

PARENTAL NOTICE OF SCHOOL COUNSELING PROGRAM

Botetourt County Schools affirms that parents are the students' first teachers and that public schools should serve to strengthen family and parental support. The School Counseling Program offers guidance and counseling services in three areas: academic guidance, career guidance and personal/social counseling.

Such counseling may be provided as follows: (1) in groups in which developmental issues of social development are addressed, or (2) through structured individual or small group multi-session counseling which focuses on the specific concerns of the participant(s).

Students are identified for counseling groups in a variety of ways, including interest surveys, group presentations, self-referrals, teacher referrals and parent referrals. Parents are notified before students are included in counseling groups.

Parents who do not wish for their child to participate in Personal/School Counseling should notify, in writing, the principal of their desire to opt out their child.

Counseling techniques that are beyond the scope of the professional certification or training of counselors are prohibited. This includes hypnosis or other psychotherapeutic techniques that are normally employed in medical or clinical settings and focus on mental illness or psychopathology. Upon request, the counselor will provide a referral list of outside resources to parents.

The services provided by the counselor are complimentary and supportive of the efforts of parents, teachers and administrators, as well as other support personnel. Classroom guidance lessons, one means of delivering student support, ensure that all students have direct contact with the counselor. These instructional lessons focus on topics such as character development, career awareness, and support for academic success. Parents who have questions or would like to review materials to be used in the program may contact the counselor or principal of their child's school.

School Counseling Benefits

Benefits for Students

- Prepares students for the challenges of the 21st century through academic, career, and personal/social development
- Relates education to future success by facilitating career exploration and development
- Assists in decision-making and problem-solving skills
- Assists in acquiring knowledge of self and others by enhancing personal development
- Assists in developing effective interpersonal relationship skills
- Broadens knowledge of our changing world
- Provides advocacy for students and for equitable access to educational opportunities
- Encourages cooperative peer interactions
- Fosters resiliency factors for students

Benefits for Parents

- Provides support for parents in advocating for their child's academic, career, and personal/social development
- Develops a system for their child's long-range planning and learning
- Acts as a liaison for parent/school and community resources

Benefits for Teachers

- Provides an interdisciplinary team effort to address student needs/educational goals
- Provides skill development for teachers in classroom management, teaching effectiveness, and affective education
- Provides consultation to assist teachers in their guidance role

Adapted from: [Sharing the Vision: The National Standards for School Counseling Programs](#)

VIRGINIA STANDARDS FOR SCHOOL COUNSELING PROGRAM

Botetourt County Public Schools seek to provide students with an education that is developmental, integrative and relevant. Listed below are the *Standards for School Counseling Programs in Virginia Public Schools*. They reflect the progression of student growth and development throughout the K-12 school experience. They are designed to ensure that, at all, grade levels, students continue to acquire appropriate knowledge and skills within the areas of academic development, career development, and personal/social development.

Academic Development

Goal: Students will acquire the academic preparation essential to choose from a variety of educational, training, and employment options upon completion of secondary school.

Grades K-3:

Students will:

- EA1. Understand the expectations of the educational environment,
- EA2. Understand the importance of individual effort, hard work, and persistence,
- EA3. Understand the relationship of academic achievement to current and future success in school,
- EA4. Understand that mistakes are essential to the learning process,
- EA5. Demonstrate individual initiative and a positive interest in learning,
- EA6. Use appropriate communication skills to ask for help when needed,
- EA7. Work independently to achieve academic success,
- EA8. Work cooperatively in small and large groups towards a common goal, and EA9. Use study skills and test-taking strategies.

Grades 4-5:

Students will:

- EA10. Recognize personal strengths and weaknesses related to learning,
- EA11. Demonstrate time management and organizational skills,
- EA12. Apply study skills necessary for academic achievement,
- EA13. Use critical thinking skills and test-taking strategies, and
- EA14. Understand the choices, options, and requirements of the middle school environment.

Grades 6-8:

Students will:

- MA1. Understand the relationship of personal abilities, goals, skills, interests, and motivation to academic achievement,
- MA2. Understand the relationship of dependability, productivity, and initiative to academic success,
- MA3. Understand the importance of high school course and/or program selection in relation to future academic and career options, MA4. Understand high school graduation requirements,
- MA5. Understand individual assessment results in relation to educational progress,
- MA6. Demonstrate the skills needed to develop a high school educational plan based on ability, interest, and achievement, and MA7. Demonstrate responsibility for actions to ensure a successful transition from middle school to high school.

Grades 9-12:

Students will:

- HA1. Understand their academic status toward meeting the graduation requirements,
- HA2. Understand the variety of post-secondary options available to them and the requirements of those options including the relationship of academic status and scholastic record,
- HA3. Demonstrate the knowledge and skills necessary to ensure a successful transition from high school to post-secondary options, and HA4. Demonstrate the skills needed for independent learning.

Career Development

Goal: Students will acquire an understanding of, and respect for, self and others, and the skills to be responsible citizens.

Grades K-3:

Students will:

- EC1. Understand the concepts of job and career,
- EC2. Understand that behaviors such as punctuality, courtesy, proper dress and proper language are essential to current and future success,
- EC3. Understand the relationship of individual effort, hard work and persistence to achievement,
- EC4. Understand the importance of teamwork in working towards a common goal,
- EC5. Demonstrate the decision making process, and EC6. Demonstrate goal setting.

Grades 4-5:

Students will:

- EC7. Recognize the benefits of both individual initiative and teamwork,
- EC8. Recognize that the changing workplace requires lifelong learning,
- EC9. Identify hobbies and interests, and EC10. Identify career choices through exploration.

Grades 6-8:

Students will:

- MC1. Identify the relationship of course content, educational achievement, and career choices,
- MC2. Identify personal preferences, skills, and interests that influence career choices and success,
- MC3. Understand the effect of career choices on quality of life,
- MC4. Understand that behaviors such as punctuality, courtesy, proper dress and language, and hard work are essential to success in the job market,
- MC5. Demonstrate understanding of the education and training needed to achieve career goals,
- MC6. Demonstrate employability skills such as individual initiative, teamwork, problem solving, organization, and communication,

MC7. Use research skills to locate, evaluate, and interpret career and educational information, and

MC8. Demonstrate awareness of educational, vocational, and technical training opportunities available in high school.

Grades 9-12:

Students will:

- HC1. Understand the value of ethical standards and behaviors in education and the workplace,
- HC2. Understand how changing economic and societal needs influence employment trends and future training,
- HC3. Understand how work and leisure interests can help to achieve personal success and satisfaction,
- HC4. Understand how the changing workplace requires lifelong learning, flexibility, and the acquisition of new employment skills,
- HC5. Understand that behaviors such as punctuality, courtesy, proper dress and language, and hard work are essential to success in the job market,
- HC6. Understand that self-employment is a career option and demonstrate knowledge of the variety of professional, technical and vocational skills necessary for self-employment,

Grades 9-12:

Students will:

- HC7. Demonstrate employability skills such as individual initiative, teamwork, problem solving, organization, and communication,
- HC8. Demonstrate skills involved in locating, using, and interpreting a variety of career and educational resources, including the Internet,
- HC9. Develop and utilize time and task management skills, HC10. Demonstrate knowledge of the current job market trends and, HC11. Apply decision making skills to career planning.

Personal/Social Development

Goal: Students will acquire an understanding of, and respect for, self and others, and the skills to be responsible citizens.

Grades K-3

Students will:

- EP1. Exhibit the principles of character, including honesty, trustworthiness, respect for the rights and property of others, respect for rules and laws, taking responsibility for one's own actions, fairness, caring, and citizenship,
- EP2. Understand how to make and keep friends and work cooperatively with others,
- EP3. Understand that Americans are one people of many diverse racial and ethnic backgrounds and national origins who are united as Americans by common customs and traditions,
- EP4. Demonstrate good manners and respectful behavior towards others,
- EP5. Demonstrate self-discipline and self-reliance,
- EP6. Identify resource people in the school and community and understand how to seek their help, and EP7. Understand the importance of short- and long-term goals.

Grades 4-5:

Students will:

- EP8. Understand change as a part of growth,
- EP9. Understand decision making and problem solving strategies,
- EP10. Identify the emotional and physical dangers of substance use and abuse, EP11. Use strategies for managing peer pressure, and
- EP12. Use strategies for handling conflict in a peaceful way.

Grades 6-8:

Students will:

- MP1. Recognize the effect of peer pressure on decision making,
- MP2. Understand the consequences of decisions and choices,
- MP3. Understand the emotional and physical dangers of substance use and abuse,
- MP4. Use appropriate decision making and problem solving skills,
- MP5. Demonstrate appropriate skills for interactions with adults and developing and maintaining positive peer relationships,
- MP6. Use appropriate communication and conflict resolution skills with peers and adults, and MP7. Understand how character traits, interests, abilities, and achievement relate to attaining personal, educational, and career goals.

Grades 9-12:

Students will:

- HP1. Understand the relationship among, and importance of respecting rules, laws, safety, and the protection of individual rights,
- HP2. Understand when and how to utilize family, peer, school, and/or community resources, HP3. Use appropriate communication and conflict resolution skills with peers and adults, and HP4. Apply problem solving and decision making skills to make safe and healthy choices.