



***Reaching Tomorrow
By Teaching Today:***

**A Comprehensive K-12
School Counseling Plan**

*Developed by the counselors of the
Christina School District*



*Christina Comprehensive School Counseling Program:
Reaching Tomorrow by Teaching Today*

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Why Do We Need A Comprehensive School Counseling Program?

In 1997, the American School Counselor Association published its first copy of its National Standards for Students. This document provided school counselors across the country with attainable standards for the school counseling program, standards which supported both student achievement as well as their personal development.

In October of 1999, the State of Delaware began training school counselors in use of the National Standards for Students. By June of 2000, the Delaware Model School Counseling Program document was published and sent to school counselors around the state.

Fast forward to spring of 2005; the regulations regarding K-12 School Counseling Programs for the State of Delaware were revised to clarify that school districts in Delaware must have a state approved district school counseling plan and that their plan must be implemented in schools by state certified school counselors as part of overall school improvement.

For many years the Christina School District has worked to find a system for school counseling that would effectively provide the much needed services that students need to be successful. Without a comprehensive plan in place, those efforts have not achieved the desired results.

The implementation of a comprehensive school counseling program in the Christina School District will provide the following benefits to the students, families, teachers, administrators, and community members in the Christina School District (adapted from the Delaware Model School Counseling Program book):

Benefits for Students

- Prepares students for the challenges of the 21st century through academic, career, and personal/social development
- Relates educational success to future success in life
- Facilitates career exploration and development
- Develops decision-making and problem solving skills
- Assists in acquiring knowledge of self and others
- Enhances personal development
- Assists in developing effective interpersonal relationship skills
- Broadens knowledge the options available to them for lifelong learning
- Provides advocacy for students
- Encourages facilitative, cooperative, peer interactions
- Fosters resiliency factors for students
- Assures equitable access to educational opportunities

Benefits for Parents

- Prepares children for the challenges of the 21st century through academic, career, and personal/social development
- Provides support for parents in advocating for their child's academic, career, and personal/social development



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- Develops a system for their child's short and long-range planning and learning
- Increases opportunities for positive parent/school interaction
- Enable parents to access school and community resources

Benefits for Teachers

- Provides an interdisciplinary team effort to address student' needs and educational goals
- Provides skill development for teachers in classroom management, teaching effectiveness and affective education
- Provides consultation to assist teachers in addressing student needs and guiding them through the changes they experience throughout their school career

Benefits for Administrators

- Integrates school counseling with school improvement
- Provides a program structure with standards based content and curriculum
- Assists administration in using school counselors effectively to enhance learning and development for all students
- Assists administration in enhancing school climate and creating a positive learning environment for students
- Provides a means of evaluating school counseling programs

Benefits for the Board of Education and State Department of Education

- Provides a rationale for implementing a comprehensive developmental counseling program in the school system
- Provides assurance that a quality counseling program is available to all students
- Demonstrates the necessity of appropriate levels of funding for implementation
- Supports appropriate credentialing and staffing
- Provides a basis for determining funding allocations for school counseling programs
- Furnishes program information to the community promoting better school and community relations
- Gives ongoing information about student competencies and achievements attained through school counseling program efforts

Benefits for School Counselors

- Provides a clearly defined role and function
- Eliminates non-counseling functions that do not impact student achievement or development
- Provides direct service to all students
- Provides a tool for program management and accountability
- Enhances the role of the school counselor as a student advocate
- Ensures the counselors role in school improvement

Counselors are essential learning partners in the school community. By providing more accountability and structure to the school counseling program, we hope to share our vision of a collaborative school environment where learning becomes the road for all of our students to reach their goals.



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Christina Comprehensive School Counseling Program Guidelines for Use

The Christina Comprehensive School Counseling Program guide is intended for use by administrators and school counselors and is designed as a framework around which to build their individual school's counseling program. Each school has different needs based upon their student body; as a result, each program must be personalized to meet those needs.

In keeping with the ASCA National Standards for Students, there are components to the program that should be included for all students. The pacing guides included in this guide provide a foundation for the school counseling program at each level (elementary, middle, and secondary) and focus primarily on the guidance curriculum. Using these pacing guides, school counselors and administrators can collaboratively build their program from this foundation and incorporate additional programs and services to address specific need related to school improvement and wellness.

A comprehensive school counseling program will include all of the following types of services to help address the National Standards for Students and respond to student needs:

Guidance Curriculum

The guidance curriculum follows the ASCA Standards and focuses on academic, career, and personal/social development for all students. Various curriculums are available related to the ASCA Standards in addition to counselor developed lessons and activities; each lesson must include a meaningful assessment of what was learned. The guidance curriculum will often be delivered using classroom lessons or small group work, but may include one-on-one work with students or large group assemblies.

Responsive Services

Responsive services deal with both prevention and intervention. Students with academic or personal/social issues may work with the counselor to develop strategies to cope with and resolve those issues. In addition, counselors will look at data and needs assessments to plan activities and programs that address specific needs facing the students in their schools. These preventative programs are geared towards impacting areas of known need before they rise to a crisis level. Responsive services will often be delivered individually or in small groups, but may include school wide events or activities.

Individual Student Planning

Individual student planning refers to the time that counselors spend with students to work developing and achieving short and long term goals. These goals may be academic, career, or personal/social in nature and help the student to learn skills such as problem solving and goal-setting. Examples of individual student planning are academic conferences, course planning sessions, or post high school planning sessions.



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System Support

School counselors provide system support in a variety of ways. As an advocate for both students and teachers, counselors may coordinate and attend parent-teacher conferences, open houses, and other school events. School counselors may plan events and workshops for parents or teachers to help address issues that impact student behavior and achievement. In addition, school counselors act as a liaison to help parents and student access community resources and seek help when needed. Finally, school counselors work with students and parents to help them understand the requirements of the educational program and wade through the vast array of testing information and data provided to them by the school.

An effective counseling program will use all of the above types of service to meet student needs. The chart below shows the recommended percentage of time to be spent on each of these areas, based upon the level of the school. This chart was based on the ASCA recommendations and is also included in the Delaware Model School Counseling Program.

Type of Service	Elementary School	Middle School	High School
Guidance Curriculum	35-45%	25-35%	15-25%
Individual Planning	5-10%	15-25%	25-35%
Responsive Services	30-40%	30-40%	25-35%
System Support	10-15%	10-15%	15-20%
Total	100%	100%	100%

To effectively implement this program, as written, it is recommended that a school follow the ASCA recommended counselor to student ratio of 1 counselor for every 250 students. When such implementation is not possible, it is critical that the core foundation of the program not be compromised, but instead, that the administrator and the counselor utilize whatever additional resources are available in the school and community to help meet the varied need of the students.



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ASCA National Standards for Students Competencies and Indicators

Legend: A:A1.1 = Academic Domain, Standard A, Competency 1 and Indicator 1

Academic Development

ASCA National Standards for academic development guide school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

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

A:A1 Improve Academic Self-concept

- A:A1.1 Articulate feelings of competence and confidence as learners
- A:A1.2 Display a positive interest in learning
- A:A1.3 Take pride in work and achievement
- A:A1.4 Accept mistakes as essential to the learning process
- A:A1.5 Identify attitudes and behaviors that lead to successful learning

A:A2 Acquire Skills for Improving Learning

- A:A2.1 Apply time-management and task-management skills
- A:A2.2 Demonstrate how effort and persistence positively affect learning
- A:A2.3 Use communications skills to know when and how to ask for help when needed
- A:A2.4 Apply knowledge and learning styles to positively influence school performance

A:A3 Achieve School Success

- A:A3.1 Take responsibility for their actions
- A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
- A:A3.3 Develop a broad range of interests and abilities
- A:A3.4 Demonstrate dependability, productivity and initiative
- A:A3.5 Share knowledge

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

A:B1 Improve Learning

- A:B1.1 Demonstrate the motivation to achieve individual potential
- A:B1.2 Learn and apply critical-thinking skills
- A:B1.3 Apply the study skills necessary for academic success at each level
- A:B1.4 Seek information and support from faculty, staff, family and peers
- A:B1.5 Organize and apply academic information from a variety of sources
- A:B1.6 Use knowledge of learning styles to positively influence school performance
- A:B1.7 Become a self-directed and independent learner

A:B2 Plan to Achieve Goals

- A:B2.1 Establish challenging academic goals in elementary, middle/jr. high and high school
- A:B2.2 Use assessment results in educational planning
- A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement
- A:B2.4 Apply knowledge of aptitudes and interests to goal setting
- A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals
- A:B2.6 Understand the relationship between classroom performance and success in school
- A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities



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

A:C1 Relate School to Life Experiences

- A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life
- A:C1.2 Seek co-curricular and community experiences to enhance the school experience
- A:C1.3 Understand the relationship between learning and work
- A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals
- A:C1.5 Understand that school success is the preparation to make the transition from student to community member
- A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

Career Development

ASCA National Standards for career development guide school counseling programs to provide the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work, and from job to job across the life span.

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C:A1 Develop Career Awareness

- C:A1.1 Develop skills to locate, evaluate and interpret career information
- C:A1.2 Learn about the variety of traditional and nontraditional occupations
- C:A1.3. Develop an awareness of personal abilities, skills, interests and motivations
- C:A1.4 Learn how to interact and work cooperatively in teams
- C:A1.5 Learn to make decisions
- C:A1.6 Learn how to set goals
- C:A1.7 Understand the importance of planning
- C:A1.8 Pursue and develop competency in areas of interest
- C:A1.9 Develop hobbies and vocational interests
- C:A1.10 Balance between work and leisure time

C:A2 Develop Employment Readiness

- C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills
- C:A2.2 Apply job readiness skills to seek employment opportunities
- C:A2.3 Demonstrate knowledge about the changing workplace
- C:A2.4 Learn about the rights and responsibilities of employers and employees
- C:A2.5 Learn to respect individual uniqueness in the workplace
- C:A2.6 Learn how to write a résumé
- C:A2.7 Develop a positive attitude toward work and learning
- C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
- C:A2.9 Utilize time- and task-management skills

Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

C:B1 Acquire Career Information

- C:B1.1 Apply decision-making skills to career planning, course selection and career transition
- C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice
- C:B1.3 Demonstrate knowledge of the career-planning process
- C:B1.4 Know the various ways in which occupations can be classified
- C:B1.5 Use research and information resources to obtain career information
- C:B1.6 Learn to use the Internet to access career-planning information
- C:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice



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C:B1.8 Understand how changing economic and societal needs influence employment trends and future training

C:B2 Identify Career Goals

C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals

C:B2.2 Assess and modify their educational plan to support career

C:B2.3 Use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience

C:B2.4 Select course work that is related to career interests

C:B2.5 Maintain a career-planning portfolio

Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.

C:C1 Acquire Knowledge to Achieve Career Goals

C:C1.1 Understand the relationship between educational achievement and career success

C:C1.2 Explain how work can help to achieve personal success and satisfaction

C:C1.3 Identify personal preferences and interests influencing career choice and success

C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills

C:C1.5 Describe the effect of work on lifestyle

C:C1.6 Understand the importance of equity and access in career choice

C:C1.7 Understand that work is an important and satisfying means of personal expression

C:C2 Apply Skills to Achieve Career Goals

C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals

C:C2.2 Learn how to use conflict management skills with peers and adults

C:C2.3 Learn to work cooperatively with others as a team member

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

Personal/Social Development

ASCA National Standards for personal/social development guide school counseling programs to provide the foundation for personal and social growth as students progress through school and into adulthood.

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

PS:A1 Acquire Self-knowledge

PS:A1.1 Develop positive attitudes toward self as a unique and worthy person

PS:A1.2 Identify values, attitudes and beliefs

PS:A1.3 Learn the goal-setting process

PS:A1.4 Understand change is a part of growth

PS:A1.5 Identify and express feelings

PS:A1.6 Distinguish between appropriate and inappropriate behavior

PS:A1.7 Recognize personal boundaries, rights and privacy needs

PS:A1.8 Understand the need for self-control and how to practice it

PS:A1.9 Demonstrate cooperative behavior in groups

PS:A1.10 Identify personal strengths and assets

PS:A1.11 Identify and discuss changing personal and social roles

PS:A1.12 Identify and recognize changing family roles

PS:A2 Acquire Interpersonal Skills

PS:A2.1 Recognize that everyone has rights and responsibilities

PS:A2.2 Respect alternative points of view

PS:A2.3 Recognize, accept, respect and appreciate individual differences

PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity

PS:A2.5 Recognize and respect differences in various family configurations

PS:A2.6 Use effective communications skills



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PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior

PS:A2.8 Learn how to make and keep friends

Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

PS:B1 Self-knowledge Application

PS:B1.1 Use a decision-making and problem-solving model

PS:B1.2 Understand consequences of decisions and choices

PS:B1.3 Identify alternative solutions to a problem

PS:B1.4 Develop effective coping skills for dealing with problems

PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions

PS:B1.6 Know how to apply conflict resolution skills

PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences

PS:B1.8 Know when peer pressure is influencing a decision

PS:B1.9 Identify long- and short-term goals

PS:B1.10 Identify alternative ways of achieving goals

PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills

PS:B1.12 Develop an action plan to set and achieve realistic goals

Standard C: Students will understand safety and survival skills.

PS:C1 Acquire Personal Safety Skills

PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)

PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of rights of the individual

PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact

PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy

PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help

PS:C1.6 Identify resource people in the school and community, and know how to seek their help

PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices

PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse

PS:C1.9 Learn how to cope with peer pressure

PS:C1.10 Learn techniques for managing stress and conflict

PS:C1.11 Learn coping skills for managing life events



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State of Delaware School Counseling Benchmarks

The following grade specific benchmarks were established for the State of Delaware in the 2002 edition of the Delaware Model School Counseling Program.

Academic Benchmarks

Academic Standard A				
<i>Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.</i>				
Competency Area	Grade 3	Grade 5	Grade 8	Grade 10
Improve Academic Self-Concept All students will: <ul style="list-style-type: none"> Take pride in work and achievement 	Apply the attitudes that contribute to school success	Apply the attitudes to achieve school success	Develop ownership in the quality of their work	Demonstrate positive correlation between student academic effort and performance
Acquire Skills for Improving Learning All students will: <ul style="list-style-type: none"> Apply time management and task management skills 	Apply skills that contribute to school success	Apply skills to achieve school success	Demonstrate the ability to develop and use a system or organization enabling them to complete work on time	Demonstrate the ability to complete multiple tasks on time
Achieve School Success All students will: <ul style="list-style-type: none"> Take responsibility for their actions Demonstrate the ability to work independently as well as the ability to work cooperatively with other students 	Recognize that effort contributes to school success	Demonstrate efforts that will achieve school success	Demonstrate the ability to use appropriate and responsible behaviors/skills to achieve success in school	Demonstrate learning habits and skills that can be used in various educational situations
Academic Standard B				
<i>Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.</i>				
Competency Area	Grade 3	Grade 5	Grade 8	Grade 10
Improve Learning All students will: <ul style="list-style-type: none"> Learn and apply critical thinking skills Apply the study skills necessary for academic success at each level Become self-directed and independent learners 	Begin to apply knowledge and skills to improve learning	Consistently apply knowledge and skills to improve learning	Apply academic skills in the selection of their secondary options	Apply the knowledge and skills acquired in school to plan and achieve goals



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Academic Standard C				
<i>Students will understand the relationship of academics to the world of work and to life at home and in the community.</i>				
Competency Area	Grade 3	Grade 5	Grade 8	Grade 10
Relate School to Life Experiences Students will: <ul style="list-style-type: none"> • Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life • Understand how school success and academic achievement enhance future career and recreational opportunities 	Discuss how home and community activities affect school success	Describe the way school, home, and community are interrelated and lead to school success	Demonstrate how to balance school, home, and community activities to achieve school success	Demonstrate the importance of incorporating effective life management skills and academics into the family, social, and work environment



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Career Benchmarks

Career Standard A				
<i>Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</i>				
Competency Area	Grade 3	Grade 5	Grade 8	Grade 10
Develop Career Awareness Students will: <ul style="list-style-type: none"> Develop an awareness of personal abilities, skills, interests, and motivations Learn to make decisions Learn how to set goals 	Describe themselves in terms of their likes, dislikes, strengths, weaknesses, and interests	Use self-knowledge to make decisions and establish goals	Develop an initial career plan with short term and long term goals	Demonstrate the relationship of personal skills, interests, and abilities to career plans
Develop Employment Readiness Students will: <ul style="list-style-type: none"> Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace 	Describe responsible and dependable behaviors	Describe and understand the outcomes of responsible and dependable behaviors	Describe how personal qualities and self-management skills lead to success in the workplace	Recognize the transition and transfer of skills from school to work
Career Standard B				
<i>Students will employ strategies to achieve future career success and satisfaction.</i>				
Competency Area	Grade 3	Grade 5	Grade 8	Grade 10
Acquire Career Information Students will: <ul style="list-style-type: none"> Identify personal skills, interests, and abilities and relate them to possible career choices Use research and information resources to obtain career information (e.g. internet) 	Describe a variety of career choices	Explain that careers require a variety of skills, education, and interests	Complete a career self-assessment and apply the results to short and long term career plan	Develop skills to assess, evaluate, and interpret career information related to personal skills and career choices
Identify Career Goals Students will: <ul style="list-style-type: none"> Demonstrate awareness of the education and training needed to achieve career goals 	Show that learning is important for school success	Relate learning to future career goals	Apply knowledge of the education/training needed for career choices to career plan	Develop an educational plan to support a career goal



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Career Standard C				
<i>Students will understand the relationship between personal qualities, education and training, and the world of work.</i>				
Competency Area	Grade 3	Grade 5	Grade 8	Grade 10
<p>Acquire Knowledge to Achieve Career Goals</p> <p>Students will:</p> <ul style="list-style-type: none"> • Understand the relationship between educational achievement and career success • Understand that the changing workplace requires lifelong learning and acquiring new skills 	<p>Demonstrate the understanding that learning is important for school and career success</p>	<p>Relate their personal interests to a variety of career choices</p>	<p>Explain the importance of lifelong learning and its role in determining success in future careers</p>	<p>Demonstrate how educational achievement is linked to career success by continuing lifelong learning to acquire new skills</p>
<p>Apply Skills to Achieve Career Goals</p> <p>Students will:</p> <ul style="list-style-type: none"> • Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals • Learn to work cooperatively with others as a team member 	<p>Work cooperatively with others</p>	<p>Serve as a productive team member</p>	<p>Link a career plan to skills, interests, and values</p>	<p>Demonstrate the interpersonal skills required for working with others. Use the education skills and training needed to achieve personal and/or career goals</p>



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Personal/Social Benchmarks

Personal/Social Standard A				
<i>Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.</i>				
Competency Area	Grade 3	Grade 5	Grade 8	Grade 10
Acquire Self-Knowledge Students will: <ul style="list-style-type: none"> • Develop a positive attitude toward self as a unique and worth person • Distinguish between appropriate and inappropriate behaviors 	Display positive attitudes towards self	Demonstrate self-respect through appropriate behaviors	Will choose positive options which reflect an understanding and appreciation of self	Demonstrate self-respect through use of age appropriate behaviors
Acquire Interpersonal Skills Students will: <ul style="list-style-type: none"> • Respect alternative points of view • Recognize and respect individual differences, ethnic and cultural diversity and various family configurations 	Display respectful attitudes toward others	Acquire the skills to deal with more complex social relationships in a positive, respectful manner	Apply the skills to deal with more complex social relationships in a positive, respectful manner	Demonstrate the knowledge and respect for others with regard to individuals differences, ethnic and cultural diversity and various family configurations
Personal/Social Standard B				
<i>Students will make decisions, set goals, and take necessary action to achieve goals.</i>				
Competency Area	Grade 3	Grade 5	Grade 8	Grade 10
Self Knowledge Applications Students will: <ul style="list-style-type: none"> • Use decision making and problem solving strategies • Understand consequences of decisions and choices • Develop effective coping skills for dealing with problems • Know how to apply conflict resolution skills 	Develop strategies to solve interpersonal problems	Use strategies to solve interpersonal problems	Use strategies for decision making and goal setting	Develop an initial life plan based on calculated decisions and choices to achieve goals



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Personal/Social Standard C				
<i>Students will understand safety and survival skills.</i>				
Competency Area	Grade 3	Grade 5	Grade 8	Grade 10
Acquire Personal Safety Skills Students will: <ul style="list-style-type: none"> • Apply effective problem solving and decision making skills to make safe and healthy choices • Learn coping skills for managing life events 	Develop initial problem solving strategies and coping skills for daily living and life events	Use initial problem solving strategies and coping skills for daily living and life events	Demonstrate safe behavior for daily living and life events	Demonstrate an awareness of a problem solving model including both coping and conflict resolution skills



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School Counseling Rights and Responsibilities

Philosophical Basis

Personal needs or concerns can seriously threaten and interfere with the educational development of students. Schools have the responsibility to provide counseling services for students and to inform students of services provided by other agencies. The school counseling program provides classroom, individual, and group counseling services to provide for the academic, career, and personal/social development of each student in addition to providing intervention and crisis services.

Responsibilities

Students have the responsibility:

1. To identify and/or report personal or school related problems, concerns or issues to appropriate staff such as the school counselor;
2. To use counseling services for their educational, career, and personal development, where appropriate;
3. To schedule appointments in advance unless the problems or concerns are of an emergency nature (Parents/guardians and students have the responsibility of providing information that may be useful in making intelligent educational decisions);
4. To use counselors' services to help resolve personal or school related problems, concerns or issues;

Rights

Students have the right:

1. To be accurately informed as to the nature, kind, or type of school counseling services available in their school and community;
2. To receive/be referred to appropriate counseling for personal and educational issues within a reasonable amount of time;
3. To have access to a school counselor in their school building;

Parents who do not wish for their student receive individual or group counseling related to personal/social issues must provide written notice to the address below by no later than September 30th of each school year.

Student Services; School Counseling Program
600 N. Lombard Street
Wilmington, DE 19801-4499