

GUIDANCE CURRICULUM

Kindergarten – Eighth Grade

Counselors

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June, 2014

Guiding Principles:

1. The school counseling program contributes to successful student progression.
2. School counseling programs promote student success through a focus on academic achievement, prevention and intervention activities, advocacy, and social/personal/emotional and career development.

What do School Counselors Do?

Counselors have a variety of responsibilities that may differ based on their school placement. The following tasks describe the continuum of services but individual counselor responsibilities may vary.

- Individual counseling and advisement to assist students with issues that may impact student achievement and school performance
- Academic advisement in the areas of course selection, remediation needs, accelerated mechanisms, graduation requirements, postsecondary school admission requirements, and study skills
- Consultation – working with administrators, teachers, and staff to meet student needs; e.g., teaching staff about various student issues, such as suicide and loss.
- Student appraisal – coordinating information that goes into confidential student files and interpreting the information to help qualify students for special programs, services, and/or remediation
- Parent help – meeting individually and in groups with parents and providing resources and information on child development and other specific topics
- Referral – providing referrals to appropriate professionals in the schools and in the outside community
- Multi-tiered System of Supports (MTSS) – participating on a school-based problem-solving team with other professionals from different disciplines to use student-centered data to identify needs and assess the impact of academic and/or behavior instruction/intervention
- Program planning, management, and coordinating work of various school personnel, parents, and other interested parties in the implementation of the school counseling program
- Career development-developing and implementing career awareness , exploration, and planning as part of the school counseling curriculum
- Classroom observations on behaviors and relationships so that feedback can be provided to teacher, students, and parents
- Student Screening – to inform problem-solving process
- Staff Development – focusing around guidance issues
- Interpretation and analysis of student data
- Management of Exceptional Student Education school level files

-adapted from Florida's School Counseling Framework

School Guidance Program Mission:

The mission of the Wakulla County School System's Guidance Program is to provide service and support to students to assist them in reaching their full potential.

Rationale and Philosophy:

The school Guidance program is integral to the success of students and schools. It serves to remind all stakeholders of the importance of viewing the whole child and the variety of factors that impact student achievement. It focuses on the analysis and interpretation of student data, a multi-tiered system of support based on identified student need, and an ongoing look at the overall school atmosphere. Realizing that all students are unique in their talents, abilities, and challenges, Guidance Counselors work to grow students to meet the demands placed on them in society, while supporting them on the path to academic achievement.

Focus of the School Guidance Program:

Elementary	Middle	High
Multi-tiered System of Supports (MTSS)	Multi-tiered System of Supports (MTSS)	Student Advisement and Scheduling
Classroom Guidance – Tier I for Behavior	Collaboration/Coordination with outside agencies	Multi-tiered System of Supports (MTSS)
Collaboration/Coordination with outside agencies	Small Group/Individual Counseling	Scholarship supports
Small Group/Individual Counseling	Transition	Post-secondary matriculation
Assessment	Assessment	Assessment
ESE Records	ESE Records	

Considerations as we move forward:

- While recognizing the need to address emergency situations, Guidance Counselors must have a schedule in which to operate in order to adequately address the responsibilities of the position.
- A strong Tier I school-wide PBS implementation is critical in order to differentiate between minor behavior/emotional situations and those that need Tier II or Tier III intervention.
- While classroom Guidance lessons can be valuable, some time must be reserved in the schedule for Tier II and Tier III small group intervention, as well as the oversight of ESE requirements.
- The district and school-level administration need to address a process for addressing parental requests for school counseling.

Elementary Guidance Program

SCHOOL WIDE EMPHASIS:

--Beginning of the Year:

- Cybersafety
- Bullying Prevention – “Stop Bullying Now”
 - Video
 - Pledge – “I’m a buddy, not a bully.”

--Throughout the Year:

- Character ‘Word of the Week’ – refer to the District Character Education Plan for choices
 - Introduce word on Monday (school announcements)
 - Writing Prompt or Word Web – Students submit writing through week. Writing is shared on announcements.

PLAN FOR CLASSROOM GUIDANCE:

Goal – every student experiences at least six sessions of classroom guidance each year.

First Semester:

Session 1: Personal/Social

K-1 - teasing, be a friend, sharing

2-3 - bullying, teasing

4-5 - cyberbullying, (texting, Facebook), bullying

Session 2: Academic

K-1 - following directions, listening

2-3 - work habits, responsibility

4-5 - study skills, test anxiety, responsibility

Session 3: Citizenship

K-1 - kindness, generosity

2-3 - generosity

4-5 - study skills, test anxiety, responsibility

Second Semester:

Session 4: Personal /Social

K-1 - helping others, including others

2-3 - teasing, including others

4-5 - respect, making good choices

Session 5: Citizenship

K-1 - cooperation, honesty

2-3 - cooperation, honesty

4-5 - harassment, tolerance, honesty

Session 6: Careers

K-1- community helpers

2-3 - interests, general career information

4-5 – interests inventory, career exploration

Additional Sessions Supported through Community Resources:

1. Stranger Danger
2. Red Ribbon Week (October, K-5)
3. Fire Safety
4. SAVE (5th)
5. Good touch (Kg)
6. Growing up (4th)
7. Bullying Prevention

RESOURCES (Presently Available or in Use):

Chester the Cat – The Secret of ‘Cool’ – Video Series

Character Counts

Book of Virtues – Video Series

Integrity Matters – Video Series

DUSO – investigate reinstating some use

The Leader in Me – Stephen Covey

Human Growth and Development Resources

BrainPop (select video)

FauxPaws

Decision on Cybersafety Program for K-4

Other Resources:

District Character Education Curriculum

Bullying Harassment Policies

Choosing the Best – Abstinence Curriculum

Middle School Guidance Program

SCHOOL WIDE PROGRAMS:

Standards from Florida's School Counseling Framework and how they are addressed in middle schools

AVID (strategies for success):

Note: Standards from Florida Counseling Framework are correlated to the AVID strategies 7th / 8th grade courses

1.5 – Develop effective time management skills.

- Describe steps needed to manage time to complete a report by the due date.
- Utilize and record assignments and tests in daily planner
- Complete and turn in assignments on time.
- Describe ways to improve their time-management skills.

2.1 – Apply knowledge of personal interest, abilities, and values to planning and decision making.

- Participate in activities that utilize career information related to personal interests, abilities and values.
- Complete interest assessment and use results to describe top three interest areas.
- Match personal interests and abilities to broad career clusters or career pathways.

2.2– Knowledge of the benefits of educational achievement to occupational opportunities.

- Describe how the skills taught in school subjects are used in various occupations.
- Describe the skills needed to adjust to changing occupational requirements.
- Describe how continued learning enhances the ability to achieve goals.
- Describe how skills relate to the selection of high school courses for study.
- Develop four-year program of study for high school (eighth grade)

2.4 – Develop skills to locate, understand and use information.

- Identify a number of occupational groups for exploration.
- Demonstrate skills in using school and community resources to learn about occupational groups.
- Identify sources to obtain information about occupational groups.
- Identify sources to obtain information about occupational groups, including self-employment.

3.1 – Apply decision-making skills to career and educational planning.

- Describe how career development is a continuous process with a series of choices.
- Identify possible outcomes of career and educational decisions.
- Describe school courses related to personal educational and occupational interests.
- Describe how the expectations of others affect career planning.
- Identify advantages and disadvantages of various secondary and postsecondary programs for the attainment of career goals.

5.3 – Develop personal safety skills.

- Explain the relationship among rules, laws, safety, and the protection of individuals' rights.
- Demonstrate the ability to assert boundaries, rights and personal privacy.
- Identify situations where personal safety may be at risk.
- Describe the risks of substance use and abuse.
- Describe ways to resist peer pressure to use drugs and alcohol.

6.2 – Apply decision-making/problems-solving skills.

- Analyze the importance of each of the steps in the decision-making process.
- Evaluate their skills for making decisions.
- Analyze how the past decisions will influence future decisions.
- Accept responsibility for decisions they have made and analyze the consequences.

7.4 – Demonstrate effective skills for interacting with peers and adults.

- Demonstrate the ability to get along with a variety of people.
- Evaluate the importance of having friendships with peers and adults.
- Distinguish between the characteristic of healthy and unhealthy friendships.
- Analyze the skills they have for maintaining friendships.

Positive Behavior Support (PBS):

Note: Standards from Florida’s School Counseling and Guidance Framework are correlated to PBS curriculum

1.1 – Understand and participate in a school environment.

- Demonstrate an understanding of school rules and policies by using appropriate physical, verbal, and emotional behavior.

2.6- Knowledge of skills necessary to seek and obtain job.

- Demonstrate personal qualities (e.g. dependability, punctuality, getting along with others) that are needed to get and keep jobs.
- Describe terms and concepts used in describing employment used in describing employment opportunities and conditions.
- Demonstrate skills to complete a job application.
- Demonstrate skills and attitudes essential for a job interview.

4.1 – Knowledge of the influence of a positive self-concept.

- Describe personal likes and dislikes.
- Describe how their beliefs contribute to their self-concept.
- Describe the way they manage school/learning as an expression of self-concept.
- Identify environment influences on attitudes, behaviors, and aptitudes.

7.1 – Demonstrate communication skills in speaking, listening, and nonverbal behavior.

- Use listening and expression skills to manage peer pressure.
- Evaluate how listening and expressional skills help them to make decisions, set goals and solve problems.
- Explain the importance of listening in order for communication to occur.

7.2 – Demonstrate skills to interact and work cooperatively in teams.

- Evaluate how and why people organize to satisfy basic social needs.
- Analyze their strengths/limitations in functioning in a group.
- Identify behaviors that help or hinder group cooperation and effectiveness.
- Describe the benefits of working with a team to get a job done.

7.3 – Identify and express thoughts and feelings.

- Evaluate the effect of expressing appreciation.
- Analyze their skills at interpreting their feelings to others,
- Demonstrate skills to express opinions, attitudes, and beliefs in the classroom or other group setting.

7.4 – Demonstrate effective skills for interacting with peers and adults.

- Demonstrate the ability to get along with a variety of people.
- Evaluate the importance of having friendships with peers and adults.
- Distinguish between the characteristics of healthy and unhealthy friendships.

Choosing the Best Life – 7th Grade:

Note: Standards from Florida’s School Counseling and Guidance Framework are correlated to Choosing the Best Life curriculum.

4.1- Knowledge of influence of a positive self-concept.

- Describe personal likes and dislikes.
- Describe how their beliefs contribute to their self-concept.
- Describe the way they manage school/learning as an expression of self –concept.
- Identify environmental influences on attitudes, behaviors and aptitudes.

5.2– Develop appropriate attitudes and behaviors.

- Analyze how they behave in a variety of situations.
- Analyze the consequences of using appropriate/inappropriate behaviors in various environments.
- Explain examples of school rules and policies that are in place to address inappropriate physical, verbal and emotional behavior.
- Recognize the need to be responsible for one’s own actions.
- Distinguish the relationship between feelings and behaviors.
- Explain how their attitudes and behaviors can positively or negatively affect their academic achievement.

5.3 – Develop personal safety skills.

- Explain the relationship among rules, laws, safety, and the protection of individuals’ rights.
- Demonstrate the ability to assert boundaries, rights and personal privacy.
- Identify situations where personal safety may be at risk.
- Describe the risks of substance use and abuse.
- Describe ways to resist peer pressure to use drugs and alcohol.

7.5 – Understanding the effects of peer pressure.

- Describe why it is important to be assertive in situations involving peer pressure.
- Analyze their ability to handle responsibility and conflicts arising from peer group involvement.
- Distinguish between the characteristics of healthy and unhealthy friendship.

Career Education Course and Transition to High School Activities– 8th Grade

Note: Standards from Florida’s School Counseling and Guidance Framework are correlated to Career Education course and 8th grade activities.

3.2 – Understand the process of career planning

- Demonstrate knowledge of exploratory processes and programs.
- Identify school courses that meet tentative career goals.
- Demonstrate knowledge of academic and vocational programs offered at the high school level.
- Describe skills needed in a variety of occupations, including self-employment.
- Identify strategies for managing personal resources (e.g., talents, time, and money) to achieve tentative career goals.
- Develop an individual career plan by updating information from the elementary level plan and including tentative decisions to be implemented in high school.

4.3 – Experience the world of work.

- Practice using technology to solve problems related to home, school, community, and workplace
- Demonstrate skills and qualities in school that are used in the workplace, such as critical thinking, problem solving, technology literacy, interpersonal skills, honesty, dependability, work-related communication, customer service skills, adaptability, punctuality, and managing conflict
- Conduct interview with school and community workers.

5.1 – Knowledge of the importance of growth and change.

- Identify internal/external causes of stress.
- Demonstrate ways of responding to others when under stress.

- Describe changes that occur in the physical, psychological, social, and emotional development of an individual.
- Describe the importance of career, family, and leisure activities to mental, emotional, physical, and economic well being.

Core Courses (Language Arts/Reading/Social Studies):

Note: Standards from Florida’s School Counseling and Guidance Framework are correlated to Core Courses curriculum Choosing the Best Life curriculum.

3.1 – Apply decision-making skills to career and educational planning.

- Describe how career development is a continuous process with a series of choices.
- Identify possible outcomes of career and educational decisions.
- Describe school courses related to personal educational and occupational interests.
- Describe how the expectations of others affect career planning.
- Identify advantages and disadvantages of various secondary and postsecondary programs for the attainment of career goals.

3.2 – Understand the process of career planning

- Demonstrate knowledge of exploratory processes and programs.
- Identify school courses that meet tentative career goals.
- Demonstrate knowledge of academic and vocational programs offered at the high school level.
- Describe skills needed in a variety of occupations, including self-employment.
- Identify strategies for managing personal resources (e.g., talents, time, and money) to achieve tentative career goals.
- Develop an individual career plan by updating information from the elementary level plan and including tentative decisions to be implemented in high school.

6.1 – Identify common personal and interpersonal problems.

- Analyze and list the importance of each of the steps in a problem-solving process.
- Increase their capacity to generate alternatives for solving problems
- Accept problems as part of the lifelong learning process.

8.1 – Demonstrate respect and appreciation for individual and cultural differences.

- Demonstrate respect for others as individuals and accept them for their cultural membership.
- Demonstrate an appreciation for the similarities and difference among people.
- Demonstrate respect for feelings and beliefs of others.

Extracurricular Clubs and Activities:

Note: Standards from Florida Counseling Framework

9.2- Develop and participate in community volunteer service projects.

- Describe the personal benefits of community service.
- Describe how the community benefits from volunteerism.

Other Programs in Place that Support the Guidance Program for Students at the Tier I Level:

- Champions
- Cybersafety
- CROP/Take Stock In Children
- Patriot’s Pen
- Optimist Oratorical
- Tropicana Speech Contest

Cybersafety /Internet Safety Recommendations for Wakulla County School District

The district wants all students (from Prekindergarten age to 17) who will be using a school computer in any capacity to receive Internet or Cybersafety training. The length and amount of this training should differ depending on age level but needs to include tips on how students can remain safe on the internet as well as how to deal with Cyberbullying . Refer to Wakulla County Public Schools Bullying and Harassment Policy, Procedures, and Revisions to s.1006.147, F.S. for additional information.

List below are programs that can be used.

Prekindergarten Level

Two presentations are available from Brainpop jr. com which can be shared and discussed with students.

First Nine Weeks

- A short presentation will be presented by teachers.
- Brainpop jr. video cover internet safety.
(<http://www.brainpopjr.com/artsandtechnology/technology/internetsafety/>)

Second Nine Weeks

- A second, free presentation from Brainpop jr.com can be shared and discussed with the students by the teachers. This video includes both physical bullying and cyberbullying.
(<http://www.brainpopjr.com/health/relationships/bullying/>)

Elementary School K-4th Grade

First Nine Weeks

- A short presentation will be presented by teachers based on the Elementary Network Contract.
- Faux Paw. iKeepsafe.org Guidance Counselors will present this to levels K-4th throughout the school year. All materials will be available through the employee website.
- A combination of Brainpop and Brainpop.jr. See PreK video links for younger classes and the following for older classes (these do require a login):
Internet Safety: <http://www.brainpop.com/technology/computersandinternet/onlinesafety/preview.weml>

Second Nine Weeks

- A second, free presentation form Brainpop jr. com can be shared and discussed with the students by the teacher. This video includes both physical bullying and cyberbullying.
<http://www.brainpop.com/techonology/comutersandinternet/cyberbullying/preview.weml>
Other resources include:
- NetSmartz provides resources at <http://www.netsmartz.org/Rescoures> which allows schools to target age groups or a video about internet safety and cyberbullying at <http://www.netsmartz.org/StreamingPresentations/InternetSafetyBasics> This site also includes safety pledges that can be downloaded and signed by students.
- MBF Child Safety Matters

Elementary Schools including Coast

- S.A.V.E. can be used
- Computer Program Missing contact District office (Margo)
- MBF Child Safety Matters

Middle and High School, Second Chance and COAST 6-8

First Nine Weeks

- A short presentation will be presented by teachers based on the Secondary Network Contract

During School Year

Continue to schedule a representative from the Attorney General's office. Schools that have only had a portion of the students participate will need to find a way for all students to participate or to provide a different means for those who don't participate in the presentation.

- Common Sense Media: <http://www.comonsensemedia.org/educators/lesson/secret-sharer-6-8-0> and <http://www.comonsensemedia.org/educators/lesson/cyberbullying-crossingline-6-8>
- Individual school created presentation on Cybersafety (Note: please provide copy to district office)

Career Education is addressed as it aligns with ongoing instruction in the classroom. Students are enrolled in United States History with Career Planning 210015 in the 8th grade. Wakulla requires all students to complete a career and technical education (CTE) course for graduation.

Refer to Wakulla County Public Schools Bullying and Harassment Policy, Procedures, and Revisions to s.1006.147, F.S. for additional information.

Every time a class or group of students participates in an internet/cybersafety program, it needs to be reported to Margo Gunnarsson.