

St. Lucie

PUBLIC SCHOOLS



Comprehensive School Counseling Program

Version 2016

St. Lucie Public Schools District School Counseling Plan

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LEGISLATED NAME CHANGE

The 2013 Florida Legislature passed House Bill 801, Certified School Counselors. Governor Rick Scott signed the bill on May 30, 2013.

CS/CS/HB 801

The bill renames “guidance counselors” as “certified school counselors” . This will reflect the current requirement that persons employed as public school counselors be certified.

The name change reflects the uniquely qualified education, certification and ability to address the academic, career, and social/personal developmental needs of all students.

ST. LUCIE PUBLIC SCHOOLS COUNSELING PROGRAM OVERVIEW

A. Each K-12 school shall develop and deliver a multi-layered, accountable, and comprehensive school counseling program in which equity, access, and academic success for all students is the focus.

B. The comprehensive school counseling programs should be designed to meet the academic, career, and personal/social needs of every student and provide the following services:

1. individual and small group counseling based on school data such as attendance, behavior referrals, tardiness, state and district assessments, promotion rates, college going rates;
2. reviewing academic data such as report cards, progress reports, Academic Histories, transcripts and interpreting student evaluations such as academic achievement tests, diagnostic assessments, ACT, SAT, PSAT to identify students in need of remediation and academic assistance;
3. intentional programs and activities for students and parents based on data such as that described above to create a yearly, departmental calendar which addresses school goals, district initiatives, and student data, such as time management, study skills, learning styles, goal setting, career fair, safety net programs;
4. career and postsecondary planning to include rigorous coursework for all grade levels, career awareness, promotion requirements, acceleration mechanisms, 4-year high school plans, graduations requirements, financial aid, scholarships;
5. responsive services through individual/group counseling, peer facilitation, consultation, and referrals to outside agencies including mental health professionals.

C. No school counselor, attendance assistant, visiting teacher, school psychologist or nurse shall be required to reveal any information given to them in confidence, either by the student or by other persons who are providing information about the student, except as provided by Florida Statutes. Refusal to reveal such information shall not constitute grounds for any disciplinary action against a counselor, visiting teacher, attendance assistant or school psychologist.

D. At the school level, counselors will coordinate with the principal regarding the procedures for maintenance and transfer of student records.

E. An annual school counseling report must be submitted to the Commissioner of Education.

FOUNDATION OF THE SCHOOL COUNSELING PROGRAM

The foundation of a school counseling program defines the program's mission and purpose. It is based on what all students should know, understand, and be able to do as a result of a successful, effective school counseling program.

BELIEFS are personal and individual and are derived from our backgrounds and experiences. Our beliefs about students, families, teachers, the community, and the educational process are crucial in supporting student success.

The **VISION STATEMENT** communicates what the school counselor wants to see in the future for the school community related to student achievement and other student outcomes. It aligns with the vision of the school and district.

The **MISSION STATEMENT** defines the purpose of the program. It represents the immediate and long-range impact, and is unique to each school and community. It should be tied to the school's vision, mission and school improvement goals.

ST. LUCIE PUBLIC SCHOOLS COUNSLING BELIEFS, VISION, AND MISSION

BELIEFS

All students:

- have dignity and worth
- have the ability to achieve to their full potential
- have the right to participate in the school counseling program
- ethnic, cultural, and racial differences and special needs are considered in the planning and implementation of the school counseling program
- have access to a full time, state certified master's degree level counselor

The school counseling program:

- is consistent with expected developmental stages of learning
- is based on school data and evaluated by the school counselors stated goals and related student competencies
- is managed and delivered by school counselors
- utilizes the many combined resources of the community

School counselors:

- are advocates for each student and for the school counseling program
- manage and evaluate their programs on a regular basis
- abide by the American School Counselor Association professional ethics

VISION

St. Lucie Public Schools believes a developmental and sequential guidance program is an essential and integral part of the overall education process. We believe that academic, career and personal/social objectives are attainable by all students when a comprehensive curriculum is coordinated throughout the district in a consistent manner.

MISSION STATEMENT

The mission of the St. Lucie Public School is to deliver a multi-layered, comprehensive, and accountable school counseling program. In collaboration with school staff, families, and the community – we will ensure equity and access while promoting academic success. We will assist all students in acquiring the skills, knowledge, and attitudes needed to become lifelong learners, responsible citizens and productive members of society.

A **STANDARDS-BASED SCHOOL COUNSELING PROGRAM** emphasizes what students should learn as a result of participating in the school counseling program. The standards define the program and add value, and stakeholders understand the intent of the program. Each domain includes standards and competencies that reflect state legislation, The American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success K-12, the National Career Development Guidelines, and applicable state standards. Counselors should review standards and competencies to determine which best attend to the needs of the students in their schools. This should reflect the priorities established by the School Improvement Team, the school counseling advisory council, and school data. The school counselors develop **MEASURABLE GOALS** based on these identified needs. The curriculum is delivered through structured activities, strategies, or units presented systematically through classrooms, groups, or school-wide events. School counselors can present information to students, team with teachers, or support teachers with materials and classroom activities to provide access to the standards and competencies.

The following standards and competencies represent expectations for students as a result of participation in the school counseling program.

**Florida’s School Counseling Framework
Scope and Sequence of School Counseling Program
Grades PK-12 Standards and Competencies**

| ACADEMIC DEVELOPMENT | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD 1: Students will acquire the knowledge, skills, and attitudes that contribute to school success and lifelong learning. | |
| Competencies | 1.1 Improve academic self-concept 1.2 Develop the skills and attitudes for improving effectiveness as a learner |
| STANDARD 2: Students will acquire the academic preparation necessary to choose from a wide variety of educational, training, and employment options upon completion of secondary school. | |
| Competencies | 2.1 Manage an educational and career plan to achieve goals 2.2 Understand the opportunities available and know how to access an array of postsecondary options, e.g., career and technical pathways, the military, two-year community college, four-year state college or university, certificate programs, apprenticeships, on-the-job training, and work |
| CAREER DEVELOPMENT | |
| STANDARD 3: Students will acquire the self-knowledge necessary to investigate the world of work and make informed career decisions. | |
| Competencies | 3.1 Develop self-knowledge through experience and exploration 3.2 Understand self in the world of work 3.3 Understand the relationship between work, society, and the economy |
| STANDARD 4: Students will use strategies for career and education planning. | |
| Competencies | 4.1 Learn to analyze factors that impact career decision-making and education career plans 4.2 Develop skills to locate, evaluate, and interpret career information 4.3 Experience the world of work |
| PERSONAL AND SOCIAL DEVELOPMENT | |
| STANDARD 5: Students will develop the skills to understand and appreciate themselves and others. | |
| Competencies | 5.1 Acquire self-awareness and self-acceptance 5.2 Demonstrate positive interpersonal and communication skills 5.3 Demonstrate skills for personal safety and self-care |
| STANDARD 6: Students will identify and utilize processes to set and achieve goals, make decisions, and solve problems. | |
| Competencies | 6.1 Acquire skills for goal setting, decision making, and problem solving 6.2 Demonstrate the ability to use skills for goal setting, decision making, and problem solving |
| STANDARD 7: Students will develop the knowledge and skills to become contributing citizens in a multicultural society and global economy. | |
| Competencies | 7.1 Develop and volunteer in community services projects 7.2 Demonstrate acceptance and respect for cultural and ethnic diversity |

<http://www.fldoe.org/ese/pdf/FinalCounselFramework2010.pdf>

School counselors work with other educators to ensure student success. They address students' emotional needs and design approaches to help students chart a course for their lives and careers beyond school. Counselors may work from a separate office, or they may take their program into classrooms for sessions with entire classes. Most counselors combine the two settings, selecting the approach that is appropriate to the school's schedule and student needs. **As such, school counselors create a schedule of classroom visits and are not to be included on the school's resource schedule.** Counselors are advocates for the appropriate level of instruction for students, and they engage in interventions designed to support student growth and the achievement of goals. These interventions are accomplished with students individually as well as in small group and whole class settings, and consist of both proactive and responsive services.

Proactive school counseling services are often referred to as developmental counseling, in which counselors offer a curriculum of classroom presentations based upon the known developmental needs of children of the particular age group. Responsive services, on the other hand, emerge from issues that appear either in individual students (such as school phobia) or within the school culture as a whole (for example, when a member of a class dies suddenly).

The role of counselors at the secondary level is quite different from that at the elementary level. With young children, the emphasis is on ensuring appropriate instruction and helping all students acquire communication skills, healthy self-images, and appropriate relationships with their peers. At the secondary level, the counselor's responsibilities typically shift to more individual postsecondary planning, helping students determine their strengths and optimal course of action.

School counselors work at several levels of responsibility, serving as a resource to individual students, teachers, parents and guardians, and the school as a whole. They counsel individual students regarding such matters as excessive tardiness or behavior problems and help them design an appropriate academic program. They may also collaborate with teachers to present curriculum-based counseling lessons or to offer advice on behavior management or study hall procedures. School counselors regularly confer with parents about any number of issues that affect student learning, typically including issues related to behavior and emotions. In addition, the counselor might work at the school level, interpreting cognitive, aptitude, and achievement tests; interpreting student records; and assisting the school principal and leadership team in identifying and resolving student needs, issues, and problems.

Adapted from Danielson, C. (2007). *Enhancing professional practice: A framework for teaching, 2nd edition*. Alexandria, VA. Association for Supervision and Curriculum Development.

SCHOOL COUNSELING PROGRAM MANAGEMENT SYSTEM

Planning and management strategies must be in place that establish, maintain, and enhance the total school counseling program. The management system addresses the following:

- who will implement the program
- a calendar of when activities are planned and implemented
- why certain activities are planned (use of data)

The school counseling **STAFF** are certified school counselors who provide and manage the school counseling program. School counseling services are delivered as part of a team approach that requires the involvement of all school staff. However, certified school counselors provide direct services to students and are responsible for overall program direction and content. The **ANNUAL SCHOOL COUNSELOR/ADMINISTRATOR AGREEMENT** is accomplished in consultation with the principal or administrator and ensures the effective implementation of the delivery system to meet students' needs. See Appendix A, B and C for detailed descriptions of counselor responsibilities by level.

The **SCHOOL COUNSELING ADVISORY COUNCIL** is a representative group selected to review program results and to make recommendations. Membership should include representative stakeholders, parents or guardians, teachers, counselors, administrators, school board members, and business and community leaders. The advisory council should meet at least twice each year. The first meeting should include the purpose and goals of the council along with information, reports, and other data related to the school counseling program. Future agendas will evolve from this initial meeting. The primary purposes of the advisory council are to provide support, offer advice, review present activities, and encourage new activities to meet the goals of the school counseling program.

Counselors' **USE OF TIME** should support the expectation that they spend **80 percent of their time providing direct services to students, staff, and families**, and the remainder is spent on program management. The following percentages of time serve as a guide for school counselors and administrators when determining the time their program needs to spend in each of the components. The time percentages are designed to be programmatic, not counselor specific. Counselors are encouraged to allot times based on program priorities and needs.

| | Planned Use | | Recommended |
|-------------------------------------|--------------------------------------------------------------|----------------------------------------------------------------------------------------------|-------------|
| Direct Services to Students | Delivering school counseling core curriculum | Provides developmental curriculum content in a systematic way to all students | 80% or more |
| | Individual student planning | Assists students in the development of educational, career, and personal plans | |
| | Responsive services | Addresses the immediate concerns of students | |
| Indirect Services for Students | Referrals, consultation and collaboration | Interacts with others to provide support for student achievement | |
| Program Planning and School Support | Foundation, management and accountability and school support | Includes planning and evaluating the school counseling program and school support activities | 20% or less |

CALENDARS serve as an essential tool in planning and implementing the school counseling program. By posting calendars, all stakeholders are aware of when and where activities are scheduled. Calendars allocate time for data analysis, program evaluation, identify standards/competencies that will be addressed, establish system priorities, and increase communication within the school and home about schedules and program activities.

SCHOOL COUNSELING PROGRAM DELIVERY SYSTEM

The delivery system addresses how the school counseling program will be implemented. This section describes the activities, interactions, and areas in which school counselors work to deliver the program through direct and indirect services.

DIRECT SERVICES

Direct services are in-person interactions between school counselors and students. Through the direct services components: the school counseling core curriculum, individual student planning, and responsive services, school counselors help students develop the knowledge, attitudes, and skills identified from the school counseling standards.

SCHOOL COUNSELING CORE CURRICULUM:

The purpose of the school counseling curriculum is to provide all students the knowledge and skills appropriate for their developmental level. Lesson plans should be designed to assist students in achieving specific competencies and should be presented systematically through classroom and group activities. The scope and sequence of the curriculum may include units delivered through other classroom subjects (e.g., personal safety is taught through the health curriculum). School counselors can teach, team with teachers, or support teachers with materials and classroom activities to provide access to the standards and competencies. Counselors also conduct workshops and informational sessions with parents to address the needs of the school community and to reflect the school counseling curriculum.

INDIVIDUAL STUDENT PLANNING:

Self-concept development, interpersonal relationship skills development, decision making, skill building, and beginning awareness of careers are examples of topics that can be addressed at the **ELEMENTARY SCHOOL** level to prepare students for career and education planning in middle and high school, where these same topics are reinforced.

Students move from an awareness level to understanding and application of the above topics at the **MIDDLE SCHOOL** level. 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 are required to take a career and education planning course in 8th grade as a promotion requirement (1003.4156, Florida Statutes). In St. Lucie Public Schools, these activities are provided through the 8th grade social studies course. They complete their interest assessment and career exploration in the Naviance / Family Connection platform and develop their 4 year academic plan. Counselors collaborate with the instructor of this class to assist students in the process of career planning, decision making, and developing their 4 year academic plan.

HIGH SCHOOL provides opportunities for consultation with students and their parents/guardians that supports student planning by emphasizing the development and use of

career decision making, goal setting, and planning skills. Plans developed in middle school are reviewed and updated annually. School counselors use current information to advise students in planning academic, career, and personal/social goals. Topics may include promotion and retention information, annual course selection, job shadowing, financial aid, credit recovery and course recovery opportunities, credit checks, and academic skills support.

RESPONSIVE SERVICES:

Responsive services consist of activities such as counseling and crisis response, designed to meet students' immediate needs and concerns in order to intervene on behalf of those students whose problems put their continued academic, career, and/or personal/social development at risk. The school counselor may intervene with students who are unable to cope with a situation, who are on the brink of choosing unhealthy or inappropriate solutions, or who have already made unwise choices.

Counselors refer parents/guardians to community services for long-term counseling needs and to deal with crises such as suicide, violence, abuse, and terminal illness. These community services may include mental health counseling, juvenile services, and social services.

INDIRECT SERVICES

Indirect services are provided on behalf of students as a result of the school counselor's interaction with others. School counselors may interact with parents, teachers, administrators, school staff, and community stakeholders. They gather and share information about student development issues, problems, and successes within the guidelines of ASCA's Ethical Standards for School Counselors (ASCA, 2010).

REFERRALS: School counselors direct parents and students to school or community resources for additional assistance or information.

CONSULTATION: School counselors share strategies that support student achievement with parents, teachers, other educators, and community organizations, advocating for academic, career, and personal/social development of students, as well as to receive information on student needs and to identify strategies to assist students.

COLLABORATION: School counselors collaborate with other educators, parents, and the community through teaming and partnering, participation on school and district committees, and through parent workshops.

PROGRAM PLANNING AND SCHOOL SUPPORT:

School counselors utilize management activities that establish, maintain, and enhance the school counseling program. These activities include program evaluation, school and community orientation to the school counseling program, public relations, professional development

activities, community outreach and planning, and other management tasks that support the program. In addition, school counselors provide support to programs other than counseling, such as serving on school- or district-based committees, and consulting with administrators regarding student needs.

School counselors are involved in **PROFESSIONAL DEVELOPMENT** to update and share their professional knowledge and skills. They maintain and improve their level of competence and share their best practices by participating in professional learning communities and professional association/organization membership.

Through **COMMUNITY OUTREACH**, counselors become knowledgeable about community resources, referral agencies, and local employment opportunities, in order to provide up-to-date information to constituents.

PROGRAM MANAGEMENT and OPERATIONS includes the planning and management tasks needed to support activities conducted in the school counseling program. It also includes responsibilities that need to be fulfilled as a member of the school staff. **DATA ANALYSIS** allows the counselor to conduct action research, evaluate the counseling program, and discover gaps that exist in services and/or between groups of students.

School Counselor Responsibilities

SCHOOL COUNSELOR RESPONSIBILITIES

SCHOOL COUNSELING PROGRAM

School Counseling Program Development and Office Set Up

- Review district goals, School Improvement Plan, and other relevant data to help develop the focus of the School Counseling Program
- Develop comprehensive school counseling goals
- Meet with supervising administrator to review Annual School Counselor/Administrator Agreement and submit copies to the District School Counseling office
- Coordinate a School Counseling Advisory Council to meet at least two times per year*
- Coordinate a presentation about school counseling services to the SAC at least one time per year
- Organize a master calendar of school counseling program activities and share with stakeholders
- Organize and update resource materials related to career, academic and personal/social advising for stakeholder access - statewide assessment testing, middle/high school readiness, college readiness, upcoming events, school and community resources, career fairs, financial aid
- For NCAA, work with district to develop and maintain profile for use by postsecondary schools
- Maintain a setting that allows for confidentiality of student and parent concerns
- Work with clerical staff to oversee the maintenance of student records
- Advertise school and community resources
- Provide school counseling information via at least one of the following: school newsletter, bulletin board, blog, and/or website
- Present information about comprehensive school counseling program and services to stakeholders
- Provide means for parents, teachers, and students to request services, e.g. goal setting, academic support, behavioral interventions, consultation and referrals to outside agencies

School Counseling Program Evaluation

- Quarterly review of school counseling program/activities and alignment with master calendar, making adjustments as necessary
- Mid-year review of program goals and monitoring of progress
- Gather stakeholder input using evaluation instruments such as pre- and post-test assessments, surveys, and questionnaires
- Utilize technology to analyze data for monitoring student progress by reviewing elements such as: grades, attendance, promotion/retention rates, discipline referrals,

and student career/academic planning, to guide program direction and emphasis in order to make informed decisions concerning individual students and whole school

Communication

- Maintain ongoing communication in person, by phone, and/or via email with students, parents, teachers, administrators, SAC, case managers, Guardian Ad Litem volunteers, therapists and interventionists, various agency staff and district staff

Delivery System

School Counseling Core Curriculum - Should be tailored to grade level and school specific needs, including but not be limited to: test-taking strategies, character education, bullying prevention, health and hygiene, career awareness and development, study skills, drug awareness and prevention, conflict resolution, social/emotional learning, self-management, academic skills, goal setting, communication skills, social skills, violence prevention. Curriculum can be introduced to students in classroom, small group or individual settings. In high school, graduation requirements, post-secondary readiness, high school athletic eligibility and test prep resources should be addressed.

- Lessons taught by counselor, by teaming with teachers, or supporting teachers with materials and classroom activities to provide access to counseling standards/competencies
- May include workshops and informational sessions with parents to address needs and reflect the school counseling curriculum

Student Academic Planning & Advisement

Registration

- Work with clerical staff to oversee requests for official records (often from multiple schools)
- Review incoming records; verify grade level placement; work with staff to help locate delinquent records
- Review documentation related to IEPs, 504 Plans, Hospital Homebound, foster placements, custody documents and court orders, surrogate parents, home school portfolios
- Explain school schedules to students and families
- Review, discuss, and (if appropriate) refer overage students to alternative options for completing school
- Communicate relevant information to receiving teacher(s) and administration (as needed)
- Verify statewide assessment EOC test scores
- Check student schedules for accuracy using summer grades and newly received transcripts
- Help establish procedures for orienting new students and families

Scheduling

- Review report cards for pertinent information
- Verify credits earned/missing for all students
- Verify that statewide assessment scores have been posted
- Determine need for intensive courses
- Advise on acceleration options
- Review and approve credit retrieval / recovery courses (including Edgenuity, FLVS)

Withdrawals

- Conduct an exit interview for each withdrawing student
- Review, discuss, and (if appropriate) refer overage students to alternative options for completing school
- Refer to community agencies

Academic Advisement

- Review academic records, attendance issues, tardies, failing grades
- Attend and facilitate parent conferences, when appropriate
- Complete credit checks on all secondary student records
- Facilitate correction of errors and duplications on academic histories and transcripts
- Advise on graduation/progression requirements
- Identify higher-achieving students (and students with academic potential) and counsel into courses of the highest level of academic rigor available
- Identify students needing to recover core credits / advise on recovery options
- Review, discuss, and (if appropriate) refer overage students to alternative options for completing school
- Respond to parent concerns in person, by phone, or via email
- Recommend school and community academic resources
- Provide information to appropriate outside agencies, e.g. DCF, mentors, Social Security office
- Assist with requests for acceleration via ACCEL options
- At critical transition periods (i.e; grade 8 / grade 12) meet with students and notify parents when students are in jeopardy of not meeting promotion requirements
- Provide information about Duke TIP to eligible students and their parents*
- Enrollment approval of Mosaic/FLVS classes – verify eligibility, communicate with parent and FLVS staff, facilitating grade posting to permanent record, advise on scheduling courses as needed
- Project future course selections for high school years
- For elementary school: Assist with mid-year promotion of eligible third grade students and identification of students eligible for good cause exemption

- Review progress reports for targeted at-risk students for targeted interventions
- Verification of eligibility for graduation
- Refer students to appropriate resources for NCAA eligibility
- Identify and facilitate registration of students needing to meet the online course graduation requirement

Alternative Programs

Be familiar with resources and programs available within the school and the district, including but not limited to: Performance Based Preparatory Academy (HS), LAPP program (HS), MAPP 8/9, Mosaic Digital Academy, Hospital Homebound, ACCEL option

Academic History

- Assure that all credits earned have been posted correctly
- Review and edit for errors and duplications
- With support staff, ensure that FLVS, Edguinty, and Dual Enrollment courses have been entered onto permanent record
- Ensure transcript translations are as accurate and thorough as possible

Gifted Referrals

- Solicit referrals for screening from teachers and other stakeholders
- Review records of students referred to determine appropriate referral process
- Communicate with parents throughout the process
- Acquire necessary consent forms (PST form 1 / parent consent)
- Administer and score gifted screening assessment
- Coordinate referrals to school psychologist
- Manage documentation

Transition Activities

- Deliver classroom curriculum on career awareness (*Naviance*)
- Classroom, small group and individual advisement on how assessment results impact school schedules and access to acceleration programs
- Maintain and share information on school programs and options
- Coordinate career fairs and career presentations
- Conference with parents to discuss options
- Coordinate and/or assist with other schools for transition activities

Postsecondary Readiness Advisement

- Monitor Postsecondary Readiness data for sophomores, juniors and seniors
- Classroom, small group and individual advisement on postsecondary readiness

- Determine ACT/SAT waiver eligibility and distribute and track waivers; collaborate with Graduation Coach when applicable
- Facilitate test registration for SAT/ACT
- Facilitate college recruitment visits
- Facilitate military recruitment visits
- Annually update School Profile for stakeholder use [director]
- Complete recommendation letters and forms from colleges and scholarship agencies
- Coordinate Financial Aid Nights
- Facilitate classroom lessons and individual counseling
- Facilitate Bright Futures application process and cleanup of records
- Assist students with college and scholarship application process
- Advertise and maintain scholarship information files and make them accessible to students and parents [Naviance database]
- Recruit middle school students for Acceleration programs: Early College, IB, AICE, AP Honors, CTE, and AVID
- Coordinate career fairs and career presentations

Responsive Services

- Develop the process for scheduling individual and group counseling services
- Counsel individual students or small groups
- Develop an effective referral and follow-up process for school counseling services
- Provide follow-up counseling for bullying referrals
- Assist in managing crisis response when District Crisis Team is called
- Collaborate with staff to follow up on abuse reports

Consultation, Collaboration, Teaming, Community Outreach

- Consult with students' families, teachers, educational support staff, and community agencies regarding strategies to help students
- Provide information on community resources available to assist students and families. These include but are not limited to: Parent Academy, C.A.S.T.L.E, 211, Florida KidCare, Public Health Dept., Health and Vision Referrals, School Nurse, Mental Health Collaborative
- (HS) Verify GPA for sports, extra curricular activities, scholarships, National Honor Society
- Attend community meetings and workshops to stay abreast of new information
- Support local, state, and national professional organizations
- Present information about your school counseling program to faculty and staff
- Collaborate with staff of various district departments
- Respond to requests from district staff to attend focus groups, meetings, etc.
- Participate on leadership teams
- Participate on SAC, district and community advisory committees

- Work with clerical staff to verify SSI information and requests for records for this process
- Supervise school counseling interns (when applicable)
- Coordinate presentations at various parent events pertaining to school counseling topics (e.g. conducting parent – teacher conferences, promotional requirements, test taking and study skills, ACCEL options).
- Assist with school orientation programs and activities

System Support

Professional Development

- Mandatory attendance at school counselor meeting sessions
- Attend professional development offered by district as well as state and national organizations to stay current regarding legislation and compliance

Program Management and Operations

- Post weekly school counseling calendar and share with administration
- Organize and update resource materials for stakeholder access
- Quarterly review of school counseling program/activities and alignment with master calendar, making adjustments as necessary
- Mid-year review of program goals and monitoring of progress
- Gather stakeholder input using evaluation instruments such as pre- and post-test assessments, surveys, and questionnaires
- Analyze data by reviewing elements such as grades, attendance, promotion/retention rates, to guide program direction and emphasis
- Create and maintain school counseling website or blog, when available

COMPLIANCE RESPONSIBILITIES THAT MAY BE DESIGNATED BY PRINCIPAL (NEGOTIABLE):

NOTE: Counselors should spend 80 percent of their time providing direct services to students, staff, and families.

ESOL

May serve as school ESOL contact, which includes:

- Review ESOL records and student needs, meet with teachers regarding student status, test accommodations, documentation required
- Maintain folder information and complete annual evaluations
- Communicate with parents of ELL students
- Monitor exited students for two years
- Monitor report card grades of ELL students

Section 504 Plans

- Assist in identification of potential 504 plan students
- Verify all 504 plan students at the beginning of school
- Notify teachers of students with 504 plan and provide a copy of the plan (obtain signatures)
- Facilitate renewal of 504 plan
- Develop temporary 504 plans and manage transfer students with 504 plan
- Coordinate reevaluation meeting with parent and teachers
- Assure cumulative folder, parents, administration and teachers all have copies of most recent plan
- Facilitate updates
- Attend mandatory annual training / refresher

Attendance

- Coordinate Attendance Intervention Team process
- Assist with the identification and monitoring of students with attendance problems
- Assist with parent participation/awareness to improve attendance

RTI / MTSS

- Participate in RTI process as a team member and/or facilitator
- Assist administrators in establishing tier 2 and 3 behavior interventions
- Assist teachers with data collection, intervention, progress monitoring, graphing
- Observe students and coordinate additional observations as needed
- Manage/monitor documentation
- Attend trainings to update knowledge and changes to state guidelines
- Collaborate with school psychologist to provide in-service training for faculty on RTI

Resources

Comprehensive School Counseling Program

Checklist

- Beliefs**
- Vision Statement**
- Mission Statement**
- School Counselor/Administrator Agreement**
- School Counselor Advisory Council**
- Participate in Vertical Planning**
- 3 Measurable Goals/Action Plan to include IPDP Goal**
- Program Planning (including weekly, monthly, yearly calendars)**
- Program Implementation**
- Program Evaluation**

**St. Lucie Public Schools
Annual School Counselor/Administrator Agreement**

School Counselor _____ Year _____

School Counseling Program Mission Statement

School Improvement/Closing-the-Gap Goals

| Goal Statements (Attach a Closing the Gap action plan for EACH of the 3 goals) | |
|-----------------------------------------------------------------------------------|--|
| GOAL 1 | |
| GOAL 2 | |
| GOAL 3 | |

Program Delivery

The school counselor(s) will spend approximately the following time in each component area to ensure the delivery of the school counseling program:

| Delivery | Planned Use | | Recommended |
|-------------------------------------|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|----------------|
| Direct Services to Students | _____% of time delivering school counseling core curriculum | Provides developmental curriculum content in a systematic way to all students | 80% or more |
| | _____% of time with individual student planning | Assist students in the development of educational, career, and personal plans | |
| | _____% of time with responsive services | Addresses the immediate concerns of students | |
| Indirect Services for Students | _____% of time providing referrals, consultation and collaboration | Interacts with others to provide support for student achievement | |
| Program Planning and School Support | _____% of time with foundation, management and accountability and school support | Includes planning and evaluating the school counseling program and school support activities | 20% or less |

School Counselor Advisory Council

The school counseling advisory council will meet on the following dates.

Planning and Results Documents

The following documents have been developed for the school counseling program.

- | | |
|-------------------------------------------|----------------------------------------------------|
| __ Beliefs, Vision and Mission Statements | __ Closing-the-Gap Action Plans |
| __ Annual Calendar | __ Results Reports (from last year's action plans) |

Professional Development

I plan to participate in the following professional development based on school counseling program goals and my school counselor competencies self-assessment. *(Attach planned professional development calendar)*

Professional Collaboration – The school counseling staff will meet with the following groups during the designated times.

| Group | Weekly/Monthly | Coordinator |
|--------------------------------------------------------|-----------------------|-------------|
| As a counseling department team (if applicable) | | |
| With the school faculty and staff | | |
| With the school counselor advisory council | Twice per Year | |
| With administration | | |
| With subject area departments and/or grade level teams | | |
| School Counseling Professional Learning Communities | | |
| Other (explain) | | |

Materials and Supplies

Materials and supplies needed:

School Counselor Availability/Office Organization

The school counseling office will be open for students/parents/teachers from _____ to _____.
My hours will be from _____ to _____. *(If flexible scheduling is used)*

| |
|-----------------------------------------------|
| School Counselor Signature _____ |
| Principal Signature _____ |
| Date _____ Submitted to District Office _____ |

**Florida’s School Counseling Framework
Scope and Sequence of School Counseling Program
Grades PK-12 Standards and Competencies**

| ACADEMIC DEVELOPMENT | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD 1: Students will acquire the knowledge, skills, and attitudes that contribute to school success and lifelong learning. | |
| Competencies | 1.1 Improve academic self-concept 1.2 Develop the skills and attitudes for improving effectiveness as a learner |
| STANDARD 2: Students will acquire the academic preparation necessary to choose from a wide variety of educational, training, and employment options upon completion of secondary school. | |
| Competencies | 2.1 Manage an educational and career plan to achieve goals 2.2 Understand the opportunities available and know how to access an array of postsecondary options, e.g., career and technical pathways, the military, two-year community college, four-year state college or university, certificate programs, apprenticeships, on-the-job training, and work. |
| CAREER DEVELOPMENT | |
| STANDARD 3: Students will acquire the self- knowledge necessary to investigate the world of work and make informed career decisions. | |
| Competencies | 3.1 Develop self-knowledge through experience and exploration 3.2 Understand self in the world of work 3.3 Understand the relationship between work, society, and the economy |
| STANDARD 4: Students will use strategies for career and education planning. | |
| Competencies | 4.1 Learn to analyze factors that impact career decision-making and education career plans 4.2 Develop skills to locate, evaluate, and interpret career information 4.3 Experience the world of work |
| PERSONAL AND SOCIAL DEVELOPMENT | |
| STANDARD 5: Students will develop the skills to understand and appreciate themselves and others. | |
| Competencies | 5.1 Acquire self-awareness and self-acceptance 5.2 Demonstrate positive interpersonal and communication skills 5.3 Demonstrate skills for personal safety and self-care |
| STANDARD 6: Students will identify and utilize processes to set and achieve goals, make decisions, and solve problems. | |
| Competencies | 6.1 Acquire skills for goal setting, decision making, and problem solving 6.2 Demonstrate the ability to use skills for goal setting, decision making, and problem solving |
| STANDARD 7: Students will develop the knowledge and skills to become contributing citizens in a multicultural society and global economy. | |
| Competencies | 7.1 Develop and volunteer in community services projects 7.2 Demonstrate acceptance and respect for cultural and ethnic diversity |

<http://www.fldoe.org/ese/pdf/FinalCounselFramework2010.pdf>

Writing SMART Goals

Ask Critical Questions:

1. Who are the student groups in your school?
2. What percentage of the total student enrollment does each group represent?
3. When data is disaggregated for different student groups, around specific data elements, and what story does the data tell?
4. What patterns do the data reveal over time for specific groups of students in your school?

| Direction | Group | Data Element | Desired Outcome | By When |
|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| Increase or decrease? | Who will be your target group? | What data element are you trying to impact? | What is your target goal? What are you trying to achieve? | Target date you hope to achieve your goal? |
| <ul style="list-style-type: none"> • Are you trying to increase or decrease a data element for a particular target group? | Data by student groups: <ul style="list-style-type: none"> • Race/ethnicity • Gender • Grade • Income level (students who qualify for free and reduced lunch) • ESE students • ELL students • Other student groups, as appropriate for your school | Examples of data elements: <ul style="list-style-type: none"> • Attendance • Graduation rate • Promotion/retention • Tardies • Behavioral referrals • GPA • SAT/ACT • Tardies • Suspension rates • Over-age students | <ul style="list-style-type: none"> • What is the realistic goal you are trying to achieve based upon your knowledge of current numbers? • What is the percentage of change you are trying to achieve based on your knowledge of current numbers? | |

| | | | | |
|------------------------------|----------------------------------|-----------------------|------------|--------------------------------|
| _____ | _____ | _____ | _____ % | _____ |
| EXAMPLE: DECREASE | 2ND GRADE BOYS | RETENTION RATE | 20% | END OF 2015-16 YEAR |

EXAMPLE SMART GOAL STATEMENT:

Decrease the number of 2nd grade boys who are retained by 20% by the end of the 2015-2016 school year.

Criteria for SMART Goals

| CRITERIA FOR SMART GOALS | Clearly SMART <i>Goal is designed with clarity and a stretch toward high expectations of staff and students</i> | Sincere Commitment <i>Goal is designed with a sincere commitment but lacks clarity in the message</i> | Weak Construction <i>Goal is weak or broad and constructed with suggested intent that lacks clarity</i> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| S. Specific The outcome is clear; intensity of focus is on students | Focus is clearly to improve service/learning for students; the outcome is definite | Language in the goal could be more simplistic so that focus is clear | Ambiguity about who is the focus; uncertain as to what the focus is or who will be impacted |
| M. Measureable Measureable with an assessment process or tool; You can count it or see it | The components used to measure the goal are clearly stated or the outcome can be seen when completed | Measurement/assessment process could be subjective; some concrete evidence | Little or no indication of what should be counted or viewed when the goal is complete |
| A. Achievable Do you, as a counselor, have the necessary experience/training to achieve it? Does your school have the resources and team members needed? | Using resources and staff with counselor expertise goal is attainable | Heartfelt desire is apparent but additional resources or training may be needed to meet goal; may need to review steps needed before this goal can be attained | Goal is set too high/low or is unrealistic for said purpose; not obtainable for this particular counselor at this particular school |
| R. Results-oriented Aligned with district and school goals | Student centered and aligned with overall school/district goals and objectives | Gives some indication of school mission but lacks clear end result | Are not connected to school or district goals; serve no purpose to the overall mission |
| T. Timed A specific date has been set by which to achieve the Goal. By when should this be accomplished? Are there periodic checkpoints (benchmarks, deadlines, or other dates to consider)? | Dates create a finite amount of time for the goal to be obtained; increments are exact | The goal has a span of time which may imply some periodic checkpoints; but more clarity would be useful | No specific or time mentioned vaguely |

School Counseling Planning Calendar

| | |
|----------|-----------|
| August | September |
| October | November |
| December | January |
| February | March |
| April | May |
| June | July |

Weekly Planning Calendar

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|------|--------|---------|-----------|----------|--------|
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High

School

Counseling Action Plan Sample

School Counseling Program - District Strategic Goals _____ High School Date _____

Date presented to school administrator(s): _____

| Goal #1 Increase Academic Achievement for All Students. | Current Data | 2014-2015 Goal | Steps needed | What will this look like in January? | What will this look like in June? | Barriers |
|------------------------------------------------------------------------------------------------|--------------|----------------|--------------|--------------------------------------|-----------------------------------|----------|
| Participation In Rigorous Courses | | | | | | |
| Number Of Students Taking SAT And ACT | | | | | | |
| Increasing District Scale Scores On SAT And ACT | | | | | | |
| Goal #2 Significantly Increase the Graduation Rate | | | | | | |
| Increase The Graduation Rate | | | | | | |
| Decrease The Drop Out Rate | | | | | | |
| Increase The Number of 10 th Graders Who Earn A Level 3 On The statewide assessment | | | | | | |

| | | | | | | |
|---------------------------------------------------------------------------|--|--|--|--|--|--|
| Decrease The Number Of Students Who Are Absent More Than 20 Days Per Year | | | | | | |
| Increase District Wide Promotion Rates | | | | | | |
| Other | | | | | | |

School Counseling Classroom Lesson Plan

Counselor's Name: _____ Date: _____

| | |
|--------------------------------------|--|
| Title of Lesson: | |
| Grade Level(s): | |
| Length Of Time: | |
| Standard: (FL Framework or ASCA) | |
| Objective: | |

Essential Question(s) - Derived from the standard, introduced and discussed throughout the lesson, and answered by students to show understanding of concept:

Vocabulary:

Activity:

- I DO:
- WE DO:
- YOU DO:

Assessment - How do you know if the lesson was effective?

How do you know if your goals were achieved?

Counselor Reflections:

| | |
|-------------------------|--------------------------------------------------------------------------------|
| Process Data: | Using figures, such as numbers of students served, groups and classroom visits |
| Perception Data: | This data measures what students and others observe and perceive |
| Outcome Data: | Written presentation of the outcomes of counseling program activities |