

SYRACUSE CITY SCHOOL DISTRICT – ESSENTIAL COUNSELING SERVICES BY LEVEL

| SCSD SCHOOL COUNSELING RESPONSIBILITIES <i>(based on school needs)</i> | GRADE LEVEL | | AREA | NY COUNSELING STANDARDS | *STUDENT MINDSETS AND BEHAVIORS |
|---|-------------|----|----------------|---|---|
| | MS | HS | | | |
| Comprehensive Guidance Curriculum | √ | √ | Academic | <p>STANDARD A Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.</p> <p>STANDARD B Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including College.</p> <p>STANDARD C Students will understand the relationship of academics to the world of work, and to life at home and in the community.</p> | <p>MINDSETS:</p> <ul style="list-style-type: none"> • Self-confidence in the ability to succeed • Belief in using abilities to their fullest to achieve high-quality results and outcomes • Positive attitude toward work and learning <p>BEHAVIORS:</p> <ul style="list-style-type: none"> • Set high standards of quality • Identify long- and short-term academic, career and social/emotional goals • Actively engage in challenging coursework • Apply media and technology skills • Demonstrate the ability to work independently • Demonstrate ability to overcome barriers to learning • Demonstrate ability to assume responsibility • Use effective oral and written communication skills and listening skills |
| Small Group Guidance – Academic Issues | √ | √ | | | |
| Individual Counseling and Parent Conferences around Academic Concerns | √ | √ | | | |
| Student Intervention Team Member | √ | √ | | | |
| Academic Advisement and Course Selection | √ | √ | | | |
| Re-enrollment/Truancy/Drop Out Prevention | √ | √ | | | |
| Assists with Academic Incentives, Functional Behavioral Assessments, Behavior Intervention Plans and SST/Special Education Committees | √ | √ | | | |
| Support and Promote Transitional Orientation | | √ | | | |
| Conduct Parent Workshops (SOL Nights, PSAT, SAT, ACT, High School Planner, Graduation Requirements) | √ | √ | | | |
| Senior Notification – Graduation Plan/Jeopardy Letters | | √ | | | |
| Certifies Student Records for Graduation; Credit Checks | | √ | | | |
| Promote School of Choice Options | √ | | | | |
| Matriculation to Middle/High School/College | √ | √ | | | |
| Bolsters Academic Skills –Study, Test and Note Taking, Organization, Time Management, Improvement Programs | √ | √ | | | |
| | | | | | |
| Support Service Learning Opportunities | √ | √ | College/Career | <p>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. <i>Standard 1: Who am I? Where am I going? How do I get there?</i></p> <p>STANDARD B Students will employ strategies to achieve future career goals with success and satisfaction. <i>Standard 2: What am I learning? Why am I learning it? How can I use it?</i></p> | <p>MINDSETS:</p> <ul style="list-style-type: none"> • Understanding that postsecondary education and life-long learning are necessary for long-term career success • Positive attitude toward work and learning • Belief in using abilities to their fullest to achieve high-quality results and outcomes <p>BEHAVIORS:</p> <ul style="list-style-type: none"> • Participate in enrichment and extracurricular activities • Actively engage in challenging coursework • Use time-management, organizational and study skills • Demonstrate critical thinking skills to make |
| Conduct Career Interest Inventory (6 - 12) | √ | √ | | | |
| College and Career Awareness, Exploration and Selection (Classroom Guidance, School-Wide Activities, Individual Planning) | √ | √ | | | |
| College and Career Readiness Activities | √ | √ | | | |
| Student Enrichment (Job Shadowing, Apprenticeships, Student Leadership, Clubs, Athletics, Organizations) | √ | √ | | | |
| Military Recruiter and College Admissions Representative Visits | | √ | | | |
| Support the College Admissions Process (Applications, Transcripts, Recommendation Letters, Resumes) | | √ | | | |
| Informs Students Regarding Options for Acceleration and Diversified Learning (SUPA & Dual Enrollment) | √ | √ | | | |

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| | MS | HS | | | |
| Informs, Encourages and Refers Students to College Preparatory Programs (AVID & LPP) | √ | √ | College/Career | STANDARD C Students will understand the relationship between personal qualities, education, training, and the world of work. <u>Standard 3: What do I need to know? What skills are important to me?</u> | informed decisions <ul style="list-style-type: none"> • Demonstrate ability to delay immediate gratification for long-term rewards • Demonstrate the ability to work independently • Create positive and supportive relationships with other students |
| College and Career Admissions Testing and Interpretation (ASVAB, SAT, ACT, PSAT & AP) | | √ | | | |
| College Affordability Planning (Scholarships, Financial Aid Information, Savings Plan) | | √ | | | |
| Schedule and/or Promote College and Career Day/Fair, CTE Fair | √ | √ | | | |
| Connects Students with Community Programs, Mentoring, Tutoring, Enrichment Activities and Summer Programs (Hillside, On-Point, C-Step, 100 Black Men, Delta Gems, Upward Bound, FSSS) | √ | √ | | | |
| Individual and Small Group Counseling | √ | √ | Personal/Social | STANDARD A Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others. STANDARD B Students will make decisions set goals, and take necessary action to achieve goals. STANDARD C Students will understand safety and survival skills. | MINDSETS: <ul style="list-style-type: none"> • Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being • Sense of belonging in the school environment • Belief in using abilities to their fullest to achieve high-quality results and outcomes BEHAVIORS: <ul style="list-style-type: none"> • Demonstrate creativity • Apply self-motivation and self-direction to learning • Demonstrate the ability to balance school, home and community activities • Demonstrate personal safety skills • Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities. • Demonstrate empathy • Create positive and supportive relationships with other students |
| Mandated Reporting of Child Abuse/Neglect | √ | √ | | | |
| Suicidal Ideation; Self-Mutilation; Identity Development | √ | √ | | | |
| McKinney-Vento | √ | √ | | | |
| Crisis Response; Grief and Loss Counseling | √ | √ | | | |
| Bullying and Harassment Student Concerns | √ | √ | | | |
| Behavior Incentive Programs | √ | | | | |
| Mentorship, Peer Mentoring, New Student Programs | √ | √ | | | |
| Citizen of the Month, Character Education, Student of the Week | √ | | | | |
| Consultation with Teachers; Observation of Students with Academic and Behavioral Needs | √ | √ | | | |
| Nurse Family Partnership | √ | √ | | | |