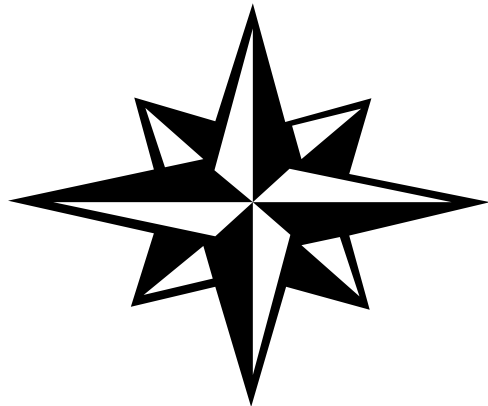


**FRANKLIN COUNTY
SCHOOL BOARD
GUIDANCE
PLAN**



2009-2010

MISSION....

It is the mission of Franklin County school counselors to deliver a comprehensive, and accountable guidance program in which equity, access, and academic success for ALL students is the focus. In doing so, school guidance and counseling will be provided to students, parents, teachers and community so that students are able to reach their greatest physical, emotional, psychological and behavior potential.



The New Vision for School Counseling is.....

A profession that focuses on the relations and interactions between students and their environment with the expressed purpose of reducing the effects of environmental and institutional barriers that impede student academic success.

The profession fosters conditions that insure educational equity, access and academic success for all students K-12.

The Franklin County schools counselors are assertive advocates, who manage opportunities for all students to define, nurture and accomplish high aspirations. With a primary focus on student achievement, the school counselor serves as a leader, team member, consultant and monitor, working with students, teachers, principals, parents/guardians and the community to create the pathways needed for student to succeed.

The function requires focused attention to students for whom schools have been least successful—poor and minority students. A concentration is required on issues, strategies and interventions that will assist in closing the achievement gap between these students and their more advantaged peers. This effort’s success can be documented by increased numbers of these students, as well as other students, completing school academically prepared to choose from a wide range of substantial postsecondary options, including college.

STATE PROGRAM STANDARDS

The nine program standards are as follows:

1. Rationale/Philosophy
2. Advisory Committee
3. Program Resources
4. Program Management and Support
5. Counseling
6. Consultation
7. Coordination
8. Curriculum
9. Accountability

<p style="text-align: center;">STANDARD ONE RATIONALE/PHILOSOPHY</p>
--

The rationale of counseling and guidance is to foster student academic, career and personal/social development. Students need the competencies they will master as a result of their involvement in a comprehensive counseling and guidance program. School counseling programs play an integral role in facilitating the development of the attitudes, knowledge, and skills as well as personal habits that will enable each student to become a productive citizen. While emphasis on higher expectations, assessment, waivers and accountability is important, such demands are not enough to turn around schools where large numbers of students are performing poorly. In such settings, there is also the need for comprehensive, multifaceted approaches for addressing barriers to learning and teaching.

The connection between comprehensive and school academic accountability begins with the established of academic standards for students. The academic standards articulate a common core of knowledge and skills that every student should possess. They define what each student should know and do in a core set of subjects. They provide a solid foundation for future learning and give students, teachers, and parent's consistent targets to meet. Standards form the heart of school improvement. Academic standards set high expectations that drive curriculum and when fully aligned with the assessment and accountability system, give schools the information they need to re-evaluate and strengthen their programs.

Comprehensive Counseling and Guidance Programs:

- 1. Aide in fostering student academic, career, and personal/social development.**
- 2. Provide reasons why students need the competencies they will master as a result of their involvement in a comprehensive counseling program.**
- 3. Foster Collaborative relationship among school personnel, families, business, and community leaders.**
- 4. Provide proactive and preventive interventions.**
- 5. Provide an integrated and competency-based counseling and guidance curriculum that targets all students.**
- 6. Develops strategies to enhance academic achievement, provide career awareness, develops employment readiness, encourages self-awareness, fosters interpersonal communication skills, and imparts life success skills for all students.**
- 7. Provides management of the program by certified professional school counselors.**
- 8. Develop an accountability system that facilitates the ongoing improvement of the learning environment; and school to school and school to career articulation.**
- 9. Provide positive results for students. Counseling will facilitate the development of the attitudes, knowledge, and skills as well as personal habits that will enable each student to become a productive citizen.**

The Franklin County School Districts Developmental Counseling and Guidance Program, when fully implemented, will provide:

- 1. A guidance program that reaches the needs of one hundred percent of the student population.**
- 2. A programmatic approach to guidance services/programs.**
- 3. Accountability for guidance programs.**
- 4. Counselors who devote full time to the program's implementation and who work toward the elimination of non-guidance tasks.**
- 5. Identification and achievement of student competencies and outcomes through the guidance program.**

STANDARD TWO
ADVISORY COMMITTEE

The primary purpose of the advisory committee is to set program goals, provide support, offer advise, review present activities, and encourage new activities to meet the goals of the comprehensive program. It is suggested that the School Advisory Committee (SAC) or another group already formed assume this responsibility. Subcommittees can be assigned very specific tasks such as program design, implementation issues, developing a calendar, writing lesson plans, etc.

STANDARD THREE
PROGRAM RESOURCES

STAFF

Certified school counselors are the providers and managers of the counseling and guidance program. The role of the school counselor should be clearly defined. Counseling and guidance services are delivered as a part of a team approach that requires the involvement of all school staff. However, it is professional school counselors who provide direct services to students and are responsible for overall program direction and content.

FINANCIAL RESOURCES

Financial resources include (a) budget, (b) materials and equipment, and (c) student/parent/teacher resources.

(a) Budget

A successful counseling and guidance program requires a commitment of resources both to develop and implement the program as well as to improve the program.

A suggested budget for implementing a counseling and guidance program includes the following costs:

- Professional development workshops on program implementation and/or developing/modifying curricula.
- Establishing an evaluation system to include student outcomes, personnel program and results.

- **Supplies, instructional materials, printing, professional release time, travel, and consultant fees.**

(b) Materials and Equipment

Suggested curriculum materials, resources and equipment are:

- **Assessment materials such as interest and aptitude assessments, learning style inventories.**
- **Career and education guides: videos: post-secondary school catalogs; employability skills materials such as resume writing, job seeking interviewing, financial aid and scholarship books, software, and applications; test preparation materials; career decision making materials; military information and local job openings.**

(c) Student/Parent/Teacher Resources

Students, parents and teachers can all be utilized as valuable resources in providing counseling activities. Students participate in peer-tutoring and mentoring activities; parents working closely with teachers and guidance counselors in the development and changes to student's individual educational plan to ensure abilities and aptitudes are capitalized; and teachers who incorporate joint curriculum planning methodologies with counselors and other teachers will improve the entire counseling and guidance process to benefit student outcomes.

(d) Career Center (Real or Virtual)

Many schools have an area or room designated for a career center. In planning a career center, these basic objectives should be followed:

- **Provide accurate and relevant career and educational materials to include print, video, and software.**
- **Assist the student in researching careers suited to their interests, values, and abilities.**
- **Offer career assessment through testing and interest inventories.**
- **Provide the faculty with staff and resources to support integration of careers into the curriculum.**
- **Provide an avenue for parents to participate in student career and educational planning.**
- **Provide computer-assisted career and education information.**

<p style="text-align: center;">STANDARD FOUR PROGRAM MANAGEMENT AND SUPPORT</p>

Counselors will work with faculty, staff, students, parents, community members, and district staff to plan, implements, and evaluate a comprehensive counseling and guidance program.

Our counselors will be able to use a planning process to define needs and priorities and to determine appropriate objectives. The success of our program depends upon the extent to which all parties associated with our program:

- Understand that the goals of the total educational program and those of the comprehensive student development program are congruent.**
- Realize that educational professionals have distinct but interactive roles in promoting the cognitive, emotional, and social development of students; and maintain mutual respect for and understanding of the professional contributions that each brings to the school setting.**

THE ROLE OF THE PRINCIPAL

Administrative support is critical to the full implementation of the student development program. The principal, as the leader of the school, is ultimately responsible for the success of school counseling programs. He/she must understand and appreciate the roles and functions of the school counseling program, and provide the structure and support necessary for the school counselors to devote full-time to the program. Such support will include the provision of adequate facilities, materials, and clerical help to allow the counselor to use his/her specialized training and competencies in an effective manner. Support will also be provided in the form of provision of input into program development and the facilitation of the participation of all school personnel in the program. Principals will be expected to facilitate a counseling atmosphere conducive to ongoing evaluation and innovation.

THE ROLE OF THE TEACHER

Teachers play a vital role in the development and implementation of the student development program. As the professionals who have the most contact with students, teachers are in the best position to recognize and help provide for the developmental and individual needs of students. Through appropriate communication and referral, teachers facilitate interaction between students and the school counselor. Teachers contribute to the student development program by helping the school counselor provide direct instruction in the areas related to the personal/social, career, and education development of students. Teachers can also reinforce and expand upon concepts presented by the school counselor to help students retain and extend their knowledge, skills, and understanding. With their support, input, and expertise, teachers make it possible for the student development program to become an integral part of the total educational program.

THE ROLE OF THE DISTRICT STAFF

The district staff supports guidance by serving as facilitators, leaders, supporters, and advisors throughout the process of development, implementation, and evaluation of the student development program. They will be directly responsible for the following:

- Establishing policies and procedures that will increase the likelihood of full and successful implementation of the student development program district-wide;**
- Disseminating information concerning the program to district and school administrators, school board members, and other school personnel, and the community;**
- Coordinating professional development activities for school counselors that will support the program;**
- Conducting program evaluation activities.**

STANDARD FIVE COUNSELING

As a member of the guidance department staff, a counselor is to provide a comprehensive guidance program for students. The counselor provides activities to meet the needs of the students, consults with teachers, staff, and parents to enhance their effectiveness in helping students, and provides support to other educational programs.

Major Job Responsibilities of Counselors

- 1. Implement the school guidance curriculum.**
- 2. Guide and counsel groups and individual students through the development of educational and career plans.**
- 3. Counsel small groups and individual students with problems.**
- 4. Consult with teachers, staff, and parents regarding meeting the developmental needs of students.**
- 5. Refer students with severe problems to appropriate community agencies in consultation with their parents.**
- 6. Participate in, coordinate or conduct activities that contribute to the effective operation of the school.**
- 7. Evaluate and revise the building guidance program.**
- 8. Pursue professional growth.**

A Counselor's Key Duties are to:

- 1. Implement the guidance curriculum; conduct guidance learning activities in the classroom as planned in conjunction with school administration and teachers; consult with and/or be a resource person for teachers to facilitate the infusion of guidance learning activities into the regular education curricula.**
- 2. Guide and counsel groups and individual students through the development of educational and career plans; provide orientation activities for students new to the School; participate in orientation programs for parents and students; assist students in transition from middle school to high school or high school to postsecondary; inform students and their parents of test results and their implications for educational planning; provide resources and information to assist in career awareness and career exploration activities.**
- 3. Counsel small groups and individual students with problems; conduct structured, goal oriented counseling sessions to meet the identified needs of individuals or groups of students.**
- 4. Consult with teachers, staff, and parents regarding meeting the developmental needs of students; participate in staffing; conduct in-service programs for faculty; conduct meetings to facilitate differences with teachers, students, and parents; conduct or provide opportunities for parent education programs; assist families with school related problems.**

Refer students with severe problems to appropriate community agencies in consultation with their parents; consult and coordinate with in-district and community agencies, such as school psychologists, nurses, administrators and community-based psychologists, service agencies, and physicians. Coordinate, conduct, or participate in activities which contribute to the effective operation of the school: Interpret group test results to faculty and staff; establish effective liaisons with all grade levels; act as an advocate for students as appropriate in conjunction with other staff; assist other school staff in the placement of students with special needs in appropriate programs such as gifted education and special education; participate with the administration and faculty as a team member in the implementation of the district testing program.

Evaluate and revise the building guidance program; review periodically with staff and administration the guidance program using the program evaluation instrument as outlined in the Evaluation section; review and modify the program calendar and evaluate guidance learning activities.

5. Pursue professional growth; attend state and local staff development programs; join professional associations; read professional journals; attend relevant workshops and conferences sponsored by professional organizations; take post graduate courses.

STUDENTS' SKILLS AND INDICATORS

The purpose of the counseling and guidance curriculum is to systematically assess students as they develop the skills they need to enhance their academic, career, and personal/social development. The curriculum should be designed to help Students acquire age-appropriate knowledge and skills.

The student skill indicators can be address by grades K-12. The indicators are sequenced by grade level groupings and are provided as examples of what the student should be able to do to master the competency.

The Student Competency Charts (by Grade Level) are contained in Standard Eight, Curriculum. The following competencies are addressed on the charts.

- Self-Management for Lifelong Learning
- Educational and Career Awareness
- Career Planning
- Self-Knowledge and Self-Acceptance
- Self-Management and Responsible Behavior
- Problem-Solving and Decision-Making Skills
- Interpersonal and Communication Skills
- Respect and Value
- Human Diversity
- Community Involvement

STANDARD SIX CONSULTATION

Students along with their parents/guardians are provided opportunities to develop, monitor, and manage their educational and career plans. These activities are usually delivered on an individual basis or by working with individuals in small groups or advisement groups.

Individual or group counseling is implemented through strategies such as individual appraisal and individual advisement. Activities include, but are not limited to interest and ability assessment, career exploration and planning, and portfolio development.

Elementary Schools. Self-concept development, the acquisition of learning skills, interpersonal relationship, and beginning awareness of careers are examples of topics that are learned. These same topics are reinforced through counseling and guidance curriculum activities during middle and high school.

Middle Schools. The above topics are reinforced so that students move from an awareness level to understanding and application. Students are assessed on their interests and abilities and understand that their attributes may change as they age and gain more knowledge and experiences. Students learn about goal setting and begin to make plans for high school based on their current career goals. Student plans focus on high school course selection taking into account graduation and postsecondary requirements. Counselors assist students to learn the process of career planning, decision-making, and development of career portfolios.

High Schools. Plan development in middle school are reviewed and updated annually. Schools offer career exploration and decision-making skill development in the ninth grade, so

that students can develop a career plan at the beginning of their high school experience.

Individual counseling provides opportunity for consultation with students and their parents/guardians. Counseling and guidance curriculum activities continue to support student planning by giving emphasis to the development and use of career decision-making, goal-setting, and planning skills. The importance and relevance of basic academic and career preparation skills are emphasized. Counselors help students to understand the need to acquire job skills and a positive work attitude.

	ELEMENTARY
Self-Knowledge	<ul style="list-style-type: none"> • Knowledge of the importance of a positive self-concept. • Skills to interact positively with others. • Awareness of the importance of growth and change.
Educational and Occupational Experience	<ul style="list-style-type: none"> • Awareness of the benefits of educational achievement. • Awareness of the relationship between work and learning. • Skills to understand and use career information. • Awareness of the importance of personal responsibility and good work habits. • Awareness of how work relates to the needs and functions of society.
Career Planning	<ul style="list-style-type: none"> • Understanding how to make decisions. • Awareness of the interrelationship of life roles. • Awareness of different occupations and changing male/female roles. • Awareness of the career planning process.

	MIDDLE SCHOOL
Self-knowledge	<ul style="list-style-type: none"> • Knowledge of the influence of a positive self-concept. • Skills to interact positively with others. • Knowledge of the importance of growth and change.
Educational and Occupational Experience	<ul style="list-style-type: none"> • Knowledge of the benefits of educational achievements to career opportunities. • Understanding the relationship between work and learning. • Skills to locate, understand and use career information. • Knowledge of skills necessary to seek and obtain jobs. • Understanding how work relates to the needs and

	functions of the economy and society.
Career Planning	<ul style="list-style-type: none"> • Skills to make decisions. • Knowledge of the interrelationship of life roles. • Knowledge of different occupations and changing male/female roles. • Understanding the process of career planning.

	HIGH SCHOOL
Self-Knowledge	<ul style="list-style-type: none"> • Understanding the influence of a positive self-concept. • Skills to interact positively with others. • Understanding the impact of growth and development.
Educational and Occupational Experience	<ul style="list-style-type: none"> • Understanding the relationship between educational achievement and career planning. • Understanding the need for positive activities toward work and learning. • Skills to locate, evaluate and interpret career information. • Skills to prepare to seek, obtain, maintain and change jobs. • Understanding how the needs and functions of society influence the nature and structure of work. • Skills to participate in work and lifelong learning.
Career Planning	<ul style="list-style-type: none"> • Skills to make decisions. • Understanding the interrelationship of life roles. • Understanding the continuous changes in male/female roles. • Skills in career planning.

STANDARD SEVEN COORDINATION

As a part of our plan, the district guidance personnel will coordinate guidance and counseling activities that contribute to the effective operation of our schools. The following activities will be coordinated through school counseling personnel:

- **Interpret group test results to faculty and staff;**
- **Establish effective liaisons with the various instructional departments;**
- **Act as an advocate for groups or individual students as appropriate in conjunction with other staff;**
- **Assist other school staff in the provision of exceptional student services (including services for students identified as gifted and services for students with disabilities);**
- **Participate with the administration and faculty as a team member in the implementation of the school guidance program;**
- **Assist in the facilitation of working with outside organizations.**

WHO ARE STUDENTS WITH SPECIAL NEEDS?

Students with special needs are those who require accommodations, modifications, special assistance, and/or additional support services to succeed in their programs and successfully transition from school to adult life.

Students with special needs include:

- **Students who are academically disadvantaged.**
- **Students who are socially disadvantaged.**
- **Students who are economically disadvantaged.**
- **Students with limited English proficiency (protected by Title VI of the Civil Rights Act).**
- **Students with disabilities (guidelines provided by IDEA; protected by 504 and ADA).**
- **Students with disabilities (protected by 504 and ADA).**
- **Students receiving gifted services**
- **Single parents.**
- **Single pregnant women.**

- **Students preparing for nontraditional training and employment.**
- **Students from diverse cultural backgrounds.**
- **Students in juvenile justice or other corrections programs.**
- **Students at risk of dropping out of school.**
- **Individuals with other barriers to educational achievement.**

Why is it important to include ALL students in comprehensive counseling and guidance programs and make special efforts to reach students with special needs?

School counselors are responsible for serving all students and helping each student reach his or her goals based on individual interests, preferences, and aptitudes. All students benefit from a quality comprehensive career development program that provide the experiences students need to successfully transition to adult life as productive citizens. However, some students need extra help or special accommodations to actively participate in/and benefit from career development programs. Also, some special needs students, served in special programs or classes, may not be in the "right class at the right time" (i.e., the class where the career development activities are taking place).

So, it is important for school counselors to take steps to:

- (1) Connect with special needs personnel to ensure that Special needs students participate in the comprehensive counseling and guidance program; and**
- (2) Define roles and responsibilities clearly so that each staff member can contribute to the program effectiveness based on his or her strengths and experiences.**

School counselors need to continue to be aware of and strive to ensure that the rights of all students are respected to maximize their potential in an environment that supports and encourages growth and development of the person. School counselors have the responsibility of ensuring that the special needs of all students are met. School counselors should not recommend lesser participation for students with special needs than for any other student with similar interests and abilities.

Making connections - Who are our partners?

Students with special needs may participate in a variety of programs and be served by many different individuals. Teachers, school counselors, Administrators, support personnel, families, business/industry partners, and agency staff all share responsibility for helping each student plan his or her future and make that future a reality. For a student to be successful, the many different individuals in that student's network of support must communicate and work collaboratively. This collaboration increases the likelihood that the student will actively participate in many different experiences (both on and off campus) needed to develop critical career development skills. It is important for school counselors to work closely with these partners, including but not limited to:

- **Teachers—ESE, Vocational, Academic, Dropout Prevention, Juvenile Justice, ESOL**
- **ESE Transition Specialists and related services personnel.**
- **Career Specialists**
- **English as Second Language (ESL) Specialists**
- **Juvenile Justice Staff**
- **Vocational Rehabilitation Services Counselors**
- **Developmental Disabilities Program Support Coordinators**
- **Division of Blind Services Counselors**
- **Social Service and Community Agency representatives**
- **Workforce Development Board representatives**
- **Parents (required for ESE students)**

What are strategies for ensuring that students with special needs are included in comprehensive counseling and guidance programs?

- **School district and local school policies/procedures describe how these programs will include ALL students**
- **School counselors participate in in-service activities to develop skills in meeting the needs of *individual* students with special needs.**
- **School counselors work closely with partners serving Students with special needs.**
- **A variety of career development materials and adaptive resources are used to meet the needs of students of varying reading levels, learning styles, and native languages.**
- **Career development materials include examples of individuals employed in nontraditional careers and are diverse in terms of gender, ethnicity, and disability.**
- **Staff use appropriate "person first" language in verbal and written communication/instructional materials (e.g., student with specific learning disabilities vs. a learning disabled student).**
- **On-campus and off-campus activities include role models representative of different ethnic groups and exceptionalities.**
- **Accommodations are provided to ensure that students are full participants in career development activities (including sign and language interpreters and assistive technology).**
- **Different teaching styles are used to match students' diverse learning styles.**
- **Computer-aided instruction is used to match students' learning styles.**
- **Activities and instruction lead students to their career goals based on their interests, aptitudes, and preferences.**
- **Fully accessible facilities are used for all activities.**
- **Relevant information and training are provided to appropriate staff (school counselors, teachers, etc.).**

What are strategies for ensuring that special needs students master counseling and guidance

competencies?

- Use a multi-sensory approach in all activities to promote active learning.
- Provide accommodations (including specially prepared materials, interpreters, and assistive technology) based on individual student needs.
- Provide positive feedback for effort and accomplishments.
- Use real-life examples that are relevant to students.
- Provide opportunities for small group activities.
- Use peer tutors (peer mentors or the buddy system).
- Use cooperative learning techniques.
- Provide opportunities for practicing new skills in different situations.
- Help students feel comfortable asking others for assistance when needed.
- Use strategies to build each student's confidence and self-esteem.
- Use a variety of instructional strategies, techniques, materials.
- Provide staff development opportunities to staff who work with students with special needs.

General requirements for students in exceptional student education (ESE)

Students with Disabilities

Students with disabilities in exceptional student education have a right to a free appropriate public education (FAPE) as stated in IDEA '97. Students with disabilities must have an Individual Educational Plan (IEP), developed and revised annually. The IEP documents the student's present level of education performance, which includes addressing how the student's disability affects his or her involvement in the general curriculum or age-appropriate activities, his or her strengths, and his or her priority educational needs. The IEP identifies those goals and objectives or benchmarks that will allow the student to be successful in an appropriate curriculum. The IEP also identifies the special education and related services and supplementary aids and services that are needed for the individual student.

Beginning at age 14, students with disabilities must have a Transition IEP. In addition to the requirements for an IEP, the Transition IEP includes components to determine what services are needed to assist the student in reaching his or her desired post-school outcome. Specifically, at age 14, the Transition IEP team must develop a statement of the student's transition service needs focusing on a course of study. At age 16, the Transition IEP team must develop a statement of the student's needed transition services including, if appropriate, interagency responsibilities and linkages. These statements must be updated annually.

Students Who are Gifted (Section 504 Students)

Students who are gifted must have either an IEP or an Educational Plan (EP). Like an IEP, an EP includes a statement of the student's present levels of performance, establishes goals and objectives, and identifies ESE services to be provided. However, an EP may be developed as a multi-year document unlike the IEP that must be reviewed annually.

Special Considerations for Students from Diverse Cultural Backgrounds

School counselors encourage and support the academic, social/emotional, and career development of all students through counseling programs within the school. They are committed to assisting all students to realize their full potential despite a student's personal barriers or challenges.

School counselors have increasingly important roles in working with special needs students including students from diverse cultural backgrounds. Cultural diversities are important factors deserving increased awareness and understanding on the part of all School personnel. School counselors should take action to assure students of culturally diverse backgrounds access to appropriate services and opportunities that promote maximum development of the individual. School counselors have the skills necessary to: (1) consult with school personnel to identify alienating factors in attitudes and policies that impede the learning process of culturally diverse students; and (2) implement strategies to ensure a school climate that supports student success.

Future Initiatives

Self-determination Many school districts have implemented Self-determination and Self-directed IEP training for their ESE students. The purpose of this training is for ESE students to develop skills in: (1) planning for their futures; (2) making informed choices; (3) advocating for themselves; and (4) actively participating in or directing their IEP meetings. Districts reported that students who participated in this training were more actively involved in the IEP process, increasing the likelihood of a successful transition.

Effective Instructional Practices The Effective Instructional Practices Project is designed to identify and disseminate information about resources, professional development, and research related to current and emerging effective instructional practices. The goal is to ensure quality outcomes for all students in Florida, including students with exceptionalities by providing quality Staff development opportunities to all teachers who work with students with special needs.

Positive Behavioral Support. Florida's Positive Behavioral Support Project offers assistance through: (1) dissemination of information and materials; (2) flexible, individualized training activities; and (3) technical assistance consisting of consultation and on-site coaching. Assistance is provided to school districts to expedite the resolution of serious problem

behavior and to build capacity of personnel using positive, assessment-based intervention approaches with Students who have disabilities and significant behavior challenges.

STANDARD EIGHT CURRICULUM

ALIGNING STUDENT SERVICES WITH FLORIDA'S EDUCATION GOALS

Simply being in school carries no guarantee that a student will learn. For learning to take place, students need to feel safe, they need interested parents who are involved in their education, and they need support and encouragement while at school. These are, of course, in addition to effective classroom instruction. Helping to support learning for all children are student services professionals: school counselors, school nurses, school social workers, and school psychologists. The support services and programs they provide are critical to Florida's State Education Goals. Listed below is each of the state goals along with examples of ways in which student services provide direct or indirect involvement with each goal.

Readiness to Start School

Student services professionals provide the following services and programs to prepare children and families for children's success in school:

- Assisting students in adjusting to school.
- Reviewing health records (history immunizations, medications).
- Coordinating and offering screenings (vision, hearing, and scoliosis).
- Providing referral services to in-school and community programs.
- Offering prevention counseling and education.
- Assessing children with learning and developmental delays to determine individual needs for specialized educational interventions.
- Helping with social skills development.

Graduation Rate and Readiness for Post-secondary Education and Employment

Student services engage in the following activities to support students in graduating and being prepared to enter the workforce and post-secondary education:

- Providing students and parents with information about post-secondary schools, financial aid, and scholarships.
- Using assessment data to assist students with post-secondary education planning.
- Providing career mentoring opportunities.
- Responding to academic, career, personal, and social concerns of students.
- Developing social assessments when appropriate for at-risk students.

Student Performance

Student services professionals are available to assist students in acquiring the knowledge,

skills, and competencies needed to master state standards, successfully compete at the highest levels nationally and internationally, and be prepared to make well-reasoned, thoughtful, and healthy lifelong decisions. This is done by:

- Facilitating communication through parent/student/staff conferences.
- Incorporating problem identification and solution-focused teaming at schools.
- Implementing academic improvement programs such as peer and cross-age tutoring, mentoring, acquiring study and test taking skills.
- Using assessment to identify strengths and weaknesses for Progress Monitoring Plan (PMP), Individual Educational Plans (IEP), and remedial activities.
- Implementing progress monitoring strategies.
- Consulting with schools and offering prevention and intervention strategies.
- Promoting and protecting the health status of children through health assessments, screenings, and referrals as appropriate.

Learning Environment

Student services staff assist School District Boards in providing a learning environment conducive to teaching and learning, in which education programs are based on student performance data, and which strive to eliminate achievement gaps by improving learning for all students by:

- Consulting with teachers, administrators, and other relevant individuals about students who are experiencing behavioral and learning problems.
- Providing staff development activities on assessment, learning styles, student test-taking skills.
- Providing social skills development strategies to teachers; teaching anger management, conflict resolution, and social skills to students.
- Investigating attendance problems and providing follow-up services.

School Safety and Environment

Student services professionals actively support communities and schools in providing an environment that is drug-free and protects students' health, safety, and civil rights through:

- Promoting safe and healthy environments for students and staff.
- Facilitating and contributing to the development of school-wide discipline plans.
- Providing crisis prevention and intervention services.
- Helping students develop responsibility for their behavior.
- Supporting character education through classroom instruction and small group activities.
- Helping students enhance their problem-solving skills.
- Enhancing students' self esteem.

Teachers and Staff

Student services staff support the collaboration between Schools, districts, colleges of education, other post-secondary institutions, and state agencies to provide professional

teachers and staff that possess the competencies and demonstrate the performance needed to maximize learning among all students. This is seen through:

- **Actively participating in the development of the academic curriculum and selections of special programs for the school and the district.**
- **Collaborating with teachers and others on learning, social, emotional, and behavioral problems.**
- **Planning, conducting, and participating in staff development for personnel involved in Exceptional Student Education.**
- **Mentoring interns and new hires in the student services professions.**
- **Providing health education for teachers, staff, and administrators.**
- **Sharing with colleagues and other educator's relevant research and resources from the counseling, social work, psychology, and nursing professions.**

Adult Literacy

Student services professionals advocate adult literacy for all Floridians and for all to have the knowledge and skills needed to compete in a global economy, prepare children for success in school, and exercise the rights and responsibilities of citizenship. This is accomplished by:

- **Providing parents with information about local adult/community education programs and community/state resources.**
- **Consulting with parents in the English Language Learners (ELL) Program.**
- **Assisting in removing barriers to the personal advancement of adults in the community.**

Parental, Family, and Community Involvement

Student services professionals actively support communities, school boards, and schools in providing opportunities for involving parents, families, guardians, and other community stakeholders by:

- **Coordinating with school and community personnel to bring together resources for students.**
- **Presenting programs to school advisory councils that highlight the benefits accruing to students through student support services.**
- **Providing case management services to students and families in the community.**
- **Identifying and exploring students' needs as they are related to the school, home, and community.**
- **Collaborating with multi-agency coordinating councils as collaborative partners in achieving school improvement and education accountability.**

THE ELEMENTARY YEARS

The goal of the elementary counseling and guidance program is to take a proactive, instructional approach to provide counseling and guidance activities for all children by planning the program around the competencies that elementary age children need to acquire.

Children in elementary school begin to acquire academic and, personal/social development skills. They are gaining new awareness of themselves as they interact with others. Students are in the process of forming basic values, attitudes, and interests that impact their education and ultimately their future. Furthermore, they begin to understand the world of work and some general knowledge of different occupations and career choices.

The counseling personnel and teachers help children develop positive attitudes toward school, taking pride in their own efforts, and acquire good work habits at school. The primary goal of an effective career development program in the elementary school is to introduce children to the tasks that are important for a productive and rewarding way of life. Children should be systematically introduced to workers in their community and begin to relate family and community life, education, and work to the education they are receiving.

Students need to become aware of themselves, how they are unique and constantly changing, and how they can use school experiences to explore and prepare for their future. There is evidence that the information students first learn carries the most weight in their ultimate decisions, elementary schools must focus attention on areas such as: positive self-concept, responsible behavior, broad career awareness, decision-making skills, interpersonal and communication skills, respect and diversity

To help them continue to develop in these areas, the framework describes specific, age appropriate competencies that may be addressed through the framework of a comprehensive counseling and guidance program.

Grades K – 3

1. STANDARD - ACADEMIC SELF MANAGEMENT FOR LIFELONG LEARNING

Counseling and Guidance Activities Listed Below should serve as support data/evidence utilized in order to enhance Student Competencies. Activities may not necessarily be performed by the school counselor. The School Counselor serves as a facilitator and coordinator in the overall counseling process.

Competency	Student Competency Indicators	Person(s) Responsible	Activity Utilized	Date
<p>1.1 Understand and participate in a school environment.</p>	<ul style="list-style-type: none"> • Describe school rules and why they are important. • List responsibilities in the classroom and school. • State consequences when a school rule is not followed. • Describe the facilities, procedures, and programs in the school. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		
<p>1.2 Awareness that attitudes and behaviors are related to academic achievement.</p>	<ul style="list-style-type: none"> • Awareness of strengths and weaknesses as a student/learner. • Describe the skills and attitudes needed to achieve in school. • Describe the relationship between learning and effort. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		
<p>1.3 Awareness of the process of goal setting.</p>	<ul style="list-style-type: none"> • Define what goals are. • State personal goals. • Identify ways they contribute to class goals. • Explain the concept of lifelong learning. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		
<p>1.4 Awareness of effective study habits.</p>	<ul style="list-style-type: none"> • Describe ways to prepare for class each day. • List the materials needed for school each day. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		

1.5 Awareness of effective time management skills.	<ul style="list-style-type: none"> • Completes assignments in time allowed. • Demonstrates ability to start and finish projects. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		

Grades K-3

2. STANDARD - CAREER AND EDUCATIONAL AWARENESS

Competency	Student Competency Indicators	Person(s) Responsible	Activity Utilized	Date
2.1 Awareness of personal interests, abilities, and values.	<ul style="list-style-type: none"> • Describe those things that are important to them in school and home. • Describe their likes and dislikes. • Identify jobs they think they may be interested in doing when they grow up. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		
2.2 Awareness of the benefits of educational achievement.	<ul style="list-style-type: none"> • Describe how academic skills can be used in the home and community. • Become aware of the influence of school on all aspects of their lives. • Become aware of the skills and attitudes needed to achieve in school. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		
2.3 Awareness of the relationship between work and learning.	<ul style="list-style-type: none"> • Identify work roles to gain an understanding of reasons why people work. • Become aware that performance in school relates to performance in adult roles. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		
2.4 Awareness of sources of career information.	<ul style="list-style-type: none"> • Describe work of family members and workers in the school. • Describe jobs that are present in the local community. • Describe career information resources in the school and community. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		

2.5 Awareness of how work relates to the needs and functions of society.	<ul style="list-style-type: none"> • Describe the importance of personal qualities (e.g. dependability, cooperation, punctuality, initiative, completes homework on time, attends school regularly) to school success. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		
2.6 Awareness of the importance of personal responsibility and good work habits.	<ul style="list-style-type: none"> • Relate how student responsibilities prepare one for responsibility in the workplace. • Demonstrate good work habits in school (e.g. follows directions, focus on tasks, and completes assignments). • Identify responsibilities within the school environment. • Display responsibility and honesty through daily assignments. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		

Grades K-3

3. STANDARD - CAREER PLANNING SKILLS

Competency	Student Competency Indicators	Person(s) Responsible	Activity Utilized	Date
3.1. Awareness of the planning process.	<ul style="list-style-type: none"> • Describe some of the planning they do at school and home • Develop plans for specific activities. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		
3.2 Awareness of different occupations and changing male/female roles.	<ul style="list-style-type: none"> • Develop awareness that males and females can do any job. • Develop awareness that work is important to all people, males and females. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		

Grades K-3

4. STANDARD - SELF-KNOWLEDGE AND SELF-ACCEPTANCE

Competency	Student Competency Indicators	Person(s) Responsible	Activity Utilized	Date
4.1 Knowledge of the importance of a positive self-concept.	<ul style="list-style-type: none"> • Identify and appreciate individual characteristics (e.g., likes, dislikes, interests, abilities, skills) • Demonstrate a positive attitude about self. • Describes themselves physically. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		

Grades K – 3

5. STANDARD – SELF MANAGEMENT AND RESPONSIBLE BEHAVIOR

Competency	Student Competency Indicators	Person(s) Responsible	Activity Utilized	Date
<p>5.1 Awareness of the importance of growth and change.</p>	<ul style="list-style-type: none"> • Demonstrate awareness of their feelings in various situations. • Become aware of how they manage their feelings. • Demonstrate skills for handling emotions. • Recognize their feelings while they experience them. • Express anger appropriately. • Demonstrate healthy ways to manage conflict, stress, and emotions in self. • Demonstrate knowledge of good health habits. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		
<p>5.2 Develop appropriate attitudes and behaviors.</p>	<ul style="list-style-type: none"> • Distinguish between socially appropriate and inappropriate physical, verbal, and emotional behavior. • Behave appropriately in various school settings. • Describe school/classroom rules on acceptable/unacceptable behaviors. • Use behaviors that demonstrate respect for the feelings, property, and interests of others. • Become aware of the relationship between behaviors and good/bad consequences. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		
<p>5.3 Develop awareness of personal safety skills.</p>	<ul style="list-style-type: none"> • Identify resource people in the school and how to seek their help. • Demonstrate knowledge of personal 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		

	<p>information (e.g. telephone number, home address, emergency contact.)</p> <ul style="list-style-type: none"> • Awareness of the difference between appropriate and inappropriate physical contact. 			
--	--	--	--	--

Grades K-3

6. STANDARD - PROBLEM SOLVING AND DECISION MAKING

Competency	Student Competency Indicators	Person(s) Responsible	Activity Utilized	Date
<p>6.1 Identify common personal and inter-personal problems.</p>	<ul style="list-style-type: none"> • Define a problem in an uncomfortable situation and identify possible solutions. • Become aware that to solve problems effectively a sequential process can be used. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		
<p>6.2 Awareness of how to solve problems and make decisions.</p>	<ul style="list-style-type: none"> • Describe the ways they make choices. • Become aware that there are consequences to their decisions and choices, • Realize the difficulty of choosing between two desirable alternatives, • Identify strategies used in solving problems. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		

Grades K-3

7. STANDARD - INTERPERSONAL AND COMMUNICATION SKILLS

Competency	Student Competency Indicators	Person(s) Responsible	Activity Utilized	Date
<p>7.1 Demonstrate a communication skill in speaking, listening, and nonverbal behavior.</p>	<ul style="list-style-type: none"> • Become aware of the need to be a good listener, • Recognize that others may communicate differently than they do. • Listen to others and repeat their ideas, • Become aware of and accept/tolerate opinions of others in group discussions. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		

7.2 Awareness of how people in a group work together.	<ul style="list-style-type: none"> • Become aware of how people in a group work together, • Take part in making group rules, • Become aware of their responsibilities in the family, school, and community, • Become aware that groups have "norms" or expectations of the members, • Become aware of the skills needed for effective participation in a group. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		
7.3 Awareness of ways to express thoughts and feelings.	<ul style="list-style-type: none"> • Describe the four basic feelings: happy, mad, sad, and fear. • Verbalize ideas, thoughts, and feelings. • Express their feelings appropriately. • Describe ways to express the need for help. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		
7.4 Awareness of skills to interact with peers and adults	<ul style="list-style-type: none"> • Describe characteristics in themselves that enable them to be a good friend, • Acquire skills needed to cooperate, compete, and compromise with others. • Become aware of how people help each other feel good about themselves, • Describe the processes involved in making and keeping friends. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		
7.5 Awareness of peer pressure	<ul style="list-style-type: none"> • Awareness of how to express their wants and needs. • Describe some things that are important to their peers. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		

Grades K-3

8. STANDARD - RESPECT AND HUMAN DIVERSITY

Competency	Student Competency Indicators	Person(s) Responsible	Activity Utilized	Date
8.1 Demonstrate awareness of different cultures, lifestyles, attitudes, and abilities.	<ul style="list-style-type: none"> • Describe customs of various cultures including their own. • Recognize that there are different languages, • Identify likenesses/differences between themselves and others. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		

8.2 Awareness of stereotypes and their impact on self and others.	<ul style="list-style-type: none"> • Describe the meaning of stereotypes, • Describe examples of stereotyping that they may have experienced, • Describe the prejudicial actions that they have seen. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		
--	--	---	--	--

Grades K-3

9. STANDARD - COMMUNITY INVOLVEMENT

Competency	Student Competency Indicators	Person(s) Responsible	Activity Utilized	Date
9.1 Demonstrate an awareness of school and community volunteer needs.	<ul style="list-style-type: none"> • Describe good citizenship, • Identify various helper roles within the classroom, school, family and community. • Participates in group projects that benefit the community. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		

Grades 4-5

1. STANDARD - ACADEMIC SELF- MANAGEMENT FOR LIFELONG LEARNING

Counseling and Guidance Activities Listed Below should serve as support data/evidence utilized in order to enhance Student Competencies. Activities may not necessarily be performed by the school counselor. The School Counselor serves as a facilitator and coordinator in the overall counseling process.

Competency	Student Competency Indicators	Person(s) Responsible	Activity Utilized	Date
1.1 Understand and participate in a school environment.	<ul style="list-style-type: none"> • Practice following school rules. • Demonstrates knowledge of their responsibilities in the classroom and school. • Describe the facilities, procedures, and programs in the school. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		
1.2 Understand attitudes and behaviors are related to academic achievement.	<ul style="list-style-type: none"> • Describe their interest and beliefs that help to motivate them in the school setting. • Describe the relationship among ability, effort, and achievement. • Describe the connection between educational planning and the world of work. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		
1.3 Formulate challenging academic goals and the plans to reach them.	<ul style="list-style-type: none"> • Define and explain importance of each of the steps in the goal setting process. • Distinguish between short, intermediate, and long-term goals. • Set short and long-term academic goals. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		
1.4 Identify effective study habits.	<ul style="list-style-type: none"> • Evaluate study habits and develop an improvement plan. • List steps involved in taking notes. • Distinguish between what is important and unimportant in written information. • Maintain an assignment book. • Demonstrate responsibility for his/her own learning. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		

1.5 Identify ways to effectively manage time.	<ul style="list-style-type: none"> • Describe effective time management skills. • Prepare a weekly schedule for study time and homework. • List 3 things to improve organizational skills. • Describe how to organize a large assignment into "chunks" of time in order to plan for how long it will take to complete. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		
--	--	---	--	--

Grades 4-5

2. STANDARD - CAREER AND EDUCATIONAL AWARENESS

Competency	Student Competency Indicators	Person(s) Responsible	Activity Utilized	Date
2.1 Identify personal interests, abilities, and values.	<ul style="list-style-type: none"> • Become aware of the process of identifying personal attributes and matching them to careers. • Describe the meaning of values and those things that are important to them in school, home, and community. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		
2.2 Awareness of the benefits of educational achievement.	<ul style="list-style-type: none"> • Describe how academic skills can be used in the home and community. • Identify personal strengths and weaknesses in subject areas. • Describe relationships among abilities, effort, and achievement. • Implement a plan of action for improving academic skills. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		
2.3 Understand the relationship between work and learning.	<ul style="list-style-type: none"> • Identify different types of work, both paid and unpaid. • Describe the importance of preparing for occupations. • Demonstrate an understanding of the importance of practice, effort, and learning. • Describe how current learning relates to work. • Describe how one's role as a student is like that of an adult worker. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		

<p>2.4 Develop skills to understand and use career information.</p>	<ul style="list-style-type: none"> • Describe work of family members, school personnel, and community workers. • Identify occupations according to data, people, and things. • Identify work activities of personal interest. • Describe jobs that are present in the local community. • Identify the working conditions of occupations (e.g., inside/outside, hazardous). • Describe ways in which self -employment differs from working with others. • Describe how parents, relatives, adult friends, and neighbors can provide career information. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		
<p>2.5 Understand how work relates to the needs and functions of society.</p>	<ul style="list-style-type: none"> • Describe how work can satisfy personal needs. • Describe the products and services of local employers. • Describe ways in which work can help overcome social and economic problems. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		
<p>2.6 Understand the importance of personal responsibility and good work habits.</p>	<ul style="list-style-type: none"> • Develop work habits (e.g., dependability, cooperation, punctuality, initiative, completes homework on time, attends school regularly, follow oral and written instructions, completes assignments independently, interacting with peers in group projects, and resolving conflict in a group situation). • Relate how work habits in school transfer to occupational settings. • Display responsibility, self-management, and honesty through daily assignments. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		

Grades 4-5

3. STANDARD - CAREER PLANNING SKILLS

Competency	Student Competency Indicators	Person(s) Responsible	Activity Utilized	Date
3.1. Understanding the career planning process.	<ul style="list-style-type: none"> • Describe skills needed in a variety of occupational groups. • Develop and individual career plan for the elementary school level, (not written in stone) 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		
3.2 Awareness of different occupations and changing male/female roles.	<ul style="list-style-type: none"> • Describe how work is important to all people. • Describe the changing life roles of men and women in work and family. • Describe how contributions of individuals both inside and outside the home are important. • Describe traditional and nontraditional occupations for males and females. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		

Grades 4-5

4. STANDARD - SELF-KNOWLEDGE AND SELF-ACCEPTANCE

Competency	Student Competency Indicators	Person(s) Responsible	Activity Utilized	Date
4.1 Develop a positive attitude toward self.	<ul style="list-style-type: none"> • Identify personal qualities, traits, strengths, and weaknesses, • Describe positive characteristics about self as seen by self and others. • Define and discuss the meaning of self-concept, • Give examples of how they are important to themselves and others, • Describe individual beliefs and attitudes and they contribute to their self-concept, • Describes themselves physically, emotionally, and intellectually. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		

Grades 4-5 ACADEMIC ACHIEVEMENT

5. STANDARD - SELF-MANAGEMENT AND RESPONSIBLE BEHAVIOR

Competency	Student Competency Indicators	Person(s) Responsible	Activity Utilized	Date
5.1 Awareness of the importance of growth and change.	<ul style="list-style-type: none"> • Describe causes of stress. • Become aware of their feelings in various situations and how they behave as a result of those feelings. • Identify feelings associated with significant experiences. • Demonstrate self -discipline in situations where they managing their feelings or behavior is difficult. • Describe techniques for handling anger and other emotions, scribe why it is important to take care of their emotions. • Demonstrate healthy ways to manage conflict, stress, and emotions in self. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		
5.2 Demonstrate appropriate attitudes and behaviors.	<ul style="list-style-type: none"> • Differentiate between socially appropriate and inappropriate physical, verbal, and emotional behavior. • Identify and demonstrate social behaviors that encourage acceptance by others. • Identify behaviors that illustrate respect for themselves and others. • Recognize that judgments are made on their behaviors and attitudes. • Describe the relationship between behaviors and good/bad consequences. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		
5.3 Develop personal safety skills.	<ul style="list-style-type: none"> • Identify resource people in the school and how to seek their help. • Describe the emotional and physical dangers of substance use and abuse. • Awareness of the difference between the appropriate and inappropriate physical contact. • Differentiate between situations requiring peer support and situations requiring adult help. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		

Grades 4-5 ACADEMIC ACHIEVEMENT

6. STANDARD - PROBLEM SOLVING AND DECISION MAKING SKILLS

Competency	Student Competency Indicators	Person(s) Responsible	Activity Utilized	Date
6.1 Identify common personal and inter-personal problems.	<ul style="list-style-type: none"> • Define a problem in an uncomfortable situation and identify possible solutions. • Distinguish between personal and interpersonal problems. • Analyze problems by breaking them into manageable parts. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		
6.2 Understand how to solve problems and make decisions.	<ul style="list-style-type: none"> • Define and explain the importance of each of the steps in the decision-making/problem-solving process, • Understand that there are consequences of their decision and choices. • Identify and assess problems that interfere with attaining goals, • Apply problem-solving techniques to achieve learning goals. • Describe how person beliefs and attitudes affect decision-making. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		

Grade 4-5 ACADEMIC ACHIEVEMENT

7 STANDARD – INTERPERSONAL AND COMMUNICATION SKILLS

Competency	Student Competency Indicators	Person(s) Responsible	Activity Utilized	Date
7.1 Demonstrate communication skills in speaking, listening, and nonverbal behavior.	<ul style="list-style-type: none"> • Follow sequence of directions both oral and written, • Demonstrate effective listening skills, • Describe constructive ways of reacting to others. • Listen to others and respect their right to their own opinions. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		

<p>7.2 Knowledge of the skills needed for effective participation in a group.</p>	<ul style="list-style-type: none"> • Describe how people depend on each other to fulfill their needs. • Differentiate between the types of groups of which they are members. • Describe their contributions to groups in which they participate. • Demonstrate the ability to interact and work cooperatively in teams. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		
<p>7.3 Identify ways to express thoughts and feelings.</p>	<ul style="list-style-type: none"> • Express their feelings clearly and appropriately. • Demonstrate understanding that independent views can be expressed in an acceptable way. • Express feelings and opinions without offending others. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		
<p>7.4 Demonstrate effective skills for interacting with peers and adults.</p>	<ul style="list-style-type: none"> • Specify characteristics in others they like/dislike, and admire/do not admire. • Recognize how their actions affect others' feelings. • Demonstrate understanding of the importance of cooperation with peers and adults. • Analyze the similarities and differences between cooperation and competition. • Give examples of how to offer and accept criticism. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		

7.5 Identify sources and effects of peer pressure.	<ul style="list-style-type: none"> • Define peer pressure and give examples of things they have experienced. • Use effective communications skills to manage peer pressure. • Demonstrate understanding that peer pressure influences them positively and negatively in different situations. 			
--	--	--	--	--

Grades 4-5 ACADEMIC ACHIEVEMENT

8. STANDARD - RESPECT AND HUMAN DIVERSITY

Competency	Student Competency Indicators	Person(s) Responsible	Activity Utilized	Date
8.1 Demonstrate knowledge and appreciation of different cultures, lifestyles, attitudes, and abilities.	<ul style="list-style-type: none"> • Identify groups to which they belong because of their background, their family, and their heritage, • Describe differences among cultural heritage and traditions, • Respect others' culture by referring to their culture appropriately, • Demonstrate respect for alternative points of view. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		
8.2 Recognize one's biases and prejudices and evaluate their impact on self and others.	<ul style="list-style-type: none"> • Understand how prejudicial actions that they have seen are hurtful to individuals, • Describe stereotypes that are prevalent in society. • Describe conflicts resulting from culture-related beliefs and biases. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		

Grades 4-5 ACADEMIC ACHIEVEMENT

9. STANDARD - COMMUNITY INVOLVEMENT

Competency	Student Competency Indicators	Person(s) Responsible	Activity Utilized	Date
9.1 Demonstrate an awareness of school and community volunteer needs.	<ul style="list-style-type: none"> • Describe good citizenship, • Identify various helper roles within the classroom, school, family and community. • Participate in group projects that benefit the community, • Describe the roles and contributions of community 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		

THE MIDDLE SCHOOL YEARS

Early adolescents are slowly moving from seeking and meeting adult expectations to seeking and meeting their own expectations through friendships and interactions with their peer group. As they move from the dependence of childhood to the independence that is expected of productive adults in our society, the new rights and responsibilities bring tension and disagreement between the generations of child and adult.

The most notable characteristic of the early adolescent is the physical growth that accompanies puberty. Sexual identity becomes part of the complex sorting out of childhood experiences and adult expectations as they develop their new self identify. Individuals are usually genuinely concerned about self throughout this period and tend to be introspective and very critical of each phase of development.

Friendships become very important and tend to be fostered through shared activities. These groupings then phase into the stage of shared identity the seeking out of those most like the individual's self perception. Children at this age are establishing the behaviors that will probably direct their actions for the next several years. It is important at this critical point to assist students in the formation of positive self-concepts, development of responsibility in all phases of their behavior, and an awareness of sex-role stereotyping issues. They also develop an awareness of work and how their interests and abilities help them to make tentative career choices.

Grades 6-8

1. STANDARD - ACADEMIC SELF- MANAGEMENT FOR LIFELONG LEARNING

Counseling and Guidance Activities Listed Below should serve as support data/evidence utilized in order to enhance Student Competencies. Activities may not necessarily be performed by the school counselor. The School Counselor serves as a facilitator and coordinator in the overall counseling process.

Competency	Student Competency Indicators	Person(s) Responsible	Activity Utilized	Date
1.1 Understand and participate in a school environment.	<ul style="list-style-type: none"> • Demonstrates an understanding of school rules and policies by using appropriate physical, verbal, and emotional behavior. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		
1.2 Understand attitudes and behaviors are related to academic achievement.	<ul style="list-style-type: none"> • Identify internal/external factors which have caused their beliefs, interests, and capabilities to change. • Explain how their attitude and behavior can positively or negatively affect their academic achievement. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		
1.3 Formulate challenging academic goals and the plans to reach them.	<ul style="list-style-type: none"> • Evaluate progress toward short-term goal attainment. • Demonstrate the ability to list priorities. • Analyze the consequences of consistently setting realistic/unrealistic goals. • Describe the importance of integrating their belief system into the goal-setting process. • Set short-term and long-term goals. Recognize learning as a lifelong process. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		
1.4 Develop effective study skills.	<ul style="list-style-type: none"> • Demonstrate effective note-taking skills. • Demonstrate effective listening skills in school courses. • Describe how study skills relate to selection and achievement of courses of study. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		

1.5 Develop effective time management skills.	<ul style="list-style-type: none"> • Describe steps needed to manage time to complete a report by the due date. • Utilize and record assignments and tests in a daily planner. • Complete and turn in assignments on time. • Describe ways to improve their time management skills. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		
--	---	---	--	--

Grades 6-8

2 STANDARD - CAREER AND EDUCATIONAL AWARENESS

Competency	Student Competency Indicators	Person(s) Responsible	Activity Utilized	Date
2.1 Apply knowledge of personal interests, abilities, and values to planning and decision making.	<ul style="list-style-type: none"> • Participate in activities that utilize career information related to personal interests, abilities, and values. • Complete interest assessment and use results to describe top three interest areas. • Match personal interests and abilities to broad career clusters or career pathways. • Identify career interests in terms of data, people, and things. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		

<p>2.2 Knowledge of the benefits of educational achievement to occupational opportunities.</p>	<ul style="list-style-type: none"> • Describe how skills taught in school subjects are used in various occupations. • Describe the skills needed to adjust to changing occupational requirements. • Describe how continued learning enhances the ability to achieve goals. • Describe how skills relate to the selection of high school courses of study. • Describe how aptitudes and abilities relate to broad occupational groups. • Develop four-year program of study for high school (eighth grade). • Know what Tech Prep is. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		
<p>2.3 Understand the relationship between work and learning.</p>	<ul style="list-style-type: none"> • Demonstrate effective learning habits and skills. • Demonstrate an understanding of the importance of personal skills and attitudes to job success. • Describe the relationship of personal attitudes, beliefs, abilities, and skills to occupations. 			
<p>2.4 Develop skills to locate, understand, and use career information.</p>	<ul style="list-style-type: none"> • Identify various ways that occupations can be classified. • Identify a number of occupational groups for exploration. • Demonstrate skills in using school and community resources to learn about occupational groups. • Identify sources to obtain information about occupational groups, including self-employment. 			

<p>2.5 Understand how work relates to the needs and functions of the economy and society.</p>	<ul style="list-style-type: none"> • Describe the importance of work to society, • Describe the relationship between work and economic and societal needs, • Describe the economic contributions workers make to society. • Describe the effects that societal, economic, and technological changes have on occupations, (occupational forecasting data) 			
<p>2.6 Knowledge of skills necessary to seek and obtain jobs.</p>	<ul style="list-style-type: none"> • Demonstrate personal qualities (e.g. dependability, punctuality, getting along with others) that are needed to get and keep jobs, • Describe terms and concepts used in describing employment opportunities and conditions, • Demonstrate skills to complete a job application. • Demonstrate skill and attitudes essential for a job interview. 			

Grades 6-8

3. STANDARD - CAREER PLANNING SKILLS

Competency	Student Competency Indicators	Person(s) Responsible	Activity Utilized	Date
<p>3.1. Apply decision-making skills to career and educational planning process.</p>	<ul style="list-style-type: none"> • Describe how career development is a continuous process with a series of choices. • Identify possible outcomes of career and educational decisions. • Describe school courses related to personal, educational, and occupational interests. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		

	<ul style="list-style-type: none"> • Describe how the expectations of others affect career planning. • Identify advantages and disadvantages of various secondary and postsecondary programs for the attainment of career goals. • Identify the requirements for secondary and postsecondary programs. 			
<p>3,2 Understanding the process of career planning.</p>	<ul style="list-style-type: none"> • Demonstrate knowledge of exploratory processes and programs. • Identify school courses that meet tentative career goals. • Demonstrate knowledge of academic and vocational programs offered at the high school level. • Describe the skills needed in a variety of occupations. Including self-employment. • Identify strategies for managing personal resources, (e.g. talents, time and money) to achieve tentative career goals. • Develop an individual career plan by updating information from the elementary level plan and including tentative decisions to be implemented in high school. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		
<p>3.3 Knowledge of different occupations and changing male/female roles.</p>	<ul style="list-style-type: none"> • Describe advantages and disadvantages of entering nontraditional occupations. • Describe stereotypes, biases, and discriminatory behaviors that may limit opportunities for women and men in certain occupations. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		

Grades 6-8

4. STANDARD - SELF-KNOWLEDGE AND SELF-ACCEPTANCE

Competency	Student Competency Indicators	Person(s) Responsible	Activity Utilized	Date
4.1 Knowledge of the influence of a positive self-concept.	<ul style="list-style-type: none"> • Describe personal likes and dislikes. • Describe how their beliefs contribute to their self-concept. • Describe the way they manage school/learning as an expression of self-concept. Identify environmental influences on attitudes, behaviors, and aptitudes. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		

Grades 6-8

5 STANDARD - SELF-MANAGEMENT AND RESPONSIBLE BEHAVIOR

Competency	Student Competency Indicators	Person(s) Responsible	Activity Utilized	Date
5.1 Knowledge of the importance of growth and change.	<ul style="list-style-type: none"> • Identify internal/external causes of stress, • Demonstrate ways of responding to others when under stress. • Describe changes that occur in the physical, psychological, social, and emotional development of an individual. • Describe the importance of career, family, and leisure activities to mental, emotional, physical, and economic well being. • Demonstrate knowledge of how to apply conflict resolution skills. • Demonstrate techniques for anger management. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		

<p>5.2 Develop appropriate attitudes and behaviors.</p>	<ul style="list-style-type: none"> • Analyze how they behave in a variety of situations. • Analyze the consequences of using appropriate/inappropriate behaviors in various environments. • Explain examples of school rules and policies that are in place to address inappropriate physical, verbal, and emotional behavior. • Recognize the need to be responsible for one's own actions. • Distinguish the relationship between feelings and behaviors. • Explain how their attitudes and behaviors can positively or negatively affect their academic achievement 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		
---	--	---	--	--

Grades 6-8

6. STANDARD - PROBLEM SOLVING AND DECISION MAKING SKILLS

Competency	Student Competency Indicators	Person(s) Responsible	Activity Utilized	Date
<p>6.1 Identify common personal and interpersonal problems.</p>	<ul style="list-style-type: none"> • Analyze and list the importance of each of the steps in a problem solving process. • Increase their capacity to generate alternatives for solving problems. • Accept problems as part of the lifelong learning process. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		

6.2 Apply decision-making problem-solving skills.	<ul style="list-style-type: none"> • Analyze the importance of each of the steps in the decision-making process, • Evaluate their skills for making decisions. • Analyze how past decisions will influence future decisions. • Accept responsibility for decisions they have made and analyze the consequences. • Demonstrate understanding of the concept of risk and risk-taking. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		
--	--	---	--	--

Grades 6-8

7. STANDARD - INTERPERSONAL AND COMMUNICATION SKILLS

Competency	Student Competency Indicators	Person(s) Responsible	Activity Utilized	Date
7.1 Demonstrate communication skills in speaking, listening, and nonverbal behavior.	<ul style="list-style-type: none"> • Use listening and expression skills to manage peer pressure, • Evaluate how listening and expression skills help them to make decisions, set goals, and solve problems. • Explain the importance of listening in order for communication to occur. • Give oral reports to class or other groups using all the basic communication skills. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		
7.2 Demonstrate skills needed to interact and work cooperatively in teams.	<ul style="list-style-type: none"> • Evaluate how and why people organize to satisfy basic social needs, • Analyze their strengths/limitations in functioning in a group. • Identify behaviors that help or hinder group cooperation and effectiveness, • Describe the benefits of working with a team to get a job done. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		
7.3 Identify and express thoughts and feelings.	<ul style="list-style-type: none"> • Evaluate the effect of expressing appreciation, • Analyze their skills at interpreting their feelings to others. • Demonstrate skills to express opinions, attitudes, and beliefs in the classroom or other group settings. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		

7.4 Demonstrate effective skills for interacting with peers and adults	<ul style="list-style-type: none"> • Demonstrate the ability to get along with a variety of people. • Evaluate the importance of having friendships with peers and adults. • Distinguish between the characteristics of healthy and unhealthy friendships. • Analyze the skills they have for maintaining friendships. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		
7.5 Understand the effects of peer pressure.	<ul style="list-style-type: none"> • Describe why it is important to be assertive in situations involving peer pressure. • Analyze their ability to handle responsibility and conflicts arising from peer group involvement. • Distinguish between the characteristics of healthy and unhealthy friendships. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		

Grades 6-8

8. STANDARD - RESPECT AND HUMAN DIVERSITY

Competency	Student Competency Indicators	Person(s) Responsible	Activity Utilized	Date
8.1 Demonstrate knowledge and appreciation individual and cultural differences.	<ul style="list-style-type: none"> • Demonstrate respect for others as individuals and accept them for their cultural membership. • Demonstrate and appreciation for the similarities and differences among people. • Demonstrate respect for the feelings and beliefs of others. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		
8.2 Describe stereotypes and their impact on self and others.	<ul style="list-style-type: none"> • Evaluate how stereotyping affects them and their relationships with others. • Distinguish between valid generalizations and stereotyping. • Analyze how prejudicial actions that they have seen are hurtful to Individuals. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		

Grades 6-8 ACADEMIC ACHIEVEMENT
9. STANDARD - COMMUNITY INVOLVEMENT

Competency	Student Competency Indicators	Person(s) Responsible	Activity Utilized	Date
9.1 Understand and enhance community.	<ul style="list-style-type: none"> • Describe positive strengths of a community. • Describe personal positive attitudes toward community. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		
9.2 Develop and participate in community volunteer service projects.	<ul style="list-style-type: none"> • Describe the personal benefits of community service. • Describe how the community benefits from volunteerism. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		
9.3 Develop a sense of community pride.	<ul style="list-style-type: none"> • Discuss examples of achievements by community members that foster community pride. • List and describe in-school and out-of-school activities that build a sense of pride in the community. • List and describe concepts and skills related to good citizenship. • Identify and describe the role of specific community workers. 	<ul style="list-style-type: none"> • Counselor • Teacher • Principal • Other, explain 		

GRADES 9 -12

THE HIGH SCHOOL YEARS

At this stage individuals are involved in major changes in their life. They are being influenced by their peers, school, parents and other family members. Amid the turbulence, youth must deal with a desire for greater independence and a continued need for dependence. Some find themselves attempting to cope with anti-social behavior, drugs, alcoholism and future life styles choices. The greatest challenge during these times is the formation of a stable sense of identity.

The high school years also represent an educational turning point in the lives of youth. Some students are preparing to enter postsecondary training while others want to enter the job market without any further education. Career guidance activities are critical to help all students' transition to the work world. So many factors impact the choices that students make. They need to understand their options and how effort and planning can help make their dreams come true. Students need to develop competencies that will help them make the important choices they will face during high school and beyond and the skills needed as they mature in their personal and career development.

Academic interests are important during these years as students begin to consider their options after leaving high school. Scholarship and financial aid are areas in which students have keen interest as they search for ways to assist I going on to post-secondary education.

Grades 9-12

1. STANDARD - ACADEMIC SELF- MANAGEMENT FOR LIFELONG LEARNING

Counseling and Guidance Activities Listed Below should serve as support data/evidence utilized in order to enhance Student Competencies. Activities may not necessarily be performed by the school counselor. The School Counselor serves as a facilitator and coordinator in the overall counseling process.

Competency	Student Competency Indicators	Person(s) Responsible	Activity Utilized	Date
1.1 Understand and participate in a school environment.	<ul style="list-style-type: none"> • Demonstrate an understanding of school rules and policies by using appropriate physical, verbal, and emotional behavior. 	<ul style="list-style-type: none"> • Counselor • Principal • Teacher • Other, explain 		
1.2 Understand attitudes and behaviors related to academic achievement.	<ul style="list-style-type: none"> • Analyze how their beliefs, interests, and capabilities have changed and are changing. 	<ul style="list-style-type: none"> • Counselor • Principal • Teacher • Other, explain 		
1.3 Formulate challenging academic goals and plans to reach them.	<ul style="list-style-type: none"> • Analyze relationship of the school curriculum to one's own interests and career goals. • Evaluate how well they use a goal-setting process in setting real-life goals. • Evaluate the importance of setting realistic goals and working toward them. • Examine the relationship between school success and career options. • Value learning as a lifelong process. 	<ul style="list-style-type: none"> • Counselor • Principal • Teacher • Other, explain 		

1.4 Develop effective study skills.	<ul style="list-style-type: none"> • Describe how to improve personal test-taking skills. • Demonstrate effective listening skills. • Describe how to get the most advantage out of study time. • Evaluate their study skills and how they relate to selection and achievement in courses of study. 	<ul style="list-style-type: none"> • Counselor • Principal • Teacher • Other, explain 		
1.5 Develop effective time management skills.	<ul style="list-style-type: none"> • Evaluate steps used to manage time to complete a report/project by the due date. • Utilize and record assignments and tests in daily planner. • Explain the importance of completing and turning in assignments on time. • Analyze their time management skills and make plans to improve them. 	<ul style="list-style-type: none"> • Counselor • Principal • Teacher • Other, explain 		

Grades 9-12

2 STANDARD - CAREER AND EDUCATIONAL AWARENESS

Competency	Student Competency Indicators	Persons Responsible	Activity Utilized	Date
2.1 Apply knowledge of person interests, abilities, and values and relate to choosing and planning a postsecondary education and/or career path.	<ul style="list-style-type: none"> • Complete interest assessment and identify top three interest areas. • Complete aptitude assessment and compare results to interest areas. • Identify five values that they consider important in making a career choice. 	<ul style="list-style-type: none"> • Counselor • Principal • Teacher • Other, explain 		

<p>2.2 Understand the relationships between educational achievements and career planning.</p>	<ul style="list-style-type: none"> • Demonstrate how to apply academic and vocational skills to achieve personal and career goals. • Describe the relationship of academic and vocational skills to personal interests. • Describe how education relates to the selection of college majors, further training, and/or entry into the job market. • Demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements. • Describe how learning skills are required in the workplace. • Review and refine four-year educational plans and include postsecondary education and work plans. 	<ul style="list-style-type: none"> • Counselor • Principal • Teacher • Other, explain 		
<p>2.3 Understand the need for positive attitudes toward work and learning.</p>	<ul style="list-style-type: none"> • Identify the positive contributions workers make to society. • Demonstrate learning habits and skills that can be used in various educational situations. • Demonstrate positive work attitudes and behaviors. 	<ul style="list-style-type: none"> • Counselor • Principal • Teacher • Other, explain 		
<p>2.4 Develop skills to locate, evaluate, and interpret career information.</p>	<ul style="list-style-type: none"> • Describe the educational requirements of various occupations. • Demonstrate the use of a range of resources (e.g., guides, labor market information, and computerized career 	<ul style="list-style-type: none"> • Counselor • Principal • Teacher • Other, explain 		

	<p>information delivery systems).</p> <ul style="list-style-type: none"> • Demonstrate knowledge of various classification systems that categorize occupations and industries (e.g., O*Net). • Describe the concept of career ladders. Describe the advantages and disadvantages of self-employment as a career option. • Identify individuals in selected occupations as possible information resources, role models, or mentors. • Describe the influence of change in supply and demand for workers in different occupations. • Identify how employment trends relate to education and training. 			
<p>2.5 Understand how societal needs and functions influence the nature and structure of work.</p>	<ul style="list-style-type: none"> • Describe how changes taking place in the economy, the environment, and society affects the job market. • Describe how occupational industrial trends relate to training and employment. • Describe the effect of work on lifestyles. • Demonstrate an understanding of the global economy and how it affects each individual. • Describe the elements of labor market information and how it can be used to make career decisions. 	<ul style="list-style-type: none"> • Counselor • Principal • Teacher • Other, explain 		
<p>2.6 Demonstrate skills to prepare, seek, obtain, maintain, and change</p>	<ul style="list-style-type: none"> • Demonstrate skills to locate, interpret, and use information about job openings and opportunities. • Demonstrate academic or vocational 	<ul style="list-style-type: none"> • Counselor • Principal • Teacher • Other, explain 		

jobs.	<p>skills required for a full or part-time job.</p> <ul style="list-style-type: none"> • Demonstrate skills in preparing a resume and completing job applications. • Demonstrate skill and attitudes essential for a job interview. • Demonstrate skills to assess occupational opportunities (e.g., working conditions, benefits, and opportunities for advancement). • Describe placement services available to make the transition from high school to civilian employment, the armed services or postsecondary education/training. • Demonstrate skills necessary to function as a consumer and manager of financial resources. 			
-------	--	--	--	--

Grades 9-12

3. STANDARD - CAREER PLANNING SKILLS

Competency	Student Competency Indicators	Person(s) Responsible	Activity Utilized	Date
<p>3.1 Apply decision-making skills to career and educational planning.</p>	<ul style="list-style-type: none"> • Demonstrate responsibility for making tentative educational and career choices. • Identify alternative in given decision-making situations. • Describe personal strengths and weaknesses in relationship to postsecondary education/training requirements. • Identify appropriate choices during high school that will lead to 	<ul style="list-style-type: none"> • Counselor • Principal • Teacher • Other, explain 		

	<p>marketable skills entry-level employment or advanced training.</p> <ul style="list-style-type: none"> • Identify and complete required steps toward transition from high school to entry postsecondary education/training programs or work. • Identify steps to apply for and secure financial assistance for postsecondary education and training. 			
<p>3.2 Develop skills in career planning.</p>	<ul style="list-style-type: none"> • Describe career plans that reflect importance of lifelong learning. • Demonstrate knowledge of postsecondary vocational and academic programs. • Demonstrate knowledge that changes may require retraining and upgrading of employees' skills. • Describe school and community resources to explore educational and occupational choices. • Demonstrate occupational skills developed through volunteer experiences, part-time employment, or cooperative education programs. • Demonstrate skills necessary to compare education and job opportunities. • Develop an individual career plan by updating information from earlier plans and including tentative decisions to be implemented after high school. 	<ul style="list-style-type: none"> • Counselor • Principal • Teacher • Other, explain 		
<p>3.3 Understand the</p>	<ul style="list-style-type: none"> • Identify factors that have influenced the changing career patterns of women 	<ul style="list-style-type: none"> • Counselor • Principal 		

<p>continuous changes in male/female roles.</p>	<p>and men.</p> <ul style="list-style-type: none"> • Demonstrate attitudes, behaviors, and skills that contribute to eliminating gender bias and stereotyping. • Describe the advantages and problems of nontraditional occupations. • Understand that being male or female does not limit school or work opportunities. 	<ul style="list-style-type: none"> • Teacher • Other, explain 		
--	--	---	--	--

Grades 9-12

4. STANDARD - SELF-KNOWLEDGE AND SELF-ACCEPTANCE

Competency	Student Competency Indicators	Person(s) Responsible	Activity Utilized	Date
<p>4.1 Understand the influence of a positive self-concept.</p>	<ul style="list-style-type: none"> • Identify and appreciate personal interests, abilities, and skills. • Demonstrate ability to use peer feedback. • Describe how they manage school/career as an expression of self-concept. • Demonstrate and understanding of the relationship between personal behavior and self-concept. • Demonstrate and understanding of the environmental influences on one's behavior. 	<ul style="list-style-type: none"> • Counselor • Principal • Teacher • Other, explain 		

Grades 9-12

5. STANDARD - SELF-MANAGEMENT AND RESPONSIBLE BEHAVIOR

Competency	Student Competency Indicators	Person(s) Responsible	Activity Utilized	Date
<p>5.1 Understand the impact of growth and development.</p>	<ul style="list-style-type: none"> • Describe how developmental changes affect physical and mental health. 	<ul style="list-style-type: none"> • Counselor • Principal • Teacher 		

	<ul style="list-style-type: none"> • Describe the effect of emotional and physical health on career decisions. • Describe healthy ways of dealing with stress. • Demonstrate effective use of anger management and conflict resolution skills. 	<ul style="list-style-type: none"> • Other, explain 		
<p>5.2 Develop appropriate attitudes and behaviors.</p>	<ul style="list-style-type: none"> • Analyze the consequences of unacceptable/irresponsible behavior. • Evaluate need to be responsible for one's behavior. • Demonstrate an understanding of school rules and policies by using appropriate physical, verbal, and emotional behavior. • Explain how their attitudes and behaviors affect academic achievement. 	<ul style="list-style-type: none"> • Counselor • Principal • Teacher • Other, explain 		
<p>5.3 Develop personal safety skills.</p>	<ul style="list-style-type: none"> • Describe basic family, school, and community safety rules. • Give examples of abusive behavior, • Demonstrate ability to stand up for personal rights, • Give examples of situations that require peer support and those requiring adult professional help, • Identify resource people in the school and community and know how to seek their help. • Understand the legal implications of drug use. 	<ul style="list-style-type: none"> • Counselor • Principal • Teacher • Other, explain 		

	<ul style="list-style-type: none"> • Give examples of the physical and mental effects of drugs and alcohol, (oneself, family, peers) 			
--	---	--	--	--

Grades 9-12

6. STANDARD - PROBLEM SOLVING AND DECISION MAKING

Competency	Student Competency Indicators	Persons Responsible	Activity Utilized	Date
6.1 Identify common personal and interpersonal problems.	<ul style="list-style-type: none"> • Formulate their own process for solving personal, interpersonal, and/or situational problems, • Evaluate their use of a problem-solving process when faced with problems. • Accept stress problems as part of the lifelong learning process. 	<ul style="list-style-type: none"> • Counselor • Principal • Teacher • Other, explain 		
6.2 Apply decision-making/problem-solving skills.	<ul style="list-style-type: none"> • Evaluate how well they use the decision-making process when making real-life decisions. • Accept responsibility for decisions they have made. • Evaluate some personal decisions that they have made. • Demonstrate having the skills necessary for making decisions and choosing alternative in planning for and pursuing educational and career goals. 	<ul style="list-style-type: none"> • Counselor • Principal • Teacher • Other, explain 		

Grades 9-12

7. STANDARD - INTERPERSONAL AND COMMUNICATION SKILLS

Competency	Student Competency Indicators	Person(s) Responsible	Activity Utilized	Date
------------	-------------------------------	-----------------------	-------------------	------

<p>7.1 Demonstrate communication skills in speaking, listening, and nonverbal behavior.</p>	<ul style="list-style-type: none"> • Demonstrate effective interpersonal skills. • Demonstrate respect for alternative points of view. • Demonstrate the ability to make and keep friends. • Describe and demonstrate various forms of body language as a nonverbal behavior. • Demonstrate how to be a good listener and follow directions. • Demonstrate good written and oral communication skills. • Describe ways to overcome communication roadblocks. 	<ul style="list-style-type: none"> • Counselor • Principal • Teacher • Other, explain 		
<p>7.2 Demonstrate Skills to interact and work cooperatively in teams.</p>	<ul style="list-style-type: none"> • Analyze the role(s) they play in various groups. • Explain and evaluate group dynamics. • Demonstrate interpersonal skills needed for working with others, • Evaluate their basic group affiliations. 	<ul style="list-style-type: none"> • Counselor • Principal • Teacher • Other, explain 		
<p>7.3 Identify and express thoughts and feelings.</p>	<ul style="list-style-type: none"> • Demonstrate a variety of ways to express themselves, • Interpret their feelings to others, • Demonstrate the use of assertion skills. 	<ul style="list-style-type: none"> • Counselor • Principal • Teacher • Other, explain 		

7.4 Demonstrate effective skills for interacting with peers and adults.	<ul style="list-style-type: none"> • Demonstrate appropriate responses to criticism. • Explain why they appreciate friendships and effective friendships are maintained, • Predict how friendships will contribute to their life in the future, • Evaluate their behaviors toward others and decide which are effective in interpersonal relationships and which need improvement, • Predict the roles(s) of relationships 	<ul style="list-style-type: none"> • Counselor • Principal • Teacher • Other, explain 		
7.5 Understand the effects of peer pressure.	<ul style="list-style-type: none"> • Demonstrate the use of assertion skills in peer pressure situations, • Evaluate their ability to say "no" to things they do not want to do. • Know when peer pressure is influencing a decision. 	<ul style="list-style-type: none"> • Counselor • Principal • Teacher • Other, explain 		

Grades 9-12

8. STANDARD - RESPECT AND HUMAN DIVERSITY

Competency	Student Competency Indicators	Person(s) Responsible	Activity Utilized	Date
8.1 Demonstrate respect and appreciation for individual and cultural differences.	<ul style="list-style-type: none"> • Respect rights to alternative points of view, • Recognize, accept, and appreciate ethnic and cultural diversity, • Recognize and respect differences in various family configurations. 	<ul style="list-style-type: none"> • Counselor • Principal • Teacher • Other, explain 		
8.2 Describe stereotypes and their impact on self and others.	<ul style="list-style-type: none"> • Evaluate their own culture-descriptive generalizations about themselves and others, • Evaluate the impact of stereotyping, • Describe former stereotypes and how they have changed. 	<ul style="list-style-type: none"> • Counselor • Principal • Teacher • Other, explain 		

Grades 9-12

9. STANDARD - COMMUNITY INVOLVEMENT

Competency	Student Competency Indicators	Person(s) Responsible	Activity Utilized	Date
9.1 Understand and enhance community.	<ul style="list-style-type: none"> • Describe the benefits developed from community service projects, • Describe the importance of community service to both the volunteer and community. 	<ul style="list-style-type: none"> • Counselor • Principal • Teacher • Other, explain 		
9.2 Develop and participate in community volunteer service projects.	<ul style="list-style-type: none"> • Identify student volunteer activities. • Identify a specific community need and ways that volunteers can meet that need. • Describe how skills developed by volunteering relate to paid work skills. • Choose several volunteer jobs that match their work interests. 	<ul style="list-style-type: none"> • Counselor • Principal • Teacher • Other, explain 		
9.3 Develop a sense of community pride.	<ul style="list-style-type: none"> • List 4-5 authorized agencies for community service projects, • Describe community pride and give examples of community activities that promote pride in the community. • Explain how community worker/volunteers enhance the community. 	<ul style="list-style-type: none"> • Counselor • Principal • Teacher • Other, explain 		

STANDARD NINE ACCOUNTABILITY

Accountability is a process that begins with the development of questions to be answered by the evaluation of the district guidance plan and ends with making and acting on the recommendations generated by the findings.

The Evaluation:

- **Is based on explicitly stated standards.**
- **Uses data to answer the evaluation questions.**
- **Draws conclusions after analyzing the data and the context in which the data was gathered.**
- **Answers questions about the effectiveness of the whole counseling and guidance program and of the individual components of the program.**
- **Is the basis for making decisions about future program improvements and directions?**

Utilize the evaluation to make decisions about the content, quality, and effectiveness of the services and to allocate financial and staffing resources for the program. The evaluation results should be reported to:

- **Students, parents, and teachers who have been recipients of the program.**
- **Counselors and others involved with the implementation of the program.**
- **Administrators, superintendents, school board members who have administered or set policy for the program.**
- **Financial or personal supporters of the program.**

The written program should be carefully examined and verified through documentation that it is being implemented. It becomes evident as the evaluation process unfolds if the document has been written but has not been implemented.

Counselors and administrators will use the results to make modifications to the program and to compare the implemented program with the program standards. Administrators and policy-makers will utilize the evaluation to make decisions about the content, quality, and effectiveness of the services and to allocate financial and staffing resources for the program.

Program Standards Checklist

Standard	Current Status	What needs to be done	Who	When
Mission Statement - A mission statement has been developed.				
1. Purpose - A rationale/philosophy has been developed.				
2. Advisory Committee - An advisory committee has been established and is active.				
3. Program Resources -Staff, financial resources, and political resources appropriate to carrying out the full intent of the comprehensive guidance plan are available.				
4. Collaborative Effort and Support - Management and support strategies are in place for maintaining and enhancing the comprehensive counseling and guidance plan.				
5. Counseling- All students, along with their parents/guardians are provided opportunities to develop, monitor, and manage their educational and career plans.				
6. Consultation- All students and their parents/guardians have access to services to assist them with problems or concerns relate to academic, personal/social, or career development.				
7. Coordination- Coordinate activities that contribute to the effective operation of the school.				
8. Curriculum - curriculum that specifies what competencies all students should master has been developed and implemented.				
9. Accountability - School counselors and other personnel with guidance responsibilities are supervised and evaluated based on their job descriptions derived directly from the comprehensive guidance plan. The comprehensive guidance plan has been established and utilizes a formal program review process.				