school environment. In the middle school, the counselor is responsible for creating a positive atmosphere to help students acquire positive social skills and values, set informed career goals and realize their full academic potential. The counselor's role in the high school is to remove barriers to academic achievement, supporting social/emotional development and guiding college and career readiness.

Counselors are available to assist teachers with student academic planning, frequent absent students, analyzing school wide data to understand student needs and consulting with teachers about classroom management. School counselors are available to assist teachers and families with any questions or concerns in regards to students' individual needs.

Foundation for the PACS Comprehensive Counseling Plan:

Aligning with state standards school counselors are responsible for the creation and implementation of a Comprehensive School Counseling plan. School counselors are responsible for ensuring that their Comprehensive School Counseling plan aligns with the mission statement of the school district. School counselors' duties are focused on the overall delivery of the school counseling comprehensive program through guidance curriculum, individual student planning and responsive services. In the School Counseling office, cumulative folders pertaining to individual students are maintained. Inspection of student folders is in accordance with state law. School counselors are eager to review with teachers any problems pertaining to individual students.

New York State Part 100 Regulations – School Counseling Program

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:

Public Schools. Each school district shall have a guidance program for all students.

(a) 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 educate students concerning avoidance of child sexual abuse, and to encourage parental involvement.

(b) In grades 7-12, the guidance program shall include the following activities or services:

(1) an annual review of each student's educational progress and career plans, with such reviews to be conducted with each student individually or with small groups by personnel certified or licensed as school counselors;

(2) 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 counselors, or by classroom teachers in cooperation with school counselors;

(3) other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and implement postsecondary education 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 assistance shall be provided by certified or licensed school counselors or by certified or licensed school psychologists or certified or licensed school social workers in cooperation with school counselors; and

(4) the services of personnel certified or licensed as school counselors.

(c) 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. The City School District of the City of New York shall submit a separate plan for each community school district, for the High School Division and for the Special Education Division. Such plan shall 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; specification of staff members and other resources assigned to accomplish the objectives; and provisions for the annual assessment of program results. The plan shall be reviewed annually by the school districts, and revisions shall be made as necessary.

ASCA Mindsets and Behaviors:

The following standards were developed by the American School Counselor Association National Model. They serve as the foundation for the PACS Comprehensive Counseling Plan. The ASCA Mindsets & Behaviors describe the knowledge, skills and attitudes students need to achieve academic success, college and career readiness and social/emotional development.

Mindset Standards – Includes standards related to the psycho-social attitudes or beliefs students have about themselves in relation to academic work. These make up the students' belief system as exhibited in behaviors.

Behavior Standards – These standards include behaviors commonly associated with being a successful student. These behaviors are visible, outward signs that a student is engaged and putting forth effort to learn. The behaviors are grouped into three subcategories. a. Learning Strategies: Processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning. b. Self-management Skills: Continued focus on a goal despite obstacles (grit or persistence) and avoidance of distractions or temptations to prioritize higher pursuits over lower pleasures (delayed gratification, self-discipline, self-control). c. Social Skills: Acceptable behaviors that improve social interactions, such as those between peers or between students and adults.

New York State Social/Emotional Learning Standards:

The PACS Comprehensive Counseling Plan also aligns to the New York State Social/Emotional Learning Standards. The New York State Social/Emotional Learning standards consist of the following three goals:

Goal 1: Develop self-awareness and self-management skills essential to success in school and in life.

Knowing one's emotions, how to manage them, and ways to express them constructively are essential life skills. These skills enable one to handle stress, control impulses, and motivate oneself to persevere when faced with personal, academic, or work-related obstacles. A related set of skills involves accurately assessing one's abilities and interests, building upon strengths, making effective use of family, school, and community supports and resources. Finally, it is critical for an individual to be able to establish and monitor one's own progress toward achieving goals, whether personal, academic, and career or work-related. These social emotional skills, thought processes and behavioral strategies can be contributing factors to one's sense of self-confidence and sense of optimism as they provide a strong foundation for achieving success in school and in life.

Goal 2: Use social awareness and interpersonal skills to establish and maintain positive relationships.

The ability to recognize the thoughts, feelings, and perspectives of other individuals, including ideas and viewpoints that are different from one's own, and to empathize with others from diverse backgrounds, is central to forming and maintaining positive relationships at all life

stages. Equally important to establishing positive peer, family, and work relationships are strategies and skills that enable one to adapt one's behavior in various settings, cooperate and collaborate with another person or in a group, communicate respectfully, and constructively resolve conflicts with others.

Goal 3: Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts.

The ability to make ethical decisions and behave responsibly, taking into account the well-being of others as well as one's own, are essential to benefitting the good of the whole - whether family, peers, colleagues, neighbors, or members of the community at large. It is the foundation of responsible citizenship in a democratic society. Every individual at all life stages needs the capacity to make ethical decisions and solve problems by accurately defining the decisions to be made, being able to generate alternative solutions, anticipate the consequences of each, and having the ability to evaluate and learn from the outcomes of one's decision making.

Program Evaluation and Accountability:

Surveys- Survey data will be collected from students, staff, and parents to continuously review the needs of PACS students. Areas of need identified will be reviewed and targeted by updating and reviewing counseling services provided at school.

Advisory Council- An advisory council consisting of PACS stakeholders will meet at least once per year. Stakeholders include district staff, parents, and community members. The Council will review data collected to evaluate the effectiveness of counseling services provided. They will provide feedback and guidance on how best to address the needs reflected in the data.

PACS Counseling Services Curriculum Map/Matrix:

The following represents the alignment between the ASCA Mindset and Behavior Standards, the New York State Social/Emotional Learning Standards, and implementation of the curriculum K-12 at Pulaski Academy and Central School. The matrix lists the standards and indicators and shows specifically where each competency is taught by grade level cluster. The ASCA Mindset and Behavior standards are identified in the document using the following abbreviations: M for Mindset, LS for Learning Strategies, SMS for Self-Management Skills and SS for Social Skills. The following abbreviations are also utilized specific to how those Mindset and Behavioral Standards are incorporated into services provided at school: CC for Core Curriculum, SG for Small Group counseling or intervention, I for Individual counseling or intervention, SS for the Second Step Program, MP for Morning Program.

Category 1: Mindset Standards

School counselors encourage the following mindsets for all students.

Mindset Standards	Pre-K-2	3-5	6-8	9-12	NYS Social-Emotional Learning Benchmarks
M. 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.	-Morning Program -CC Physical Education -SG & I counseling -SHARP behaviors	-Morning Program -CC Physical Education -SG & I counseling -SHARP behaviors	-CC Health -CC FACS -CC Physical Education -SG & I counseling -Peer Leadership/Mentoring	-CC Health -CC Food & Nutrition elective -CC Physical Education -SG & I counseling -Peer Leadership	Goal 1A - Identify and manage one's emotions and behavior.
M. 2. Self-confidence in ability to succeed.	-Morning Program -SG & I counseling -SS: Brain Builder Games -SS: Skills for Learning Unit	-Morning Program -SG & I counseling -SS: Brain Builder Games -SS: Skills for Learning Unit -SS: Empathy & Skills	-SG & I counseling -Snow Incentive Awards	-SG & I counseling -Snow Incentive Awards	Goal 1C - Demonstrate skills related to achieving personal and academic goals

<p>M. 3. Sense of belonging in the school environment.</p>	<ul style="list-style-type: none"> -Morning Program -Scoville Olympics -Community Service Projects -Open House -SS: Skills for Learning Unit (Weekly Theme 1) -SS: Bullying Prevention Unit (Classroom Climate- Building Tools & Games) 	<ul style="list-style-type: none"> -Morning Program -Scoville Olympics -Community Service Projects -ABE Awards -Open House -SS: Bullying Prevention Unit (Classroom Climate- Building Tools & Games) 	<ul style="list-style-type: none"> -Pep Fest -Community Service Projects -Extra Curricular Activities/Athletics -Student Government -MS Orientation -Open House 	<ul style="list-style-type: none"> -Mr. Pulaski -Pep Fest -Community Service Projects -Extra Curricular Activities/Athletics -Peer Leadership -Student Government -OCAY League -Open House 	<p>Goal 3B - Apply decision making skills to deal responsibly with daily academic and social situations</p> <p>Goal 3C - Contribute to the well-being of one's school and community</p>
<p>M. 4. Understanding that post-secondary education and life-long learning are necessary for long-term career success.</p>		<ul style="list-style-type: none"> -SG & I counseling 	<ul style="list-style-type: none"> -All core content -College/Career Fair -Four-Year Plan meetings (ind.) -Guidance Lesson: Career Planning 	<ul style="list-style-type: none"> -All core content -CC PPP elective -On-Course elective -Exploring Business elective -CTE (CiTi BOCES) -College visitations -College Fairs -Career Expo/Fair -Four-Year Plan meetings (ind.) -Guidance Lesson: Graduation Requirements -Sophomore Seminar -College Planning Parent Night -Financial Aid Night 	<p>Goal 1C - Demonstrate skills related to achieving personal and academic goals</p> <p>Goal 3B - Apply decision making skills to deal responsibly with daily academic and social situations.</p>

M. 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes.	-Character Trait Awards -SS: Skills for Learning Unit	-ABE Awards -SS: Skills for Learning Unit -SS: Emotion-Management Unit	-Snow Incentive Awards -Honor Roll	-Snow Incentive Awards -Honor Roll	Goal 1B - Recognize personal qualities and external supports. Goal 1C - Demonstrate skills related to achieving personal and academic goals.
M. 6. Positive attitude toward work and learning.	-Character Trait Awards -SHARP behaviors -SS: Skills for Learning Unit -SS: Empathy Unit -SS: Problem-Solving Unit	-ABE Awards -Character Trait Awards -SHARP behaviors -SS: Skills for Learning Unit -SS: Empathy Unit -SS: Problem-Solving Unit -SS: Bullying Prevention Unit	-Snow Incentive Awards -Honor Roll	-Snow Incentive Awards -Honor Roll	Goal 1A - Identify and manage one's emotions and behaviors. Goal 1B - Recognize personal qualities and external supports. Goal 1C - Demonstrate skills related to achieving personal and academic goals. Goal 3B - Apply decision making skills to deal responsibly with daily academic and social situations

Category 2: Behavior Standards

Students will demonstrate the following standards through classroom lessons, activities, and/or individual/small-group counseling.

Learning Strategies	Pre-K-2	3-5	6-8	9-12	NYS Social-Emotional Learning Benchmarks
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<p>B-LS 1. Demonstrate critical-thinking skills to make informed decisions</p>	<p>-CC -Odyssey of the Mind -SS: Problem-Solving Unit -SS: Empathy Unit -SS: Skills for Learning Unit</p>	<p>-CC -Odyssey of the Mind -SS: Problem-Solving Unit -SS: Empathy Unit -SS: Skills for Learning Unit -SS: Bullying Prevention Unit</p>	<p>-CC -Career Plan / 4 year plan</p>	<p>-CC -OCAY League -LOCY -Envirothon -CiTi CTE orientation -Career Plan / 4 year plan</p>	<p>Goal 1B - Recognize personal qualities and external supports.</p> <p>Goal 1C - Demonstrate skills related to achieving personal and academic goals.</p> <p>Goal 3B - Apply decision-making skills to deal responsibly with daily academic and social situations</p>
<p>B-LS 2. Demonstrate creativity</p>	<p>-Fine Arts electives -Odyssey of the Mind -Elementary Musical</p>	<p>-Fine Arts electives -Odyssey of the Mind -Elementary Musical</p>	<p>- Fine Arts electives -Computer and Technology electives -MS Play / Drama -PEP Fest</p>	<p>- Fine Arts electives -OCAY League -Envirothon -Computer and Technology electives -Drama Club -PEP Fest</p>	<p>Goal 1B - Recognize personal qualities and external supports.</p> <p>Goal 2C - Use communication and social skills to interact effectively with others.</p> <p>Goal 2D - Demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</p>
<p>B-LS 3. Use time-management, organizational and study skills</p>	<p>-CC</p>	<p>-CC -Planner (5th grade)</p>	<p>-CC -Weekly planner -Academic Advisement (10th period) -Small group counseling -Schooltool student portal</p>	<p>-CC -Weekly planner -Academic Advisement (10th period) -Individual counseling -Schooltool student portal</p>	<p>Goal 1C - Demonstrate skills related to achieving personal and academic goals</p> <p>Goal 3B - Apply decision-making skills to deal responsibly with daily academic and social situations</p>

<p>B-LS 4. Apply self-motivation and self-direction to learning</p>	<p>-CC -Individual counseling -SS: Skills for Learning Unit</p>	<p>-CC -Individual counseling -SS: Skills for Learning Unit -SS: Empathy & Skills for Learning Unit</p>	<p>-CC -Learning style inventory -Individual counseling -Career Plan / 4 year plan</p>	<p>-CC -Learning style inventory -Individual counseling -Career Plan / 4 year plan</p>	<p>Goal 1B - Recognize personal qualities and external supports</p> <p>Goal 1C - Demonstrate skills related to achieving personal and academic goals</p> <p>Goal 3B - Apply decision-making skills to deal responsibly with daily academic and social situations</p>
<p>B-LS 5. Apply media and technology skills</p>	<p>-CC -MP -Typing instruction</p>	<p>-CC -MP -Typing instruction</p>	<p>-CC -Guidance Direct -Schooltool Student Portal</p>	<p>-CC -Guidance Direct -Schooltool Student Portal -Distance Learning Lab</p>	<p>Goal 1C - Demonstrate skills related to achieving personal and academic goals</p> <p>Goal 3B - Apply decision-making skills to deal responsibly with daily academic and social situations</p>
<p>B-LS 6. Set high standards of quality</p>	<p>-CC</p>	<p>-CC -Assignment rubrics</p>	<p>-CC -Assignment rubrics</p>	<p>-CC -Assignment rubrics</p>	<p>Goal 1B - Recognize personal qualities and external supports.</p> <p>Goal 1C - Demonstrate skills related to achieving personal and academic goals</p> <p>Goal 3B - Apply decision-making skills to deal responsibly with daily academic and social situations</p>

<p>B-LS 7. Identify long- and short-term academic, career and social/emotional goals</p>	<p>-Individual goal setting -SG & I counseling -SS: Skills for Learning Unit -SS: Emotion-Management Unit -SS: Problem-Solving Unit</p>	<p>-Individual goal setting -SG & I counseling -SS: Skills for Learning Unit -SS: Emotion-Management Unit -SS: Problem-Solving Unit</p>	<p>-Career Plan/4 year plan -Individual goal setting -Guidance Direct -Individual and group counseling</p>	<p>-Career Plan/4 year plan -Individual goal setting -Guidance Direct -Individual and group counseling</p>	<p>Goal 1A - Identify and manage one's emotions and behaviors.</p> <p>Goal 1B - Recognize personal qualities and external supports.</p> <p>Goal 1C - Demonstrate skills related to achieving personal and academic goals.</p> <p>Goal 3B - Apply decision-making skills to deal responsibly with daily academic and social situations</p>
<p>B-LS 8. Actively engage in challenging coursework</p>	<p>-CC</p>	<p>-CC</p>	<p>-CC -High School credit bearing courses (e.g. LOTE, math and science) -Sheldon Institute -Horizons</p>	<p>-CC -Distance Learning and Online college courses -OCC Early college -P-TECH -CTE Advantage -New Visions -Sheldon Institute -JCC Edge program -Horizons</p>	<p>Goal 1C - Demonstrate skills related to achieving personal and academic goals</p> <p>Goal 3B - Apply decision-making skills to deal responsibly with daily academic and social situations</p>
<p>B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions</p>	<p>-SG & I counseling -SS: Problem-Solving Unit -SS: Empathy Unit</p>	<p>-SG & I counseling -SS: Problem-Solving Unit -SS: Empathy Unit</p>	<p>-SG & I counseling</p>	<p>-SG & I counseling</p>	<p>Goal 2A- Recognize the feelings and perspectives of others</p> <p>Goal 2B- Recognize individual and group similarities and differences.</p> <p>Goal 3A- Consider</p>

					ethical, safety, and societal factors in making decisions
B-LS 10. Participate in enrichment and extracurricular activities	-Odyssey of the Mind -Morning clubs -Musical	-Odyssey of the Mind -Morning clubs -Musical	-Sports -Clubs -Plays/Musica-O -Odyssey of the Mind	-Sports -Clubs	Goal 1B - Recognize personal qualities and external supports.

Self-Management Skills	Pre-K-2	3-5	6-8	9-12	NYS Social-Emotional Learning Benchmarks
B-SMS 1. Demonstrate ability to assume responsibility	-MP -SHARP behaviors -CC -Behavior write up reflection sheet -SS: Empathy Unit -SS: Emotion-Management Unit -SS: Problem-Solving Unit	-MP -SHARP behaviors -CC -Behavior write up reflection sheet -SS: Empathy Unit -SS: Emotion-Management Unit -SS: Problem-Solving Unit -SS: Bullying Prevention Unit	- CC -Extracurricular Activities, Clubs, and Athletics -Behavior write up reflection sheet. -Middle School Awards Night	-CC -Extracurricular Activities, Clubs, and Athletics -Honors Dinner -Senior Awards Night	Goal 1A - Identify and manage one's emotions and behaviors. Goal 1C - Demonstrate skills related to achieving personal and academic goals Goal 2D - Demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways Goal 3A - Consider ethical, safety, and societal factors in making decisions Goal 3B - Apply decision-making skills to deal responsibly with

					daily academic and social situations
B-SMS 2. Demonstrate self-discipline and self-control	-MP -SG & I counseling -SHARP behaviors -Behavior write up reflection sheet -Healthy Highways -SS: Brain Builder Games -SS: Emotion-Management Unit	-MP -SG & I counseling -SHARP behaviors -Behavior write up reflection sheet -Healthy Highways -SS: Brain Builder Games -SS: Emotion-Management Unit	-SG & I counseling -Behavior reflection sheet. -Student gov't	-CC -Athletics -Online/Distance Learning -JCC Edge -OCC Early College -LOCY -Student gov't	Goal 1A - Identify and manage one's emotions and behaviors. Goal 1C - Demonstrate skills related to achieving personal and academic goals Goal 2D - Demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways Goal 3B - Apply decision-making skills to deal responsibly with daily academic and social situations
B-SMS 3. Demonstrate ability to work independently	-CC -SS: Skills for Learning Unit -SS: Emotion-Management Unit	-CC -SS: Skills for Learning Unit -SS: Emotion-Management Unit -SS: Emotion-Management Unit -SS: Empathy & Skills for Learning Unit	-CC	-CC -Online/Distance Learning -JCC Edge -OCC Early College -LOCY	Goal 1C - Demonstrate skills related to achieving personal and academic goals Goal 3B - Apply decision-making skills to deal responsibly with daily academic and social situations
B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards.	-Individual counseling -SS Brain Builder games	-Individual counseling -SS Brain Builder Games	-Individual counseling	-Individual counseling	Goal 1A - Identify and manage one's emotions and behaviors. Goal 1C -

					<p>Demonstrate skills related to achieving personal and academic goals</p> <p>Goal 2D - Demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways</p> <p>Goal 3B - Apply decision-making skills to deal responsibly with daily academic and social situations</p>
B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals.	<ul style="list-style-type: none"> -MP -Individual goal setting -SG & I Counseling -SS Emotion Management Unit 	<ul style="list-style-type: none"> -MP -Individual goal setting -SG & I Counseling -SS Emotion Management Unit, Problem Solving Unit 	<ul style="list-style-type: none"> -Individual goal setting -SG & I Counseling -Athletics -Student gov't 	<ul style="list-style-type: none"> -Individual goal setting -SG & I Counseling -Athletics -Student gov't -Senior Projects 	<p>Goal 1A - Identify and manage one's emotions and behaviors.</p> <p>Goal 1C - Demonstrate skills related to achieving personal and academic goals</p> <p>Goal 3B - Apply decision-making skills to deal responsibly with daily academic and social situations</p>
B-SMS 6. Demonstrate ability to overcome barriers to learning	<ul style="list-style-type: none"> -SG & I counseling -Integrated classrooms -Supports to overcome poverty: SBHC, Backpack Program, etc. -SS Friendship 	<ul style="list-style-type: none"> -SG & I counseling -Integrated classrooms -Supports to overcome poverty: SBHC, Backpack Program, etc. 	<ul style="list-style-type: none"> -SG & I counseling -Integrated classrooms -10th period -Supports to overcome poverty: SBHC, Backpack Program, 	<ul style="list-style-type: none"> -Integrated classrooms -Work Study Programs -10th period --Supports to overcome poverty: SBHC, Backpack Program, 	<p>Goal 1B - Recognize personal qualities and external supports</p> <p>Goal 1C - Demonstrate skills related to achieving personal and academic goals</p>

	Skills Unit, Problem Solving Unit, Emotion-Management Unit	-SS Friendship Skills Unit, Problem Solving Unit, Emotion-Management Unit	Casimir's Closet etc.	Casimir's Closet etc.	Goal 3A - Consider ethical, safety, and societal factors in making decisions Goal 3B - Apply decision-making skills to deal responsibly with daily academic and social situations
B-SMS 7. Demonstrate effective coping skills when faced with a problem	-MP -SG & I counseling -SS Friendship Skills Unit; Problem Solving Unit, E motion Management Unit	-MP -SG & I counseling -SS Friendship Skills Unit; Problem Solving Unit, E motion Management Unit	-SG & I counseling	-SG & I counseling	Goal 1A - Identify and manage one's emotions and behaviors. Goal 1B - Recognize personal qualities and external supports Goal 2A - Recognize the feelings and perspectives of others Goal 2C - Use communication and social skills to interact effectively with others Goal 2D - Demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways
B-SMS 8. Demonstrate the ability to balance school, home and community activities	-SG & I counseling	-SG & I counseling	-Activities contract -10th period	-Activities contract -10th period -SG & I counseling	Goal 1C - Demonstrate skills related to achieving personal and academic goals

					Goal 3B - Apply decision-making skills to deal responsibly with daily academic and social situations
B-SMS 9. Demonstrate personal safety skills	-MP -SHARP behaviors -SS Child Protection Unit -Fire Drills, Hold in Place Drills, Evacuation Drills, Bus Drills	-MP -SHARP behaviors -SS Child Protection Unit -Fire Drills, Hold in Place Drills, Evacuation Drills, Bus Drill	- CC (Health Class) -Fire Drills, Hold in Place Drills, Evacuation Drills, Bus Drill	-Fire Drills, Hold in Place Drills, Evacuation Drills, Bus Drill	Goal 1A - Identify and manage one's emotions and behavior Goal 2B - Recognize individual and group similarities and differences Goal 2D - Demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways Goal 3B - Apply decision-making skills to deal responsibly with daily academic and social situations
B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	-UPK orientation -Individual counseling -Posted schedules	-Open House -6th grade orientation -Posted schedules	-Open House -8th grade parent night (w/PTECH) -Peer leadership	-Open house -Sophomore Seminar -College Information Night -Peer leadership	Goal 1A - Identify and manage one's emotions and behavior Goal 1B - Recognize personal qualities and external supports Goal 1C - Demonstrate skills related to achieving personal and

					<p>academic goals</p> <p>Goal 3B - Apply decision-making skills to deal responsibly with daily academic and social situations</p>
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Social Skills	Pre-K-2	3-5	6-8	9-12	NYS Social-Emotional Learning Benchmarks
B-SS 1. Use effective oral communication skills and listening skills	<ul style="list-style-type: none"> -MP -CC -SG & I counseling -Mediation -SS Skills for Learning Unit 	<ul style="list-style-type: none"> -MP -CC -SG & I counseling -Mediation -SS Skills for Learning Unit, Empathy Unit 	<ul style="list-style-type: none"> - CC -SG & I counseling -Mediation -Extracurricular Activities/Clubs (Student Gov't, Athletics, etc.) 	<ul style="list-style-type: none"> -CC -SG & I counseling -Mediation -Senior Project -Community Service Hours -Extracurricular Activities/Clubs (Student Gov't, Peer Leadership, Athletics, etc.) 	<p>Goal 2A - Recognize the feelings and perspectives of others</p> <p>Goal 2C - Use communication and social skills to interact effectively with others</p> <p>Goal 2D- Demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</p> <p>Goal 3C- Contribute to the well-being of one's school and community.</p>

<p>B-SS 2. Create positive and supportive relationships with other students</p>	<p>-CC -SG & I counseling -Mediation -SS Empathy Unit, Friendship Skills Unit, Problem Solving Unit, Bullying Prevention Unit</p>	<p>-CC -SG & I counseling -Mediation -SS Empathy Unit, Friendship Skills Unit, Problem Solving Unit, Bullying Prevention Unit</p>	<p>- CC -SG & I counseling -Mediation -Anti Bullying Club -Small group counseling -Pep Fest -Peer Leaders in training group</p>	<p>-CC -SG & I counseling -Mediation -Extracurricular Activities/Clubs (Student Gov't, Peer Leadership, NHS, Athletics, etc.) -Pep Fest</p>	<p>Goal 1A- Identify and manage one's emotions and behavior.</p> <p>Goal 2A- Recognize the feelings and perspectives of others.</p> <p>Goal 2B- Recognize individual and group similarities and differences.</p> <p>Goal 2C- Use communication and social skills to interact effectively with others.</p> <p>Goal 2D- Demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</p> <p>Goal 3A- Consider ethical, safety, and societal factors in making decisions.</p> <p>Goal 3B- Apply decision making skills to deal responsibly with daily academic and social situations.</p> <p>Goal 3C- Contribute to the well-being of one's school and</p>
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					Community.
B-SS 3. Create relationships with adults that support success	-CC -SG & I counseling -SS Skills for Learning Unit, Child Protection Unit, Bullying Prevention Unit	-CC -SG & I counseling -SS Skills for Learning Unit, Child Protection Unit, Bullying Prevention Unit, Empathy Unit	-CC -SG & I counseling -Extracurricular Activities/Clubs (Student Gov't, Peer Leadership, NHS, Athletics, etc.)	-CC -SG & I counseling -Extracurricular Activities/Clubs (Student Gov't, Peer Leadership, NHS, Athletics, etc.)	Goal 1B- Recognize personal qualities and external supports. Goal 2A- Recognize the feelings and perspectives of others. Goal 2B- Recognize individual and group similarities and differences. Goal 2C- Use communication and social skills to interact effectively with others. Goal 2D- Demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways. Goal 3C- Contribute to the well-being of one's school and community.
B-SS 4. Demonstrate empathy	-MP -Integrated Classrooms -SG & I counseling	-MP -Integrated Classrooms -SG & I counseling	-Integrated Classrooms -SG & I counseling -Mediation	-Integrated Classrooms -SG & I counseling -Mediation	Goal 1A- Identify and manage one's emotions and behavior.

	<p>-Mediation -Guest speaker/ Specialized Presentations (Vitamin L, District PD, etc.) -SS Empathy Unit, Bullying Prevention Unit</p>	<p>-I counseling -Mediation -Guest speaker/ Specialized Presentations (Vitamin L,, District PD, etc.) -SS Empathy Unit, Bullying Prevention Unit, Skills for Learning Unit</p>	<p>-Guest speaker/ Specialized Presentations (Value Up, Upstander, District PD) -Student Gov't</p>	<p>-Guest speaker/ Specialized Presentations (Value Up, Upstander, District PD)</p>	<p>Goal 2A- Recognize the feelings and perspectives of others.</p> <p>Goal 2B- Recognize individual and group similarities and differences.</p> <p>Goal 3A- Consider ethical, safety, and societal factors in making decisions.</p> <p>Goal 3C- Contribute to the well-being of one's school and community.</p>
<p>B-SS 5. Demonstrate ethical decision-making and social responsibility</p>	<p>-MP -CC -Guest speaker/ Specialized Presentations (Vitamin L, District PD, etc.) -SS Empathy Unit, Friendship Skills Unit, Problem Solving Unit, Emotion Management Unit</p>	<p>-MP -CC -Guest speaker/ Specialized Presentations (Vitamin L, District PD, etc.) -SS Empathy Unit, Friendship Skills Unit, Problem Solving Unit, Emotion Management Unit</p>	<p>-CC -Guest speaker/ Specialized Presentations (Value Up, Upstander, District PD) -Student Gov't</p>	<p>-CC -Guest speaker/ Specialized Presentations (Value Up, Upstander, District PD) -Student Gov't</p>	<p>Goal 2A- Recognize the feelings and perspectives of others.</p> <p>Goal 2B- Recognize individual and group similarities and differences.</p> <p>Goal 3A- Consider ethical, safety, and societal factors in making decisions.</p> <p>Goal 3B- Apply decision-making skills to deal responsibly with daily academic and social situations.</p>

					Goal 3C- Contribute to the well-being of one's school and community.
B-SS 6. Use effective collaboration and cooperation skills	-MP -SG & I counseling -Mediation -CC -SS Friendship Skills Unit, Problem Solving Unit -Odyssey of the Mind	-MP -SG & I counseling -Mediation -CC -SS Friendship Skills Unit, Problem Solving Unit -Odyssey of the Mind	-CC -SG & I counseling -Mediation -Extracurricular Activities/Clubs (Student Gov't, Peer Leadership, NHS, Athletics, etc.)	-CC -SG & I counseling -Mediation -Extracurricular Activities/Clubs (Student Gov't, Peer Leadership, NHS, Athletics, etc.) -Envirothon -LOCY -OCAY League	Goal 2A- Recognize the feelings and perspectives of others. Goal 2B- Recognize individual and group similarities and differences. Goal 2C- Use communication and social skills to interact effectively with others. Goal 2D- Demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.
B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams	-CC -SG & I counseling -Mediation -Odyssey of the Mind	-CC -SG & I counseling -Mediation -Odyssey of the Mind	-CC -SG & I counseling -Mediation -Student Gov't -Clubs and Activities	-CC -SG & I counseling -Mediation -Extracurricular Activities/Clubs (Student Gov't, Peer Leadership, NHS, Athletics, etc.) -Envirothon -LOCY -OCAY League	Goal 2A- Recognize the feelings and perspectives of others. Goal 2B- Recognize individual and group similarities and differences. Goal 2C- Use communication and social skills to interact effectively

					<p>with others.</p> <p>Goal 2D- Demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</p> <p>Goal 3B- Apply decision-making skills to deal responsibly with daily academic and social situations.</p> <p>Goal 3C- Contribute to the well-being of one's school and community.</p>
<p>B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary</p>	<p>-SG & I counseling -Mediation -SS Skills for Learning Unit, Bullying Prevention Unit, Problem-Solving Unit, Empathy Unit, Emotion-Management Unit</p>	<p>-SG & I counseling -Mediation -SS Skills for Learning Unit, Bullying Prevention Unit, Problem-Solving Unit, Empathy Unit, Emotion-Management Unit</p>	<p>-SG & I counseling -Mediation</p>	<p>-SG & I counseling -Mediation</p>	<p>Goal 1A - Identify and manage one's emotions and behavior</p> <p>Goal 1B - Recognize personal qualities and external supports</p> <p>Goal 1C - Demonstrate skills related to achieving personal and academic goals</p> <p>Goal 2C- Use communication and social skills to interact effectively</p>

					<p>with others.</p> <p>Goal 3B- Apply decision-making skills to deal responsibly with daily academic and social situations.</p>
<p>B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment</p>	<p>-SG & I counseling -SHARP behaviors -All SS units</p>	<p>-SG & I counseling -SHARP behaviors -All SS units</p>	<p>-SG & I counseling</p>	<p>-SG & I counseling</p>	<p>Goal 1A - Identify and manage one's emotions and behavior</p> <p>Goal 2A- Recognize the feelings and perspectives of others.</p> <p>Goal 2B- Recognize individual and group similarities and differences.</p> <p>Goal 2C- Use communication and social skills to interact effectively with others.</p> <p>Goal 2D- Demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</p>

*CC: Core Curriculum
**SG: Small Group Counseling
***I: Individual Counseling
****SS: Second Step Program
*****MP Morning Program