

THE SCHOOL DISTRICT  
OF LEE COUNTY  
PK-12 COMPREHENSIVE  
SCHOOL COUNSELING  
PLAN

2016 – 2017

*Board Approved July 26, 2016*



SCHOOL COUNSELORS PUT THE PIECES TOGETHER.



## *The School Board of Lee County*

**Steven K. Teuber, Chairman, District 4**  
**Mary Fisher, Vice Chairman, District 1**

**Jeanne S. Dozier, District 2**  
**Cathleen O'Daniel Morgan, District 3**  
**Pamela H. LaRiviere, District 5**

**Gregory K. Adkins, Ed.D., Superintendent**

### **VISION**

To Become a World-Class School System

*A World-Class School system creates an environment for every learner to realize his/her highest personal potential, understand commitment to community, and compete in a global workforce.*

### **MISSION**

To ensure that each student reaches his/her highest potential

### **SCHOOL DISTRICT STRATEGIC PLAN DISTRICT-WIDE GOALS**

1. Increase Student Achievement
2. Increase Retention of Effective and Highly Effective Employees
3. Increase Family Engagement and Understanding of District Initiatives and Resources
4. Become a Model Continuous Improvement Organization (Quality)

*The School District of Lee County is committed to hiring only highly qualified employees. The job description for School Counselors was updated and approved in 2002.*

**TITLE:** School Counselor

**QUALIFICATIONS:**

1. Master's degree.
2. Valid teacher certification with coverage in guidance.
3. Technology skills based on industry standards.
4. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

**REPORTS TO:** Principal as primary evaluator; also reports to Director of Student Services

**JOB GOAL:** School counselors work with students, school staff, families, and the community to provide a comprehensive student development and counseling program of student advocacy, preventive/intervention services and curriculum. School counselors impart specific skills and learning opportunities in the areas of academic achievement, career, and personal/social development.

**RATIONALE:** School counselors have specialized knowledge and skills in the delivery of: individual and group counseling, curriculum development, assessment and interpretation, scheduling, consultation with students, families, and colleagues, coordination of school counseling and program activities and initiating referrals to educational and community resources. These skills are used to help students develop the knowledge, attitudes, and skill competencies to be successful in the areas of academic, career, and personal/social development.

**ESSENTIAL FUNCTIONS:**

Developing, implementing and managing the delivery of student development curriculum that helps students acquire competencies in the following areas:

I. Academic Development:

- \*The attitudes, knowledge and skills that contribute to effective learning in the school and across the life span,
- \*Academic preparation to make transitions across the continuum and to choose from a wide variety of substantial post-secondary options by working with students, families, and colleagues,
- \*An understanding of the relationship of academics to the world of work, and to life at home and in the school.

II. Career Development:

- \*Preparation to investigate the world of work in relationship to self and to make informed career decisions,
- \*Strategies to achieve future career success and satisfaction,
- \*An understanding of the relationship between personal qualities, education and training, and the world of work.

III. Personal/Social Development:

- \*The attitudes, knowledge and interpersonal skills to understand and respect self and others,
- \*Decision making, goal setting and appropriate planning,
- Develop safety and survival skills,
- Develop self-respect and responsibility,
- An understanding of and respect for diversity.

\* Core Measures

OTHER RESPONSIBILITIES:

Perform related work as required. (Note: The omission of specific statements of duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.)

PHYSICAL REQUIREMENTS:

Position requires light work exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Work year and salary as established by the Board and the TALC bargaining unit through the collective bargaining process.

ASSESSMENT:

Performance of this job will be assessed annually in accordance with provisions of the Board's policy on assessment of instructional personnel.

Adopted: 12-20-74 (Guidance Counselor)  
Revised: 06-18-02

*The School District of Lee County is committed to hiring only highly qualified employees. The job description for School Career Specialists was updated and approved in 2003.*

**TITLE:** Career Specialist

**QUALIFICATIONS:**

1. Bachelor's degree.
2. Certification in accordance with Florida Statute.
3. Minimum two years of full-time successful occupational experience.
4. Experienced with industry-standard computer applications.
5. Demonstrated skill in oral and written communication.
6. Demonstrated ability to work with diverse groups.
7. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

**REPORTS TO:** Principal

**JOB GOAL:** To serve as an integral part of the school's overall Student Development Program by planning and implementing a comprehensive career development program that integrates the academic world with the world of work.

**ESSENTIAL FUNCTIONS:**

- \* 1. Designs and implements the career development component of the comprehensive counseling and guidance program.
- \* 2. Assists student development through individual and group contact: self-awareness, career awareness, educational awareness, decision-making techniques, etc.
- \* 3. Provides employability skills training and assists in job placement.
- \* 4. Assists students and parents in developing the student's Career and Educational Plan.
- \* 5. Coordinates career-related activities such as field trips, speakers, workshops, shadowing and internship experiences.
- \* 6. Uses the student's individual Career and Educational Plan to facilitate the transition to employment, colleges, technical centers, military and dropout prevention programs.
- \* 7. Serves as the liaison/registrar between high school and local High Tech Centers: testing, advisement and placement of students into appropriate vocational and technical programs.
- \* 8. Maintains and updates a career resource center.
- \* 9. Disseminates career and educational training information to students, parents and staff.
- \* 10. Uses the results of career surveys and state and national tests (e.g., TABE, PSAT, ASVAB, ACT, SAT, FCAT, etc.) to assist students in monitoring their educational progress and in making appropriate career choices.
- \* 11. Serves as a liaison between school and community by maintaining labor statistics, current data on employers, business/industrial contacts, vocational/technical schools, colleges, continuing education programs, and civic and governmental agencies.

12. Ensures adherence to good safety procedures.

\* Core Measures

**OTHER RESPONSIBILITIES:**

1. An employee with District-issued temporary certification must complete a District career education training program in order to obtain District-issued professional certification.
2. Perform related work as required. (Note: The omission of specific statements of duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.)

**PHYSICAL REQUIREMENTS:**

Position requires light work exerting up to 20 pounds of force occasionally, and/or 10 pounds of force constantly to move objects.

**TERMS OF EMPLOYMENT:**

Work year and salary as established by the Board and the TALC bargaining unit through the collective bargaining process.

**ASSESSMENT:**

Performance of this job will be assessed annually in accordance with provisions of the Board's policy on assessment of instructional personnel.

Adopted: 12-20-74 (Occupational Placement Specialist)

Revised: 02-04-03

## Introduction

The School District of Lee County implements Baldrige/Sterling Quality and core values to bring a systems approach to the process and industry of educating students in the School District. The Quality Model emphasizes accountability, stakeholder involvement and data driven decision making. The data driven comprehensive school counseling programs align with the Quality Model and add to the ongoing recognition that school counselors' roles contribute to the continuous improvement of students and schools.

The School District also adopts the concept of Professional Learning Communities (PLC) within each individual school and across the District. In PLC's educators examine student work while asking specific questions regarding the student's development in learning academic standards. Counselors use PLC's at the school level to analyze school-wide data and shape decisions on how to best support learning and develop comprehensive school counseling programs. School counselors meet in PLC's at the district level for support in professional development. Training is provided to help counselors understand how accountability could be increased through the use of action plans, professional development plans and end-of-year evaluations. Training also includes professional development in a variety of specific counseling topics that refresh and enhance the school counselor's knowledge.

The District furthermore aligns its efforts of improvement, development and growth with the District Strategic Plan. The District Strategic Plan is developed from honest feedback and input from numerous Lee County stakeholders, including parents, students, civic and business leaders, educators, and administrators. The School Counseling Services department works annually to align the comprehensive school counseling program with the District Strategic Plan as well as provide training to district and school-based administrators and counselors regarding the role of the professional school counselor. Counselors examine how accountability can be viewed as an interactive process in which data continually provides the framework for school counselor and counseling program growth and development.

The School District of Lee County builds on the strengths of its faculty, staff and students along with cultivating partnerships with parents and the community to ensure that every student achieves his/her highest potential. School counselors are a critical component in coordinating these mechanisms for student success and supporting the District's vision of being a world-class school system.



## **The School District of Lee County School Counselors**

### **Beliefs**

The School District of Lee County school counselors believe all students can achieve their highest potential. Lee County school counselors are the leaders, advocates, collaborators and agents of change in maximizing student academic achievement, social/emotional development and college and career readiness through systemic change. Lee County school counselors believe a data-driven comprehensive school counseling program is the foundation for student success.

### **Vision Statement**

Students will develop the mindsets and behaviors that contribute to academic achievement, informed college and career decisions and productive social/emotional relationships.

### **Mission Statement**

The mission of Lee County school counselors is to promote academic, college and career readiness and social/emotional development for *all* students through a comprehensive school counseling program that concentrates on academic achievement and success across the lifespan.

## **School Counseling Program Goal and Objectives**

**Goal:** Increase Student Achievement

**Objectives:**

- Ensure that all students have access to comprehensive student services
- Ensure that schools are safe and conducive to learning and that students receive the supports necessary to achieve optimal health and happiness.

There are many factors outside of the school that impact a student's ability to learn and grow in the classroom. By directing resources towards the physical and mental health and well-being of students, the School District will support students to be ready to learn in the classroom, therefore, increasing student achievement. The District also recognizes the link between comprehensive student service programs and the unique role of school counselors. As a result, the School District has embedded the school counseling program goals into the District Strategic Plan.



**Goal as defined in the District Strategic Plan:**

Focus Area 3: Ensure a Safe and Healthy Environment for All <b>Strategy 3.2.3</b>																																		
<b>District Goal(s) Alignment</b>	<b>Goal 1 - Increase Student Achievement</b> <b>Goal 2- Increase Retention of Effective and Highly Effective Employees</b>																																	
<b>Objective</b>	<b>3.2 Ensure that all students have access to comprehensive student services.</b>																																	
<b>Strategy</b>	<b>3.2.3 Evaluate current counseling programs for alignment with the state-recommended American School Counseling Association (ASCA) National Standards for Students and K-12 College and Career Readiness Standards. Develop and implement the ASCA National Model for Comprehensive School Counseling Programs in schools that have not yet implemented the Standards.</b>																																	
<b>Key Performance Indicators (KPIs)</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="5">The percentage of students who are chronically absent (10 + unexcused days per semester) will decrease by 3% annually in schools implementing a comprehensive school counseling program, as measured by the District Attendance Report.</td> </tr> <tr> <td style="width: 25%;">FY 14 (Baseline)</td> <td style="width: 25%;">FY 15 Target</td> <td style="width: 25%;">FY 16 Target</td> <td colspan="2" style="width: 25%;">FY 17 Target</td> </tr> <tr> <td style="text-align: center;">22.8%</td> <td style="text-align: center;">19.8%</td> <td style="text-align: center;">16.8%</td> <td colspan="2" style="text-align: center;">13.8%</td> </tr> <tr> <td colspan="5">The percentage of students with two or more out-of-school suspensions will decrease by .5% annually in schools implementing a comprehensive school counseling program, as measured by entries into the District Support Application System.</td> </tr> <tr> <td>FY 14 (Baseline)</td> <td>FY 15 Target</td> <td>FY 16 Target</td> <td colspan="2">FY 17 Target</td> </tr> <tr> <td style="text-align: center;">4.5%</td> <td style="text-align: center;">4%</td> <td style="text-align: center;">3.5%</td> <td colspan="2" style="text-align: center;">3%</td> </tr> </table>				The percentage of students who are chronically absent (10 + unexcused days per semester) will decrease by 3% annually in schools implementing a comprehensive school counseling program, as measured by the District Attendance Report.					FY 14 (Baseline)	FY 15 Target	FY 16 Target	FY 17 Target		22.8%	19.8%	16.8%	13.8%		The percentage of students with two or more out-of-school suspensions will decrease by .5% annually in schools implementing a comprehensive school counseling program, as measured by entries into the District Support Application System.					FY 14 (Baseline)	FY 15 Target	FY 16 Target	FY 17 Target		4.5%	4%	3.5%	3%	
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<b>Strategy Progress Measures</b> <i>How will we know the strategy is on track?</i>	Strategy progress will be measured by: <ul style="list-style-type: none"> <li>Number of schools with completed written comprehensive school counseling plans with collaboration between school counselor and building administrator.</li> <li>Number of schools implementing comprehensive school counseling programs based upon the written comprehensive school counseling plans.</li> </ul>																																	

	<p>Specific Progress Measures include:</p> <ul style="list-style-type: none"> <li>○ 2014-2015 (Current year) <ul style="list-style-type: none"> <li>▪ Two schools have written comprehensive school counseling plans and are currently implementing comprehensive counseling programs</li> </ul> </li> <li>○ 2015-2016 <ul style="list-style-type: none"> <li>▪ By June 30, 2016, ten additional schools will have written comprehensive school counseling plans (total of 12 schools)—These are phase one schools</li> <li>▪ By August 1, 2016, two of these ten phase one schools will begin implementing comprehensive school counseling programs based on each school’s individual written plan (total of four schools implementing in the school district)</li> </ul> </li> <li>○ 2016-2017 <ul style="list-style-type: none"> <li>▪ By June 30, 2017, an additional ten schools will have written comprehensive school counseling plans (total of 22 schools)—These are phase two schools</li> <li>▪ By August 1, 2017, four of these phase two schools will begin implementing comprehensive school counseling programs based on each school’s individual written plan (total of eight schools implementing in the school district)</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>● Annual accountability process and analysis of program data that each school conducts will drive the continuous quality improvement of each school’s comprehensive school counseling program.</li> <li>● Continued increase in number of schools writing and implementing comprehensive school counseling plans in school year 2017-2018 and beyond at a rate of five additional schools per school year.</li> </ul>
<p><b>Summary</b>  <i>Provide a brief bulleted description of all of the major projects/initiatives involved in the work, why it is critical for SDLC students, and expected results</i></p>	<ul style="list-style-type: none"> <li>● All schools need a written comprehensive school counseling plan in order to implement a school counseling program that provides access to services for all students and additional supports to those students with greater needs. This plan is driven by an analysis of data in order to identify needs.</li> <li>● Currently, implementation of a comprehensive school counseling program is inconsistent across the district, with a few schools in full implementation, others with no written plan but “feel” they are providing comprehensive services, and others that have not assessed the comprehensiveness of services offered.</li> </ul>

- During the 2013-14 school year, school counselors were trained in data analysis and wrote an evidence-based Closing-the-Gap goal. Counselors used data to identify a gap, developed and implemented interventions, and analyzed quarterly and year-end data to measure effectiveness.
- Through the regularly-scheduled school counselor trainings during 2014-15 school year, the district school counseling services administrators are providing to school counselors the opportunity to write and develop their school's individual comprehensive school counseling plan.
- Note: High schools will write this over a two-year period due to training session limitations. (High schools release all high school counselors only three times per year for training instead of monthly.)
- The Assistant Director, School Counseling Services, presented to school-based leadership the major tenets, value and positive impact of comprehensive school counseling programs and the need for administrator-school counselor collaboration in development and implementation.
- In comprehensive school counseling programs, school counselors support academic achievement, career, and personal/social student development. They provide direct services to students through interactions in the classroom, small and large group activities, individual student planning, and responsive services with counseling and crisis response. They also provide indirect services through consultation and collaboration with parents, teachers, other educators and community organizations. School counselors serve as student advocates to promote academic, career, personal and social development. Comprehensive school counseling programs impact the health, well-being, and academic achievement of all students.
- Comprehensive school counseling program goals support goals in the District Improvement Plan, School Improvement Plan, and support the collaboration of all stakeholders to support the educational needs of students.

Key activities to implement this strategy include:

- Development of each school's individual comprehensive school counseling plan
- Implementation of each school's comprehensive school counseling plan
- Analyzing data at each school on an ongoing basis (accountability portion of the American School Counseling Association National Model) to determine counseling plan effectiveness and strive for continual improvement of program goals

<p><b>Current Status</b>  <i>Not started, Planning,  Implementation in Process, etc.</i></p>	<p>In process—Implementation of district training plan to develop each school’s comprehensive school counseling program  In process—Two schools are in full implementation of their comprehensive school counseling programs  Planning—Implementation of comprehensive school counseling program in each school in 2015-16 or 2016-17 school year</p>
<p><b>Implementation Team</b>  <i>Name, Title, Department  Name, Title, Department  Name, Title, Department</i></p>	<ul style="list-style-type: none"> <li>• Lori Brooks, Assistant Director of School Counseling Services, Student Services</li> <li>• Mary Lynn Rodriguez, Coordinator of School Counseling Services, Student Services</li> <li>• District School Counselors (K-12)—Phase 1 and 2 participants</li> <li>• District School Principals (K-12)—Phase 1 and 2 participants</li> </ul>

## School Counseling Program Rationale

The School District of Lee County Comprehensive School Counseling Program is based on the American School Counselor Association (ASCA) National Standards for School Counseling, which integrates academic achievement, college and career readiness, and social/emotional development. The school counseling program is an integral component of the school's academic mission; it enhances the learning process for all students. The program is systematic, sequential, clearly defined, accountable and based on data-driven decision making. Certified, professional school counselors develop, implement and assess program components through collaboration with teachers, parents/guardians, administrators, other school and district staff, students and community/businesses. Curriculum delivery is a collaborative effort of all school staff. The counseling program aims to remove the barriers to learning by ensuring equal opportunity for all students to participate fully in the educational process.

A 2014 article for the American School Counselors Association, titled *Change Behaviors by Changing Mindsets* by Eric Sparks, Ed.D. stated "...As it turns out, high school grades are a stronger predictor for college GPA and college graduation – stronger predictors than test scores, class rank and family background....The literature review reveals that the strongest predictors of high school outcomes are GPA and passing courses in the middle grades and in elementary school....Although content knowledge is critical for passing courses and higher GPAs, the literature review synthesizes research on a long list of factors beyond content knowledge and academic skills that have a direct impact on student performance. These factors, often referred to as “noncognitive” because they are not measured by IQ tests or academic exams, have been shown in a wide range of studies to have a direct positive relationship to a student's school performance as well as future academic outcomes. Noncognitive factors include characteristics such as persistence, goal-setting, self-discipline, work habits, learning strategies, homework completion and study skills, among others. These concepts have long been a focus for school counselors and have long been part of standards that are a foundational component of a comprehensive school counseling program.”

As stated in ASCA's document titled *Empirical Research Studies Supporting the Value of School Counseling*, “Fully implemented comprehensive school counseling programs with favorable student-to-school counselor ratios are associated with a range of positive student educational and behavioral outcomes.” In addition, “Students who have greater access to school counselors and comprehensive school counseling programs are more likely to succeed academically and behaviorally in school; this is particular true for students in high-poverty schools.”



## **Benefits of Comprehensive School Counseling Programs**

The benefits of a school counseling program span across all stakeholders: students, parents, administrators, teachers, local boards of education, business, industry and labor, community and counseling personnel.

### **1. Benefits for Students**

- Improves academic performance and success in school
- Promotes knowledge for career exploration and development
- Develops decision-making and problem-solving skills
- Assists in acquiring knowledge of self and relating effectively to others
- Broadens knowledge of our changing world
- Increases opportunities for counselor-student interaction
- Increases opportunities for consistent counseling services throughout the school year
- Monitors data to facilitate student improvement

### **2. Benefits for Parents**

- Provides support in advocating for their children's academic, career and personal/social development
- Supports partnerships in their children's learning and career planning
- Increases opportunities for parent-school communication
- Increases knowledge of the assistance and information parents and students can receive from the counselor and school

### **3. Benefits for Administrators**

- Provides developmental and comprehensive school counseling program structure with specific content
- Provides a means of evaluating the school counseling program and personnel implementing the program
- Enhances the image of the school counseling program and school in the community
- Promotes program accountability
- Promotes a program responsive to the student's and school's needs
- Provides a proactive school counseling curriculum addressing the students' needs and enhancing school climate

### **4. Benefits for Teachers**

- Encourages positive, supportive working relationships
- Supports an interdisciplinary team approach to address student needs and core standards and competencies
- Increases the likelihood of academic success
- Supports the learning environment

## **5. Benefits for Local Boards of Education**

- Provides an assurance that a quality comprehensive school counseling program is available to all students
- Provides a basis for determining funding allocations
- Provides a rationale based on data for implementing a school counseling program
- Articulates appropriate credentials and staffing ratios

## **6. Benefits for Business, Industry, and Labor**

- Provides a potential work force with decision-making skills, pre-employment skills and increased worker maturity
- Provides increased opportunity for collaboration among counselors and business, industry and labor communities
- Enhances the role of the counselor as a resource person
- Increases opportunities for business, industry and labor to participate actively in the total school program

## **7. Benefits for School Counseling Personnel**

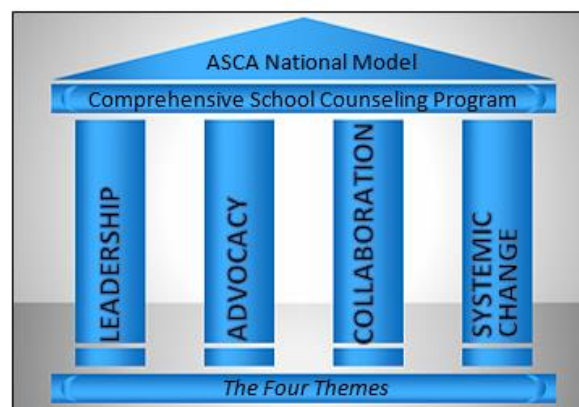
- Provides a clearly defined role and function
- Increases effectiveness and efficiency in performing counseling functions
- Supports access to every student
- Provides a tool for program management, implementation, and accountability
- Outlines clearly defined responsibilities for specific student standards
- Seeks to eliminate non-school counseling program activities
- Promotes participation on interdisciplinary curriculum teams
- Links schools to community resources for cost-effective provision of specialized services
- Ensures the school counseling program's contribution to the school's mission



## Comprehensive School Counseling Programs

The School District of Lee County strives to offer school counseling programs that are comprehensive, developmental, and designed to benefit *all* students in their journey through school and in preparation for their future. As stated in the “ASCA National Model: A Framework for School Counseling Programs, Third Edition”, school counselors design and deliver comprehensive school counseling programs that promote student achievement. These programs are comprehensive in scope, preventive in design and developmental in nature. A comprehensive school counseling program is an integral component of the school’s academic mission. Comprehensive school counseling programs are driven by student data and based on standards in academic, college and career readiness and social/emotional development, therefore, promoting and enhancing the learning process for all students.

Lee County school counselors adhere to the American School Counselor Association (ASCA) National Model. The ASCA National Model incorporates the four foundational themes of *leadership, advocacy, collaboration, and systemic change* as an essential part of its framework. School counselors play a significant part in improving student achievement and are uniquely positioned to be student and systems *advocates*. Through application of *leadership, advocacy, and collaboration* skills as a part of the comprehensive school counseling program, school counselors promote student achievement and system changes that ensure equity and access to rigorous education for every student and leads to closing achievement, opportunity, and attainment gaps (Dahir & Stone, 2009; Martin & House, 2002).



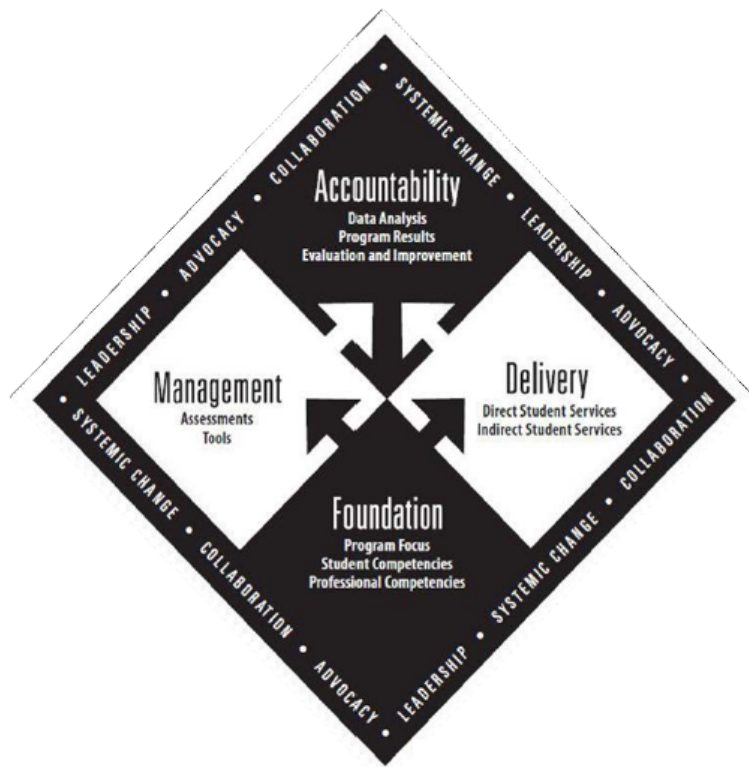
The comprehensive school counseling program is designed to benefit all students by helping them acquire mindsets and behaviors of self and others through the content areas of:

- Academic Achievement
- College and Career Readiness
- Social/Emotional Development

School counselors focus their skills, time and energy on direct and indirect services to students. Counselors participate as members of the educational team and use the skills of leadership, advocacy and collaboration to promote systemic change as appropriate. The framework of a comprehensive school counseling program consists of the following four components: foundation, management, delivery and accountability (ASCA, 2012). The four components are best explained in the following chart.



# The ASCA National Model for School Counseling Programs



The ASCA National Model® graphic represents the operational structure and components of ASCA's National Model. The graphic contains three levels and four squares, each representing one of the major systems of the ASCA National Model; the arrows in each square point to the systems they influence as in a building-block approach. The arrows for the foundation (the first level) lead to the management and delivery (the second level). These in turn lead to the accountability system. Finally, looking closely, one can see how the black arrow points from accountability down to the foundation component. The border of the graphic represents school counselor skills and attitudes of leadership, advocacy, collaboration, which lead to systemic change.

American School Counselor Association

## Elements of the ASCA National Model

### Foundation

#### Program Focus

- Beliefs/Philosophy
- Mission Statement

#### Student Competencies

- ASCA Student Standards

#### Professional Competencies

- ASCA School Counselor Competencies

### Delivery System

#### Direct Student Services

- School Counseling Core Curriculum
- Individual Student Planning
- Responsive Services

#### Indirect Student Services

- Consultation/Collaboration

### Management Systems

#### Assessments

#### Annual Agreements

#### Advisory Councils

#### Use of Data

#### Curriculum, Small Groups, &

#### Closing-the-Gap Plans

#### Annual/Weekly Calendars

### Accountability

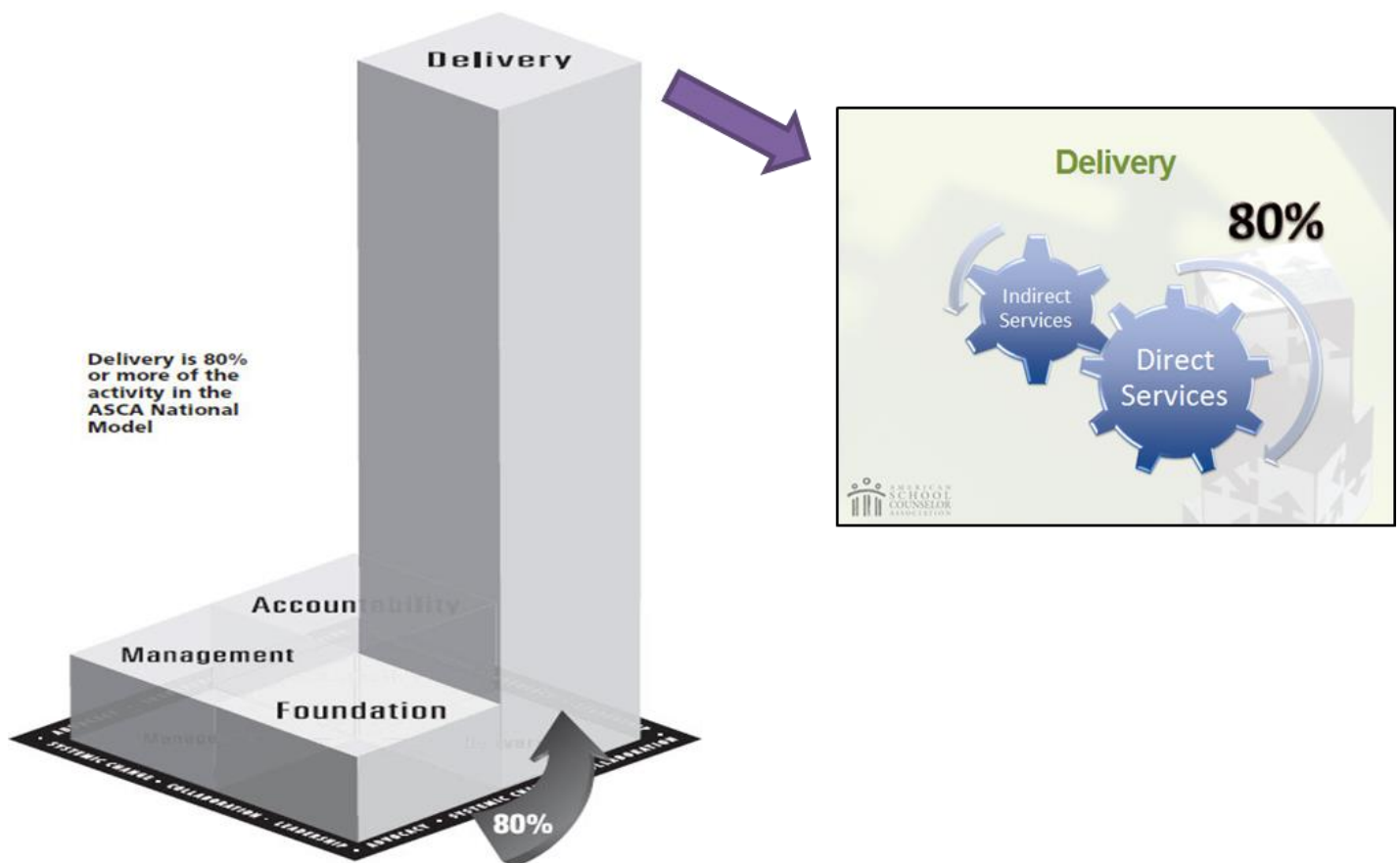
#### Answers the question:

- "How are students different as a result of the school counseling program?"

Results Reports School Counselor Performance Standards Program Audit

## Delivery of Services

The comprehensive school counseling program is implemented via the delivery of the direct and indirect student services. Direct services are provided *with* students, and indirect services are provided *for* students. Direct service components are school counseling core curriculum, individual student planning and responsive services. Indirect service components are referral, consultation and community collaboration. System support services, while necessary, are a lesser portion of the school counselor's schedule when implementing and delivering a comprehensive approach to school counseling. System support includes planning and evaluating the comprehensive plan and supporting school activities. To achieve optimum program effectiveness, ASCA recommends a school counselor spend 80 percent or more of their time delivering direct and indirect services to students and 20 percent or less of their time delivering system support.



Adapted from the ASCA National Model, 3<sup>rd</sup> Edition  
Lori Brooks, Counseling Services

## **Direct and Indirect Services**

### **School Counseling Core Curriculum**

The school counseling program's vision, mission and goals are systematically aligned to the delivery of lessons from the school counseling core curriculum. In group activities and instruction, school counselors provide the students with opportunities to achieve and develop academic, social/emotional and college and career readiness skills. Some examples of these skills are: peer relationships, effective social skills, problem solving, decision-making and study skills, self-management skills, college and career awareness, character education, bullying awareness and prevention, effective communication, coping strategies, cognitive skills, goal setting and memory enhancement.

### **Individual Student Planning**

Individual student planning assists students with establishing and evaluating educational, career and personal goals. Implementation of individual student planning is delivered through appraisal and advisement, where the student, sometimes parent/guardian and the school counselor explore the student's academic and career interests and skills. In individual student planning the student also begins to understand his/her own strengths and potential growth areas, establishes academic and college and career plans and prepares for the transition into the next stage of life. The School District of Lee County's school counselors strongly believe that parents are an integral part of their children's education and college and career decisions. To cultivate and reinforce the school and home partnership for student success, school counselors and career specialists strive to educate parents by providing information regarding academics and goal setting, personal and social development and college and career planning.

### **Responsive Services**

Responsive services remove the barriers to learning by assisting students with particular needs such as school adjustment, coping with grief, dealing with substance abuse or other risky behaviors and other immediate needs and concerns that interfere with learning. Responsive services are primarily delivered through individual and small group counseling, peer facilitation, consultation, referrals to mental health or other specialty professionals or crisis counseling.

### **Referrals, Consultation and Community Collaboration**

As explained in the "ASCA National Model: A Framework for School Counseling Programs, Third Edition", school counselors provide indirect student services to support student achievement and promote equity and access for all students. School counselors may interact with parents, teachers, administrators, school staff and community stakeholders to promote student achievement and/or systemic change. School counselors refer students and parents to school or community resources for additional assistance or information. The School District of Lee County has strong community collaboration. Many private and public

agencies, universities and colleges, governmental agencies, and other businesses work with the District to enhance the educational and career opportunities for all students in Lee County schools.

### **Program Planning and School Support**

Counselors and career specialists in The School District of Lee County will manage activities and review data to establish, maintain, and enhance the comprehensive school counseling program. These activities may include professional development, data collection, data analysis, research and development, program management and fair share responsibilities. These activities will support the planning and evaluating of the comprehensive school counseling plan and school support activities.

School support consists of management activities that establish, maintain and enhance the total school counseling program. This component is implemented and carried out through activities in the following areas:

- Professional Development: Counselors are involved regularly in updating their professional knowledge and skill level. This may involve participating in school and district professional learning communities, regular school in-service training, attending professional meetings, completing postgraduate courses, contributing to professional literature and attending community workshops relevant to the profession.
- Staff and Community Relations: This involves orienting staff and the community to the role of the school counselor and the comprehensive student development program through such means as newsletters, school counselor/ school websites, school counseling brochures, school news, newspaper articles and other local media.
- Consultation with Teachers and Other Staff: Counselors consult with teachers, other school staff members and community professionals regularly in order to provide and receive information that will assist students, provide support and receive feedback on student needs.
- Advisory Councils and Other Meetings: Participating on departmental and school committees, district-wide committees, community committees or advisory boards are all examples of ways that counselors support programs in the school and community, district-wide initiatives and gain support for student development programs.
- Florida Gulf Coast University Advisory Committee: The School District of Lee County School Counseling Program has collaborated with Florida Gulf Coast University to establish an advisory committee. This committee provides support, advice, encouragement and review of existing and proposed programs to help meet the mission and goals. The committee consists of counseling professors, community counselors, school counselors, parents and district level administrators.
- Community Outreach: School counselors attend trainings and receive information that helps counselors to become knowledgeable about community resources and referral agencies. Governmental agencies (e.g. The One Stop Center, United Way) offer support and information about local businesses, labor market information, referral agencies, etc.

- Program Management and Operations: Counselors need time to plan and manage the tasks that are necessary to support activities conducted in a comprehensive student development program. Counselors are also required to accomplish responsibilities as members of the school community.
- Research and Development: Student development programs require evaluation, data analysis, follow up and continued expansion and updating of community resources, activities, market trends and needs analysis.

To support school counselors in their development of school counseling programs and school support activities, school counselors are provided office space to conduct the various tasks involved, particularly the delivery of individual and small group counseling services. Curriculum and lesson plans are provided to school counselors and a district school counseling library provides additional resources for use with small group and whole group counseling lessons. Each individual school provides a budget for the student development program, based on the needs of the program and the availability of funding.

## Suggested Allocation of Total Counselor Time

ASCA National Model Delivery (third edition)	K-12	Delivery of Services	Elementary School	Middle School	High School
<b>Direct Student Services</b> <ul style="list-style-type: none"> <li>• School Counseling Core Curriculum</li> <li>• Individual Student Planning</li> <li>• Responsive Services</li> </ul> <b>Indirect Student Services</b> <ul style="list-style-type: none"> <li>• Referrals</li> <li>• Consultation</li> <li>• Collaboration</li> </ul>	<b>80% or more</b>	<b>Guidance Curriculum</b>	35% - 45%	25% - 35%	15% - 25%
		<b>Individual Student Planning</b>	5% - 10%	15% - 25%	25% - 35%
		<b>Responsive Services</b>	30% - 40%	30% - 40%	25% - 35%
<b>Program Planning and School Support</b> <ul style="list-style-type: none"> <li>• Program management and operations (management)</li> <li>• Professional development (foundation and management)</li> <li>• Data analysis (accountability)</li> <li>• Fair-share responsibilities (management)</li> </ul>	<b>20% or less</b>	<b>System Support</b>	10% - 15%	10% - 15%	15% - 20%
<b>Totals</b>			100%	100%	100%

*Source: American School Counselor Association (2012) The ASCA National Model: A Framework for School Counseling Programs, Third Edition. Alexandria, VA: Author.*

## Student Standards

The School District of Lee County school counselors follow the American School Counselor Association's student standards for their school counseling programs. Furthermore, school counselors enhance their programs through the direction of the Florida's School Counseling and Guidance Framework: A Comprehensive Student Development Program Model. Together both sets of standards establish the expectations of student achievement, development and readiness for lifelong success.

The following 35 ASCA standards, identified as *The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student*, represent the expectations of students as a result of participation in a K-12 comprehensive school counseling program. As derived from the ASCA, September, 2014 publication: the mindsets and behaviors are attitudes, beliefs, knowledge and skills students need to achieve academic success, college and career readiness and social/emotional development. All 35 of the mindset and behavior standards can be applied to any of the three domains of academic achievement, college and career readiness and social/emotional development. The standards are arranged into five categories and sub-categories of non-cognitive factors related to academic performance.

The 35 mindset and behavior standards for all K-12 students and the Florida's School Counseling and Guidance Framework are listed in the following charts.

## The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student

*Each of the following standards can be applied to the academic, career and social/emotional domains.*

### Category 1: Mindset Standards

School counselors encourage the following mindsets for all students.

1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
2. Self-confidence in ability to succeed
3. Sense of belonging in the school environment
4. Understanding that postsecondary education and life-long learning are necessary for long-term career success
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
6. Positive attitude toward work and learning

### Category 2: Behavior Standards

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

Learning Strategies	Self-Management Skills	Social Skills
1. Demonstrate critical-thinking skills to make informed decisions	1. Demonstrate ability to assume responsibility	1. Use effective oral and written communication skills and listening skills
2. Demonstrate creativity	2. Demonstrate self-discipline and self-control	2. Create positive and supportive relationships with other students
3. Use time-management, organizational and study skills	3. Demonstrate ability to work independently	3. Create relationships with adults that support success
4. Apply self-motivation and self-direction to learning	4. Demonstrate ability to delay immediate gratification for long-term rewards	4. Demonstrate empathy
5. Apply media and technology skills	5. Demonstrate perseverance to achieve long- and short-term goals	5. Demonstrate ethical decision-making and social responsibility
6. Set high standards of quality	6. Demonstrate ability to overcome barriers to learning	6. Use effective collaboration and cooperation skills
7. Identify long- and short-term academic, career and social/emotional goals	7. Demonstrate effective coping skills when faced with a problem	7. Use leadership and teamwork skills to work effectively in diverse teams
8. Actively engage in challenging coursework	8. Demonstrate the ability to balance school, home and community activities	8. Demonstrate advocacy skills and ability to assert self, when necessary
9. Gather evidence and consider multiple perspectives to make informed decisions	9. Demonstrate personal safety skills	9. Demonstrate social maturity and behaviors appropriate to the situation and environment
10. Participate in enrichment and extracurricular activities	10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	



## Florida’s School Counseling and Guidance Framework: A Comprehensive Student Development Program Model

The following matrix shows the breadth and depth of formalized school counseling activities and initiatives for school counselors in the state of Florida. The following ongoing goals are indicated.

*Please note: These are elementary standards only. The K-12 standards are followed in The School District of Lee County as published by the Florida Department of Education. A sample of K-5 is used in this document for sampling purposes.*

GRADES K-3		GRADES 4-5	
1. STANDARD – ACADEMIC SELF-MANAGEMENT FOR LIFELONG LEARNING		1. STANDARD – ACADEMIC SELF-MANAGEMENT FOR LIFELONG LEARNING	
Competency	Competency Indicators	Competency	Competency Indicators
1.1 Understand and participate in a school environment.	<ul style="list-style-type: none"> <li>• Describe school rules and why they are important.</li> <li>• List responsibilities in the classroom and school.</li> <li>• State consequences when a school rule is not followed.</li> <li>• Describe the facilities, procedures, and programs in the school.</li> </ul>	1.1 Understand and participate in a school environment.	<ul style="list-style-type: none"> <li>• Practice following the school rules.</li> <li>• Demonstrate knowledge of their responsibilities in school.</li> <li>• Describe the facilities, procedures, and programs in the school.</li> </ul>
1.2 Awareness that attitudes and behaviors are related to academic achievement.	<ul style="list-style-type: none"> <li>• Awareness of strengths and weaknesses as a student/learner.</li> <li>• Describe the skills and attitudes needed to achieve in school.</li> <li>• Describe the relationship between learning and effort.</li> </ul>	1.2 Understand attitudes and behaviors related to academic achievement.	<ul style="list-style-type: none"> <li>• Describe their interests and beliefs that help to motivate them in the school setting.</li> <li>• Describe the relationships among ability, effort, and achievement</li> <li>• Describe the connection between educational planning and the world of work.</li> </ul>
1.3 Awareness of the process of goal setting.	<ul style="list-style-type: none"> <li>• Define what goals are.</li> <li>• State personal goals.</li> <li>• Identify ways they contribute to class goals.</li> <li>• Explain the concept of lifelong learning.</li> </ul>	1.3 Formulate challenging academic goals and plans to reach them.	<ul style="list-style-type: none"> <li>• Define and explain the importance of each of the steps in the goal setting process.</li> <li>• Distinguish between short, intermediate, and long-term goals.</li> <li>• Set short and long-term academic goals.</li> </ul>
1.4 Awareness of effective study habits.	<ul style="list-style-type: none"> <li>• Describe ways to prepare for class each day.</li> <li>• List the materials needed for school each day.</li> </ul>	1.4 Identify effective study habits	<ul style="list-style-type: none"> <li>• Evaluate study habits and develop an improvement plan.</li> <li>• List steps involved in taking notes.</li> <li>• Distinguish between what is important and unimportant in written and oral information.</li> </ul>

			<ul style="list-style-type: none"> <li>Maintain an assignment book.</li> <li>Demonstrate responsibility for his/her own learning.</li> </ul>
1.5 Awareness of effective time-management skills.	<ul style="list-style-type: none"> <li>Completes assignments in time allowed.</li> <li>Demonstrates ability to start and finish projects.</li> </ul>	1.5 Identify ways to effectively manage time.	<ul style="list-style-type: none"> <li>Describe effective time management skills.</li> <li>Prepare a weekly schedule for study time and homework.</li> <li>List 3 things to improve organizational skills.</li> <li>Describe how to organize a large assignment into "chunks" of time in order to plan for how long it will take to complete.</li> </ul>
<b>GRADES K-3</b>		<b>GRADES 4-5</b>	
<b>2. STANDARD – CAREER AND EDUCATIONAL AWARENESS</b>		<b>2. STANDARD – CAREER AND EDUCATIONAL AWARENESS</b>	
<b>Competency</b>	<b>Competency Indicators</b>	<b>Competency</b>	<b>Competency Indicators</b>
2.1 Awareness of personal interests, abilities, and values.	<ul style="list-style-type: none"> <li>Describe those things that are important to them in school and home.</li> <li>Describe their likes and dislikes.</li> <li>Identify jobs they think they may be interested in doing when they grow up.</li> </ul>	2.1 Identify personal interests, abilities, and values.	<ul style="list-style-type: none"> <li>Become aware of the process of identifying personal attributes and matching them to careers.</li> <li>Describe the meaning of values and those things that are important to them in school, home, and community.</li> </ul>
2.2 Awareness of the benefits of educational achievement	<ul style="list-style-type: none"> <li>Describe how academic skills can be used in the home and community.</li> <li>Become aware of the influence of school on all aspects of their lives.</li> <li>Become aware of the skills and attitudes needed to achieve in school.</li> </ul>	2.2 Awareness of the benefits of educational achievement.	<ul style="list-style-type: none"> <li>Describe how academic skills can be used in the home and community.</li> <li>Identify personal strengths and weaknesses in subject areas.</li> <li>Describe relationships among abilities, effort, and achievement.</li> <li>Implement a plan of action for improving academic skills.</li> </ul>
2.3 Awareness of the relationship between work and learning.	<ul style="list-style-type: none"> <li>Identify work roles to gain an understanding of reasons why people work.</li> <li>Become aware that performance in school relates to performance in adult roles.</li> </ul>	2.3 Understand the relationship between work and learning.	<ul style="list-style-type: none"> <li>Identify different types of work, both paid and unpaid.</li> <li>Describe the importance of preparing for occupations.</li> <li>Demonstrate an understanding of the importance of practice, effort, and learning.</li> <li>Describe how current learning relates to work.</li> <li>Describe how one's role as a student is like that of an adult worker.</li> </ul>

<p>2.4 Awareness of sources of career information.</p>	<ul style="list-style-type: none"> <li>Describe work of family members and workers in the school.</li> <li>Describe jobs that are present in the local community.</li> <li>Describe career information resources in the school and community.</li> </ul>	<p>2.4 Develop skills to understand and use career information.</p>	<ul style="list-style-type: none"> <li>Describe work of family members, school personnel, and community workers.</li> <li>Identify occupations according data, people, and things.</li> <li>Identify work activities of personal interest.</li> <li>Describe jobs that are present in the local community.</li> <li>Identify the working conditions of occupations. (e.g., inside/outside, hazardous).</li> <li>Describe ways in which self-employment differs from working for others.</li> <li>Describe how parents, relatives, adult friends, and neighbors can provide career information.</li> </ul>
<b>GRADES K-3</b>		<b>GRADES 4-5</b>	
<b>2. STANDARD – CAREER AND EDUCATIONAL AWARENESS</b>		<b>2. STANDARD – CAREER AND EDUCATIONAL AWARENESS</b>	
<b>Competency</b>	<b>Competency Indicators</b>	<b>Competency</b>	<b>Competency Indicators</b>
<p>2.5 Awareness of how work relates to the needs and functions of society.</p>	<ul style="list-style-type: none"> <li>List different jobs/workers and their contribution to the community.</li> </ul>	<p>2.5 Understand how work relates to the needs and functions of society.</p>	<ul style="list-style-type: none"> <li>Describe how work can satisfy personal needs.</li> <li>Describe the products and services of local employers.</li> <li>Describe ways in which work can help overcome social and economic problems.</li> </ul>
<p>2.6 Awareness of the importance of personal responsibility and good work habits.</p>	<ul style="list-style-type: none"> <li>Describe the importance of personal qualities (e.g., dependability, cooperation, punctuality, initiative, completes homework on time, attends school regularly) to school success.</li> <li>Demonstrate good work habits in school (e.g., follows directions, focuses on tasks, and completes assignments).</li> <li>Identify responsibilities within the school environment.</li> <li>Relate how student responsibilities prepare one for responsibility in the workplace.</li> <li>Display responsibility and honesty through daily assignments.</li> </ul>	<p>2.6 Understand the importance of personal responsibility and good work habits.</p>	<ul style="list-style-type: none"> <li>Develop work habits (e.g., following oral and written instructions, completing assignments independently, interacting with peers in group projects, and resolving conflict in a group situation).</li> <li>Relate how work habits in school transfer to occupational settings.</li> <li>Display responsibility, self-management, and honesty through daily assignments.</li> </ul>
<b>3. STANDARD – CAREER PLANNING SKILLS</b>		<b>3. STANDARD – CAREER PLANNING SKILLS</b>	
<p>3.1 Awareness of the planning process.</p>	<ul style="list-style-type: none"> <li>Describe some of the planning they do at school and home.</li> <li>Develop plans for specific activities.</li> </ul>	<p>3.1 Understand the career planning process.</p>	<ul style="list-style-type: none"> <li>Describe skills needed in a variety of occupational groups.</li> </ul>

			<ul style="list-style-type: none"> <li>Develop an individual career plan for the elementary school level.</li> </ul>
3.2 Awareness of different occupations and changing male/female roles.	<ul style="list-style-type: none"> <li>Develop awareness that males and females can do any job.</li> <li>Develop awareness that work is important to all people, males and females.</li> </ul>	3.2 Awareness of different occupations and changing male/female roles.	<ul style="list-style-type: none"> <li>Describe how work is important to all people.</li> <li>Describe the changing life roles of men and women in work and family.</li> <li>Describe how contributions of individuals both inside and outside the home are important.</li> <li>Describe traditional and nontraditional occupations for males and females.</li> </ul>
<b>GRADES K-3</b>		<b>GRADES 4-5</b>	
<b>4. STANDARD – SELF-KNOWLEDGE AND SELF-ACCEPTANCE</b>		<b>4. STANDARD – SELF-KNOWLEDGE AND SELF-ACCEPTANCE</b>	
<b>Competency</b>	<b>Competency Indicators</b>	<b>Competency</b>	<b>Competency Indicators</b>
4.1 Knowledge of the importance of a positive self-concept.	<ul style="list-style-type: none"> <li>Identify and appreciate individual characteristics (i.e., likes, dislikes, interests, abilities, skills).</li> <li>Demonstrate a positive attitude about self.</li> <li>Describe themselves physically.</li> </ul>	4.1 Develop a positive attitude toward self.	<ul style="list-style-type: none"> <li>Identify personal qualities, traits, strengths, and weaknesses.</li> <li>Describe positive characteristics about self as seen by self and others.</li> <li>Define and discuss the meaning of self-concept.</li> <li>Give examples of how they are important to themselves and others.</li> <li>Describe individual beliefs and attitudes and how they contribute to their self-concept.</li> <li>Describe themselves physically, emotionally, and intellectually.</li> </ul>
<b>4. STANDARD – SELF-KNOWLEDGE AND SELF-ACCEPTANCE</b>		<b>4. STANDARD – SELF-KNOWLEDGE AND SELF-ACCEPTANCE</b>	
5.1 Awareness of the importance of growth and change.	<ul style="list-style-type: none"> <li>Demonstrate awareness of their feelings in various situations.</li> <li>Become aware of how they manage their feelings.</li> <li>Demonstrate skills for handling emotions.</li> <li>Recognize their feelings while they experience them.</li> <li>Express anger appropriately.</li> <li>Demonstrate healthy ways to manage conflict, stress, and emotions in self.</li> <li>Demonstrate knowledge of good health habits.</li> </ul>	5.1 Awareness of the importance of growth and change	<ul style="list-style-type: none"> <li>Describe causes of stress.</li> <li>Become aware of their feelings in different situations and how they behave as a result of those feelings.</li> <li>Identify feelings associated with significant experiences.</li> <li>Demonstrate self-discipline in situations where managing their feelings or behavior is difficult.</li> <li>Describe techniques for handling anger and other emotions.</li> <li>Describe why it is important to take care of their emotions.</li> <li>Demonstrate healthy ways to manage conflict, stress, and emotions in self.</li> </ul>

5.2 Develop appropriate attitudes and behaviors.	<ul style="list-style-type: none"> <li>Distinguish between socially appropriate and inappropriate physical, verbal, and emotional behavior.</li> <li>Behave appropriately in various school settings.</li> <li>Describe school/classroom rules on acceptable/unacceptable behaviors.</li> <li>Use behaviors that demonstrate respect for the feelings, property, and interests of others.</li> <li>Become aware of the relationship between behaviors and good/bad consequences.</li> </ul>	5.2 Demonstrate appropriate attitudes and behaviors.	<ul style="list-style-type: none"> <li>Differentiate between socially appropriate and inappropriate physical, verbal, and emotional behavior.</li> <li>Identify and demonstrate social behaviors that encourage acceptance by others.</li> <li>Identify behaviors that illustrate respect for themselves and others.</li> <li>Recognize that judgments are made on their behaviors and attitudes.</li> <li>Describe the relationship between behaviors and good/bad consequences.</li> </ul>
<b>GRADES K-3</b>		<b>GRADES 4-5</b>	
<b>5. STANDARD – SELF-MANAGEMENT AND RESPONSIBLE BEHAVIOR</b>		<b>5. STANDARD – SELF-MANAGEMENT AND RESPONSIBLE BEHAVIOR</b>	
<b>Competency</b>	<b>Competency Indicators</b>	<b>Competency</b>	<b>Competency Indicators</b>
5.3 Develop awareness of personal safety skills.	<ul style="list-style-type: none"> <li>Identify resource people in the school and how to seek their help.</li> <li>Demonstrate knowledge of personal information (e.g., telephone number, home address, emergency contact).</li> <li>Awareness of the difference between appropriate and inappropriate physical contact.</li> </ul>	5.3 Develop personal safety skills.	<ul style="list-style-type: none"> <li>Identify resource people in the school and community and know how to seek their help.</li> <li>Describe the emotional and physical dangers of substance use and abuse.</li> <li>Awareness of the difference between appropriate and inappropriate physical contact.</li> <li>Differentiate between situations requiring peer support and situations requiring adult help.</li> </ul>
<b>6. STANDARD – PROBLEM-SOLVING AND DECISION-MAKING SKILLS</b>		<b>6. STANDARD – PROBLEM-SOLVING AND DECISION-MAKING SKILLS</b>	
6.1 Identify common personal and interpersonal problems.	<ul style="list-style-type: none"> <li>Define a problem in an uncomfortable situation and identify possible solutions.</li> <li>Become aware that to solve problems effectively and sequential process can be used.</li> </ul>	6.1 Identify common personal and interpersonal problems.	<ul style="list-style-type: none"> <li>Define a problem in an uncomfortable situation and identify possible solutions.</li> <li>Distinguish between personal and interpersonal problems.</li> <li>Analyze problems by breaking them into management parts.</li> </ul>
6.2 Awareness of how to solve problems and make decisions.	<ul style="list-style-type: none"> <li>Describe the way they make choices.</li> <li>Become aware that there are consequences of their decisions and choices.</li> <li>Realize the difficulty of choosing between two desirable alternatives.</li> <li>Identify strategies used in solving problems.</li> </ul>	6.2 Understand how to solve problems and make decisions.	<ul style="list-style-type: none"> <li>Define and explain the importance of each of the steps in the decision-making/problem-solving process.</li> <li>Understand that there are consequences of their decisions and choices.</li> <li>Identify and assess problems that interfere with attaining goals.</li> <li>Apply problem-solving techniques to achieve learning goals.</li> <li>Describe how personal beliefs and attitudes affect decision-making.</li> </ul>

7. STANDARD – INTERPERSONAL AND COMMUNICATION SKILLS		7. STANDARD – INTERPERSONAL AND COMMUNICATION SKILLS	
7.1 Demonstrate communication skills in speaking, listening, and nonverbal behavior.	<ul style="list-style-type: none"> <li>• Become aware of the need to be a good listener.</li> <li>• Recognize that others may communicate differently than they do.</li> <li>• Listen to others and repeat their ideas.</li> <li>• Become aware of and accept/tolerate opinions of others in group discussions.</li> </ul>	7.1 Demonstrate communication skills in speaking, listening, and nonverbal behavior.	<ul style="list-style-type: none"> <li>• Follow sequence of directions both oral and written.</li> <li>• Demonstrate effective listening skills.</li> <li>• Describe constructive ways of reacting to others.</li> <li>• Listen to others and respect their opinions.</li> </ul>
GRADES K-3		GRADES 4-5	
7. STANDARD – INTERPERSONAL AND COMMUNICATION SKILLS		7. STANDARD – INTERPERSONAL AND COMMUNICATION SKILLS	
Competency	Competency Indicators	Competency	Competency Indicators
7.2 Awareness of how people in a group work together.	<ul style="list-style-type: none"> <li>• Become aware of how people in a group work together.</li> <li>• Take part in making group rules.</li> <li>• Become aware of their responsibilities in the family, school, and community.</li> <li>• Become aware that groups have “norms” or expectations of their members.</li> <li>• Become aware of the skills needed for effective participation in a group.</li> </ul>	7.2 Knowledge of the skills needed for effective participation in a group.	<ul style="list-style-type: none"> <li>• Describe how people depend on each other to fulfill their needs.</li> <li>• Differentiate between the types of groups of which they are members.</li> <li>• Describe their contributions to groups in which they participate.</li> <li>• Demonstrate the ability to interact and work cooperatively in teams.</li> </ul>
7.3 Awareness of ways to express thoughts and feelings.	<ul style="list-style-type: none"> <li>• Describe the four basic feelings: happy, mad, sad, and fear.</li> <li>• Verbalize ideas, thoughts, and feelings.</li> <li>• Express their feelings appropriately.</li> <li>• Make positive statements to and about others.</li> <li>• Describe ways to express a need for help.</li> </ul>	7.3 Identify ways to express thoughts and feelings.	<ul style="list-style-type: none"> <li>• Express their feelings clearly and appropriately.</li> <li>• Demonstrate understanding that independent views can be expressed in an acceptable way.</li> <li>• Express feelings and opinions without offending others.</li> </ul>
7.4 Awareness of skills to interact with peers and adults.	<ul style="list-style-type: none"> <li>• Describe characteristics in themselves that enable them to be a good friend.</li> <li>• Acquire skills needed to cooperates, compete, and compromise with others.</li> <li>• Become aware of how people help each other feel good about themselves.</li> <li>• Describe the processes involved in making and keeping friends.</li> </ul>	7.4 Demonstrate effective skills for interacting with peers and adults.	<ul style="list-style-type: none"> <li>• Specify characteristics in others they like/dislike, and admire/do not admire.</li> <li>• Recognize how their actions affect others’ feelings.</li> <li>• Demonstrate understanding of the importance of cooperation with peers and adults.</li> <li>• Analyze the similarities and differences between cooperation and competition.</li> <li>• Give examples of how to offer and accept criticism.</li> </ul>
7.5 Awareness of peer pressure.	<ul style="list-style-type: none"> <li>• Awareness of how to express their wants and needs.</li> </ul>	7.5 Identify sources and effects of peer pressure.	<ul style="list-style-type: none"> <li>• Define peer pressure and give examples of things they have experienced.</li> </ul>

	<ul style="list-style-type: none"> <li>Describe some things that are important to their peers.</li> </ul>		<ul style="list-style-type: none"> <li>Use effective communications skills to manage peer pressure.</li> <li>Demonstrate understanding that peer pressure influences them positively and negatively in different situations.</li> </ul>
<b>GRADES K-3</b>		<b>GRADES 4-5</b>	
<b>8. STANDARD – RESPECT AND VALUE HUMAN DIVERSITY</b>		<b>7. STANDARD – RESPECT AND VALUE HUMAN DIVERSITY</b>	
<b>Competency</b>	<b>Competency Indicators</b>	<b>Competency</b>	<b>Competency Indicators</b>
8.1 Demonstrate awareness of different cultures, lifestyles, attitudes, and abilities.	<ul style="list-style-type: none"> <li>Describe customs of various cultures including their own.</li> <li>Recognize that there are different languages.</li> <li>Identify likenesses/differences between themselves and others.</li> </ul>	8.1 Demonstrate knowledge and appreciation of different cultures, lifestyles, attitudes, and abilities.	<ul style="list-style-type: none"> <li>Identify groups to which they belong because of their background, their family, and their heritage.</li> <li>Describe differences among cultural heritages and traditions.</li> <li>Respect others' cultures by referring to their culture appropriately.</li> <li>Demonstrate respect for alternative points of view.</li> </ul>
8.2 Awareness of stereotypes and their impact on self and others.	<ul style="list-style-type: none"> <li>Describe the meaning of stereotypes.</li> <li>Describe examples of stereotyping that they may have experienced.</li> <li>Describe prejudicial actions that they have seen.</li> </ul>	8.2 Recognize one's biases and prejudices and evaluate their impact on self and others.	<ul style="list-style-type: none"> <li>Understand how prejudicial actions that they have seen are hurtful to individuals.</li> <li>Describe stereotypes that are prevalent in society.</li> <li>Describe conflicts resulting from culture-related beliefs and biases.</li> </ul>
<b>9. STANDARD – COMMUNITY INVOLVEMENT</b>		<b>9. STANDARD – COMMUNITY INVOLVEMENT</b>	
9.1 Demonstrate an awareness of school and community volunteer needs.	<ul style="list-style-type: none"> <li>Describe good citizenship skills.</li> <li>Identify various helper roles within the classroom, school, family, and community.</li> <li>Participate in group projects that benefit the community.</li> </ul>	9.1 Demonstrate an awareness of school and community volunteer needs.	<ul style="list-style-type: none"> <li>Demonstrate good citizenship skills.</li> <li>Identify various helper roles within the classroom, school, family, and community.</li> <li>Participate in group projects that benefit the community.</li> <li>Describe the roles and contributions of community volunteers.</li> </ul>

