



**Gilchrist Co.
Comprehensive
School
Counseling
Program**

2021

Introduction

The 2004 Florida Legislature enacted legislation requiring Florida school districts to develop a district guidance plan. During the spring of 2005, representatives from the NEFEC districts met to review the legislation and outline a procedure for the development of a school counseling program. In an effort to update the 2005 NEFEC Guidance Plan, representatives from the NEFEC districts met in 2013 to review legislation, the *American School Counselor Association (ASCA) Standards*, and the *Florida's School Counseling Framework* to develop the 2014 NEFEC Comprehensive School Counseling Program.

A group of counselors representing member districts collaborated on several occasions in the fall of 2013 to provide input for the comprehensive program which serves as a template for district plans. The NEFEC Comprehensive School Counseling Program may be used by districts in part or in its entirety to assist with maintaining and building strong school and district counseling programs. The following people served as team leaders and are to be thanked for their assistance with this project.

2020-2021

School Counseling Program Development Subcommittee



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Comprehensive School Counseling Program

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Foundation

*Standard One: Mission Statement
A mission statement for the school
counseling program has been
developed.*

Mission Statement

The mission of the counseling program is to provide a developmental, systematic, and comprehensive program that will assist students in acquiring the skills, knowledge, and attitudes needed to become effective students, responsible citizens, productive workers, and lifelong learners. The program addresses the personal/social, educational, and career needs of all students, as well as an awareness of the need for active community involvement. The mission statement is unique to each school and community, but it should be tied to the school district's mission and the school improvement goals.

District Vision Statement

To continually provide high performing schools that include diversified experiences for all students so that they exit college and/or career ready, are productive, contributing citizens, and have an appreciation for and willingness to serve their community.



*Standard Two: Rationale And Philosophy
A rationale and philosophy that guide the program development, implementation, and evaluation for the school counseling program has been developed and agreed upon.*

Philosophy

The District believes a developmental and sequential school counseling 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.

Rationale

The school counseling program will:

1. Reach the needs of all the students, ensuring that all students are college and career ready.
2. Collaborate with other educators, parents, and community members to provide proactive interventions (e.g., MTSS).
3. Include all stakeholders in a programmatic approach to counseling services that support student achievement.
4. Commit to counselors devoting 80% of their time to implementation of the school counseling program.
5. Develop an accountability system that ensures quality and consistency across the district through the use of data.
6. Emphasize what students learn as a result of participating in the school counseling program.

*Standard Three: Student Standards & Competencies
Student standards and competencies have been developed and organized into four content areas; (1) academic achievement, (2) career development, (3) personal/social development, (4) community involvement and multicultural/global citizenship development.*

Standards and Competencies

A comprehensive school counseling program must focus on student learning and achievement. An advantage of a standards-based school counseling program includes an **emphasis on students**. No longer is the program all about what counselors do, but the emphasis is on what students learn as a

result of participating in the school counseling program. Counselors know the focus of their program, and students understand what is expected of them.

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

Academic Achievement

1. Students will acquire the knowledge, skills, and attitudes that contribute to school success and lifelong learning.
 - 1.1 Improve academic self-concept.
 - 1.2 Develop the skills and attitudes for improving academic achievement and effectiveness as a learner.
2. Students will acquire the academic preparation necessary to choose from a wide range of educational, training, and employment options, upon completion of secondary school.
 - 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 university, certificate programs, apprenticeships, on-the-job training, and work.

Career Development

3. Students will acquire the self-knowledge necessary to investigate the world of work and make informed career decisions.
 - 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.
4. Students will use strategies for career and education planning.
 - 4.1 Learn to analyze factors that impact career decision making and education plans.
 - 4.2 Develop skills to locate, evaluate, and interpret career information.
 - 4.3 Experience the world of work

Personal and Social Development

5. Students will develop the skills to understand and appreciate themselves and others.
 - 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.
6. Students will identify, develop, and use processes to set and achieve goals, make decisions, and solve problems.
 - 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.

Community Involvement and Multicultural/Global Citizenship Development

7. Students will develop the knowledge and skills to become contributing citizens in a multicultural society and global community.
 - 7.1 Demonstrate acceptance and respect for cultural and ethnic diversity.
 - 7.2 Develop and volunteer in community service projects.

Management System

Planning and management strategies are 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)
- On what authority the school counseling program is delivered

*Standard Four: District Policy
The local school board has approved and supports the district school counseling program.*

District Policy

The District Comprehensive School Counseling Plan is an integral and central component of the total education program. The program is student development centered and is designed to enhance the academic, career, and personal/social development of all students while removing barriers that may interfere with learning. Students will be assisted in acquiring competencies in these three areas of development.

The comprehensive school counseling plan supports the educational improvement process with a commitment to individual diversity and the maximum development of human potential. The ultimate goal of the program is for students to graduate with the competencies necessary to make self-directed, realistic, and responsible decisions and to be successful contributors to society.

Advisory Council

The advisory council is a representative group of people appointed to review program results and to make recommendations:

- Membership should include representative

*Standard Five: Advisory Council
An advisory council for the school counseling program has been established and is active.*

stakeholders, such as students, parents or guardians, teachers, counselors, administrators, school board members, and business and community members.

- Potential members will be invited to participate.
- Replacement membership will be staggered so that there will always be experienced members serving.
- The advisory council will meet at least once a year. The meeting should include the purpose and goals of the council along with information, reports, and other data related to the school counseling program.
- The meeting will include a specific agenda with the goals to be accomplished.
- At the end of each school year, the results (data) gleaned from the program will be shared with the advisory council along with recommendations for program improvement.

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 comprehensive program.

Activities of the advisory council may include the following:

- Reviewing program goals
 - Ensuring that goals align with the mission of the district
 - Ensuring that the goals align with state standards
 - Prioritizing academic, career, personal/social and community involvement/citizenship development goals
- System Support
 - Recommending professional development for school counselors
 - Maintaining communication with and within schools
- Offer advice
 - Making recommendations to district and administrative personnel on barriers that prevent counselors from spending 100 percent of their time with direct services to students and management of the school counseling program
- Review Present Activities
 - Conducting program audit and evaluations
 - Reporting results of activities through data driven interventions
 - Reporting results of the efforts to close the achievement gap
 - Ensuring that school's counseling program builds upon programs implemented at feeder schools

Program Resources

*Standard Six: Program Resources
Professional staff, financial
resources, and political resources
appropriate to carrying out the full
intent of the school counseling
program are provided.*

Staff

Certified school counselors are the providers and managers of the student comprehensive school counseling program. The school counseling program is delivered as part of a team approach that requires the involvement of all school staff. However, it is certified professional school counselors who provide direct services to students and who are responsible for overall program direction and content.

School counselors serve a vital role in maximizing student achievement; incorporating leadership, advocacy, and collaboration; promoting equity and access to opportunities; and promoting rigorous educational experiences for all students. School counselors support a safe learning environment, safeguarding the human rights of all members of the school community. Collaborating with other stakeholders to promote student achievement, school counselors address the needs of all students through prevention and intervention programs that are a part of a comprehensive school counseling program. To achieve maximum program effectiveness, the American School Counselor Association (ASCA) and the American Medical Association (AMA) recommend a counselor-to-student ratio of 1:250. The district will strive to meet this expectation.

The major job responsibilities for school counselors include:

- Plans, organizes, delivers, and evaluates the school counseling program
- Conducts needs assessments (of students, teachers, parents) to determine program goals and priorities
- Adapts the district guidance plan/program to include school needs and priorities, curriculum, and calendars
- Counsels individual students and groups through the development of career and educational plans
- Counsels small groups and individuals with problems
- Consults with teachers, staff, and parents or guardians regarding developmental needs of students
- Refers students with severe problems to appropriate community agencies in consultation with their parents or guardians

- Coordinates, conducts, or participates in activities that contribute to the effective operation of the school
- Uses student data from the school results from needs assessments to establish goals and activities that impact student achievement as well as close the achievement gap between minority and disadvantaged students and their non-minority counterparts
- Creates annual, monthly, and weekly calendars to plan activities to reflect school goals
- Evaluates counseling strategies and activities on an ongoing basis to update/revise the program and to determine program needs
- Pursues professional growth opportunities

Financial Resources

A successful school counseling program requires a commitment of resources to develop, implement and improve the program. It is recommended that the program budget include the cost of the following:

- Adequate staffing to reduce the counselor/student ratio consistent with Southern Association of Colleges and Schools (SACS), ASCA, and AMA recommendations and provide adequate clerical support and district coordination
- Meetings/workshops for counselors to assist in developing or modifying curricula
- Professional development workshops on program implementation
- Professional release time, travel, and consultant fees
- Curriculum materials, resources, and equipment to implement the program
 - Career, social development and education guides
 - Videos
 - Books
 - Programs/kits
 - Postsecondary school catalogs
 - Employability skills materials such as resumé writing, job seeking, and interviewing
 - Financial aid and scholarship books, software, and applications
 - Assessment materials for interest, values, aptitudes, and learning styles
 - Test preparation materials
 - Career decision-making materials
 - Military information
 - Local job openings
 - Character education, conflict resolution, and bully prevention materials
 - Student development lesson plans
 - Equipment, such as computers, DVD players, TV monitors, copiers, LCD projectors, computer labs, etc.

Note: Access to computer labs is more important than ever due to the increased legislative requirements for career planning at the middle and high school levels.

Facilities

The heart of all student guidance services at each school should be located in counseling centers that bring together all of the available resources, materials, and staff for availability to all students.

In elementary schools, the center should provide a place for students to explore information and services on personal growth and development.

For secondary schools, a career center should provide information that can be used for career exploration and planning, job placement, financial aid and scholarships, and postsecondary planning. In addition, counseling services will be available through distributed and/or center offices.

In providing services through the school counseling program, the facility should include:

- Office space for confidential individual counseling
- Space for group counseling and parent conferences
- An office equipped with a secure space for storing confidential documents, telephone, copy machine access, and computers with Internet and access to student data
- Adequate storage space, as well as access to equipment for training
- A career center with appropriate materials and resources for student, teacher, and parent use

Use of Time

The responsibilities of counselors continue to increase due to state and local mandates, school improvement priorities, testing, and the rising number of issues that face many students today. Non-school counseling activities must be identified and reduced to a minimum to maintain the 80 percent of counselor time devoted to direct services to students, as recommended by ASCA and *Florida's School Counseling Framework*.

The following percentages serve as a guide to school counselors and administrators when determining the time their program needs to spend in each of the four delivery system components. The time percentages are designed to be programmatic—not counselor specific. Counselors are encouraged to allot times based on program priorities and needs. The district is striving for the following distribution of counselor time as recommended by the American School Counselor Association (ASCA):

*Standard Seven: Use of Time
Counselors can document that they spend 80% of their time providing direct services to students, staff, and families, and the remainder is spent on program management.*

Distribution of Total School Counselor Time

Adapted from Gysbers, N.C. & Henderson, P. (Eds.) (2000). *Developing and managing your school guidance program*, (3rd ed.), Alexandria, VA: American Counseling Association.

| <i>Delivery System Component</i> | <i>Elementary School % of Time</i> | <i>Middle School % of Time</i> | <i>High School % of Time</i> |
|---------------------------------------|------------------------------------|--------------------------------|------------------------------|
| <i>Student development curriculum</i> | <i>35% - 45%</i> | <i>25% - 35%</i> | <i>15% - 25%</i> |
| <i>Individual Student Planning</i> | <i>5% - 10%</i> | <i>15% - 25%</i> | <i>25% - 35%</i> |
| <i>Responsive Services</i> | <i>30% - 40%</i> | <i>30% - 40%</i> | <i>25% - 35%</i> |
| <i>System Support</i> | <i>10% - 15%</i> | <i>10% - 15%</i> | <i>15% - 20%</i> |

Schedules and Calendars

The master calendar of school counseling events serves as a useful tool in planning and implementing the school counseling program. By posting the calendars, all stakeholders are aware of when and where activities are scheduled. A well-developed calendar is a powerful public relations booster as it can be submitted to local newspaper, student newsletter, and school Web site to increase the program’s visibility.

*Standard Eight: Calendars
School counseling annual, monthly,
and weekly calendars are developed
and published.*

School Counselors will develop and publish a master calendar of school counseling events to ensure students, parents or guardians, teachers, and administrators know what and when school counseling activities are scheduled. Master calendars can be developed annually, monthly, or weekly to organize counseling activities. Calendars can also assist with planning, ensuring program participation.

The use of a school counseling program calendar aligned with the school site calendar will encourage staff, parent/guardian, student, and community involvement as partners in education.

Delivery System

The delivery system addresses how the program will be implemented. The purpose of the student development curriculum is to provide all students the knowledge and skills appropriate for their developmental level. Every district has a school counseling program. Each school should use this program but add the components that will make it specific to the school.

Curriculum

*Standard Nine: Curriculum
A student development curriculum
that specifies what competencies all
students should master has been
developed and implemented.*

Suggested Time Allocations

(Recommended by ASCA)

| | |
|-------------------|-----------|
| Elementary School | 35% - 45% |
| Middle School | 25% - 35% |
| High School | 15% - 25% |

There are seven student standards, and each standard includes competencies and performance indicators organized by grade level groupings (PreK-3, 4-5, 6-8, and 9-12). The curriculum is delivered through structured strategies, activities, or units presented systematically through classrooms, groups, or school-wide events. Professional school counselors can teach, team with teachers, or support teachers with materials and classroom activities.

The purpose of the counseling and student development curriculum is to systematically assess students as they develop the skills they need to enhance their academic achievement, career development, personal/social development, and community involvement. The curriculum should be designed to help students acquire age appropriate knowledge and skills within the scope of the following student standards:

1. Students will acquire the knowledge, skills, and attitudes that contribute to school success and lifelong learning.
2. Students will acquire the academic preparation necessary to choose from a wide range of educational, training, and employment options upon completion of secondary school.

3. Students will acquire the self-knowledge necessary to investigate the world of work and make informed career decisions.
4. Students will use strategies for career and education planning.
5. Students will develop the skills to understand and appreciate themselves and others.
6. Students will identify and utilize processes to set and achieve goals, make decisions, and solve problems.
7. Students will develop the knowledge and skills to become contributing citizens in a multicultural society and global community.

See Appendix 1 for PreK-12 Standards, Competencies, and Sample Indicators.

Individual Student Planning

Standard Ten: Individual Student Planning

All students along with their parents/guardians are provided opportunities to develop, monitor, and manage their educational and career plans.

Suggested Time Allocations

(Recommended by ASCA)

| | |
|-------------------|-----------|
| Elementary School | 5% - 10% |
| Middle School | 15% - 25% |
| High School | 25% - 35% |

Student development curriculum activities are usually delivered individually or with small groups or advisement groups. Individual or group counseling is implemented through strategies such as individual appraisal and individual advisement. Activities include interest and ability assessment, career exploration and planning, and portfolio development.

The purpose of these services is to enhance the development of ongoing personal/social, career, and/or academic goals for all students.

School counselors:

- Counsel individual students or small groups with their personal concerns.

- Consult with student’s family, teachers, educational support staff, and community agencies regarding strategies to help students.
- Use accepted theories, techniques, and ethical practices appropriate to school counseling at different developmental stages.
- Apply knowledge of different cultures to interact effectively with all populations.
- Demonstrate knowledge of career development theories and career counseling techniques.

Responsive Services

*Standard Eleven: Responsive Services
Services are available to assist students
and their parents/guardians with
immediate needs or concerns that require
counseling, consultation, referral, peer
facilitation, or information.*

Suggested Time Allocations

(Recommended by ASCA)

| | |
|-------------------|-----------|
| Elementary School | 5% - 10% |
| Middle School | 15% - 25% |
| High School | 25% - 35% |

The school counseling program includes services such as counseling, consultation, and referral that are available to all students and their parents or guardians. The purpose of these services is to intervene on behalf of those students whose immediate personal concerns or problems put their continued academic, career, and/or personal/social development at risk. This component is often student-initiated.

School counselors provide the following responsive services:

- Counsel individual students or small groups with their personal concerns
- Consult with students’ families, teachers, educational support staff, and community agencies regarding strategies to help students
- Use accepted theories, techniques, and ethical practices appropriate to school counseling at different developmental stages
- Apply knowledge of different cultures to interact effectively with all populations

- Demonstrate knowledge of career development theories and career counseling techniques in delivery of the school counseling program

Topics may include:

School Based Issues

- Academic failure
- Attendance
- Attitudes and behaviors
- Peer relationships
- School safety
- Study and testing skills
- Transferring from one school to another

Personal Issues

- Self-management skills
- Substance abuse
- Stress
- Pregnancy
- Gang pressure/involvement
- Harassment issue
- Death of a family member or friend
- Family divorce
- Abuse (physical, teacher, verbal, etc.)
- Career indecision
- Financial aid
- Postsecondary options
- Peer remediation
- Conflict resolution
- Self-esteem
- Bullying

Many times a counselor will intervene with students who are unable to cope with a situation or are on the brink of choosing unhealthy or inappropriate solutions to their problems. Some responses to students are remedial, such as interventions with students who have already made unwise choices or have not coped well with problem situations.

School counselors refer parents or guardians to community services for long-term counseling needs and to deal with crises such as suicide, violence, abuse, and terminal illness. These community resources may include: mental health services, employment and training programs, juvenile services, and social services.

In this component, as in the others, locally identified needs will dictate the priorities for problem topics and for the groups of students to be served. A comprehensive school counseling program includes supplemental services for students targeted by special funding sources, such as students in compensatory, gifted, migrant, and exceptional student education, or career and technical programs.

Parents or guardians must be involved and participate in the activities of this component to help their children overcome barriers to their educational progress. Parents or guardians can refer their children for help and work with school staff to specify their children’s issues. They must also give permission for needed services, including ongoing counseling.

Management activities include program evaluation, follow-up studies, school and community orientation to the school counseling program, public relations, professional development activities, participation on school leadership teams or other committees, community outreach and planning, and other management tasks that support the program.

Systems Support

*Standard Twelve: Systems Support
School counselors utilize professional development opportunities, consultation, collaboration, and teaming, as well as program management and operation activities to meet the goals of the school counseling program and to contribute to the mission and goals of the school system.*

Suggested Time Allocations

(Recommended by ASCA)

| | |
|-------------------|-----------|
| Elementary School | 10% - 15% |
| Middle School | 10% - 15% |
| High School | 15% - 20% |

School counselors provide support to programs other than counseling. This support includes, but is not limited to, involvement in testing, serving on school- or district-based curriculum committees and consulting with school administrators regarding student needs.

Professional Development

School counselors are involved regularly in updating and sharing their professional knowledge and skills through the following means:

- Board Certification
- In-service training
- Professional associations

Consultation, Collaboration, and Teaming

Counselors look for opportunities that will promote support and awareness for the school counseling program in the following ways:

- Consultation
- Community Outreach
- School Improvement Leadership Teams
- Advisory Council

The full implementation of the program requires that the school counselor work cooperatively and collaboratively with administrators, teachers, and district staff. The success of the program depends upon the extent to which all educators understand that the goals of the total educational and those of the comprehensive school counseling program are congruent. Educational professionals must also realize that they have distinct but interactive roles in promoting the cognitive, emotional, and social development of students and must maintain mutual respect for change and contributions each brings to the school setting.

Administrative Support

Administrative support is critical to the full implementation of the school counseling program. The principal, as the chief administrator of the school, is ultimately responsible for the success of school counseling programs in the building.

The principal shall provide the structure and support necessary for the school counselor to *devote full-time* to the development, coordination, and maintenance of the program. Such support includes the provision of adequate facilities, materials, and clerical assistance so that school counselors can use their specialized training and competencies in an effective manner. The principal is also encouraged to minimize additional non-counseling duties that do not support this guidance plan when possible.

Teacher Support

Teachers can play an important role in establishing the school counseling program by:

- Supporting and assisting with the implementation of the school counseling program
- Sharing insight and knowledge with the counselor in creating a positive learning environment for the student
- Sharing student data with the counselor

- Assisting in identifying students with special needs and in making appropriate referrals
- Collaborating with the school counselor in integrating the student development curriculum into the academic program

District Student Services Personnel Support

The district student services personnel serve as facilitators, leaders, supporters, and advisors throughout the process of development, implementation, and evaluation of the student guidance program. They are directly responsible for:

- Establishing policies and procedures that will increase full and successful implementation of the student development program district-wide;
- Disseminating information concerning the program and state and federal initiatives to district and school administrators, school board members, other school personnel, and the community;
- Coordinating professional development activities for school counselors that will support the program;
- Conducting program evaluation activities and compiling the annual district guidance report;
- Recruiting qualified candidates;
- Coordinating mentorship of new counselors to the district;

Accountability

Increasingly, school counselors and administrators are challenged to demonstrate the effectiveness of the school counseling program in measurable terms. School counselors must answer the question, “How are students different as a result of the school counseling program?”

School counselors share the responsibility to remove barriers that impede learning and involve all critical players in a school setting to help make that happen. School counselors must collect and use data that support and link the school counseling programs to students’ academic success.

Use of Data

The Comprehensive School Counseling Program is data-driven. The use of data to effect change within the school system is integral to ensuring that every student receives the benefits of the school counseling program. School counselors should show that activities implemented as part of the school counseling program were developed from a careful analysis of student needs, achievement, and related data based on the following:

- School improvement plans
- Parent/staff/student surveys
- Needs assessments

Standard Thirteen: Use of Data Procedures and processes have been established to use school improvement and other data to show student outcomes as a result of participating in the school counseling program.

- Program evaluations

School counselors frequently use the following data sources to highlight program accomplishments (American School Counseling Association, 2012):

- Process Data
 - Number of participants involved
 - Number of times the intervention took place
 - Evidence that an event occurred
- Perception Data
 - Asks what participants think they know, believe, or can do
 - Collected through surveys that measure self-reports of attainment of competencies, attitudes and beliefs, and perceived gains in knowledge
- Outcome Data
 - Shows the impact of an intervention
 - Reports the extent to which the program has had a positive impact on students' ability to utilize their knowledge, attitudes and skills to effect improvement in achievement, attendance and behavior
 - Collected from multiple sources

Using data enables school counselors to work in tandem with building administrators and faculty to close the achievement gap. School counselors can monitor student attendance and class performance and collaborate with faculty to devise strategies that will enable more students to move successfully from grade level to grade level. When school counselors work with the same school-based data as their colleagues, they share accountability for student outcomes and contribute to moving critical data elements in a positive direction.

Examples of Data:

- Student report card grades
- Standardized/Normed test scores (FSA, ACT, SAT, PSAT, PERT)
- End of Course Assessments
- Participation in academic support services
- Attendance and truancy
- Mobility/Transiency
- Discipline referrals
- Passing rates each quarter
- Suspensions
- High school graduation rates
- Promotion from grade level to grade level
- Enrollment in Honors, Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), College Level Courses
- GPA
- ESE referrals

- Dropout rates
- Parent/student survey results
- Number of students enrolling in postsecondary education
- Number of students accessing dual enrollment courses
- Number of students accessing CTE courses

School Counselor Accountability

Improving student achievement in Florida is about closing the achievement gap. Every administrator, teacher, and member of the school staff is expected to contribute to the comprehensive structure of the school.

Principals and teachers work in an accountability-driven environment as schools are rated annually. Accountability requires all educators to systematically collect, analyze, and use data to examine the achievement patterns for students. School counselors also use this same information to strategize and document how the school counseling program contributes toward supporting student success. School counselors can demonstrate and communicate how their contributions positively impact student achievement and, by so doing, share accountability for school improvement with other members of the faculty.

Program Evaluation

The school counseling program is assessed periodically using program standards as the evaluation measure. Competency-based school counseling programs provide an answer to the question “How are students different as a result of the school counseling programs?” The student is the primary client and the program is evaluated on the competencies (knowledge, skills, and attitudes) that the students acquire. An evaluation design is driven by key questions asked by stakeholders and program developers and implementers, such as the following:

- Does the school district have a written comprehensive school counseling program?
- Does the program meet the program standards?
- Is the program being fully implemented?
- To what extent are the program design plan and implementation strategy achieving the objectives?
- Have students become competent in the content areas?

Standard Fourteen: Program Evaluation
The school counseling program is evaluated continuously and annually in terms of what every student should know and be able to do.

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

School Counselor Standards

School counselors should be evaluated on tasks required to operate the school counseling program. The district has a standard evaluation system for instructional staff that includes counselors. Common job responsibilities include the following areas:

- Program management
- Guidance
- Counseling
- Consultation and referral
- Curriculum
- Coordination
- Professionalism
- Accountability

Counselor performance evaluation is critical to the improvement and maintenance of the school counseling program. A primary use of the counselor performance evaluation is to identify competencies that are strong and those that need strengthening, with the latter becoming targets for individual professional growth plans. The counselor's performance evaluation is based on roles and related competencies needed to implement the school counseling program. The evaluative instrument should be tailored to fit the local program and the designated roles and responsibilities of the counselors and the other student development personnel.

The counseling program will be assessed and updated periodically to meet state requirements.

*Standard Fifteen: School Counselor Standards
Performance competencies are developed and based on program management and implementation and used as a basis for the counselor job description and evaluation.*

References

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Appendix 1

Grades PreK–12 Standards, Competencies, and Sample Indicators Academic Development

| | | |
|-------------------|--------|---|
| Standard: | | 1. Students will acquire the knowledge, skills, and attitudes that contribute to school success and lifelong learning. |
| Competency: | | 1.1 Improve academic self-concept |
| Sample Indicators | PreK-3 | <ul style="list-style-type: none"> • Display pride in work and achievement • Describe strengths and weaknesses as a learner • Demonstrate a positive attitude about self |
| | 4-5 | <ul style="list-style-type: none"> • Demonstrate awareness of what contributes to an accurate self-concept • Describe strengths and limitations • Review information, feelings, and accuracy the student expresses about self • Demonstrate understanding of how their school performance contributes to their self-concept |
| | 6-8 | <ul style="list-style-type: none"> • Understand the importance of individual effort, hard work, and persistence • Accept mistakes as part of the learning process |
| | 9-12 | <ul style="list-style-type: none"> • Describe individual strengths and how to remediate or compensate for weaknesses • Articulate feelings of competence and confidence as learners • Accept mistakes as essential to the learning process • Demonstrate self-advocacy to acquire positions of responsibility |

Grades PreK–12 Standards, Competencies, and Sample Indicators
Academic Development

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| Competency: | | 1.2 Develop the skills and attitudes for improving effectiveness as a learner |
| Sample Indicators | PreK-3 | <ul style="list-style-type: none"> • Listen to and engage in learning tasks • Follow teacher model for organizing materials, supplies, and belongings • Follow teacher model for planning, organizing, and producing work within a given time frame • Ask for help when needed • Describe classroom rules and why they are important |
| | 4-5 | <ul style="list-style-type: none"> • Articulate and apply strategies to improve self-performance • Demonstrate time management and organizational skills • Apply study skills necessary for academic success • Become aware that success and failure are parts of life and learning • Follow school rules and procedures |
| | 6-8 | <ul style="list-style-type: none"> • Organize materials, supplies, and belongings independently • Evaluate study skills and test-taking abilities • Articulate and apply strategies to improve self-performance • Describe and demonstrate improvement in study skills and test-taking strategies • Behave responsibly by following class and school expectations |
| | 9-12 | <ul style="list-style-type: none"> • Demonstrate appropriate physical, verbal, and emotional behavior in a school setting • Apply time-management and task-management skills • Apply knowledge of learning style to positively influence school performance • Apply effective study skills□ • Attend school regularly and arrive on time • Apply the study and homework skills necessary for academic success • Identify the requirements necessary for each grade level classification and for high school graduation |

Grades PreK–12 Standards, Competencies, and Sample Indicators
Academic Development

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| 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. |
| Competency: | | 2.1 Manage an educational and career plan to achieve goals |
| Sample Indicators | PreK-3 | <ul style="list-style-type: none"> • Describe a plan and why it is helpful in daily life • Describe planning they do at home and school • Develop plans for specific activities |
| | 4-5 | <ul style="list-style-type: none"> • Describe how planning enhances their lives • Explain the importance of planning and preparing for potential careers in the world of work • Develop plans for specific activities • Articulate what they want to be when they grow up |
| | 6-8 | <ul style="list-style-type: none"> • Demonstrate skills needed to develop a high school educational plan based on ability, interests, and achievement • Describe Major Areas of Interest and how they are used in planning high school programs of study • Demonstrate the responsibility for actions to ensure a successful transition from middle school to high school |
| | 9-12 | <ul style="list-style-type: none"> • Complete value assessment and reaffirm career goals in KUDER Navigator by 10th or 11th grade • Establish challenging academic goals and course work in high school • Apply knowledge of interests and aptitudes to goal setting • Use standardized test (FSA, PSAT, SAT, ACT) results in educational planning • Use problem-solving and decision-making skills to assess progress toward educational goals |

Grades PreK–12 Standards, Competencies, and Sample Indicators
Academic Development

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| Standard: | | 3. Students will acquire the self- knowledge necessary to investigate the world of work and make informed career decisions |
| Competency: | | 3.1 Develop self-knowledge through experience and exploration |
| Sample Indicators | PreK-3 | <ul style="list-style-type: none"> • Describe their likes and dislikes • Take turns helping with simple classroom jobs and describe what they like and/or dislike about the tasks |
| | 4-5 | <ul style="list-style-type: none"> • Demonstrate skills in getting along with others, working in groups, and taking responsibility for actions |
| | 6-8 | <ul style="list-style-type: none"> • Complete an interest assessment that matches results to career clusters • Examine skills and identify areas for improvement • Integrate personal growth and change into career decision making |
| | 9-12 | <ul style="list-style-type: none"> • Develop a positive attitude toward school and work by understanding the importance of responsibility, dependability, integrity, and work ethic • Complete assessments in areas such as interests, values, skills, and abilities • Apply knowledge of personal abilities, skills, interests, values, and motivations to future goals • Visualize a dream or goal, verbalize it, and make appropriate plans to achieve it |

Grades PreK–12 Standards, Competencies, and Sample Indicators
Academic Development

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| Competency: | | 3.2 Understand self in the world of work |
| Sample Indicators | PreK-3 | <ul style="list-style-type: none"> ● Identify jobs they think they may be interested in doing when they grow up ● Recognize that all careers are acceptable to any gender ● Identify similarities and differences between school and outside activities |
| | 4-5 | <ul style="list-style-type: none"> ● Identify school subject matter as related to potential careers ● Perform classroom job responsibilities independently ● State job roles and functions of workers in the community ● Identify issues of gender and ethnicity in the workplace ● Identify issues of discrimination in the workplace |
| | 6-8 | <ul style="list-style-type: none"> ● Connect outside interests to school experiences ● Describe how behaviors such as punctuality, courtesy, proper dress and language, and hard work are essential to success in the job market ● Describe skills needed to be successful in school and the workplace |
| | 9-12 | <ul style="list-style-type: none"> ● Learn to understand and respect individual uniqueness in the workplace ● Describe how the changing nature of work requires adaptability, lifelong learning, and acquiring new skills ● Describe the relationship between personal qualities, education and training, and the world of work ● Describe how career plans may be affected by personal growth, external events, and changes in motivations and aspirations ● Demonstrate adaptability and flexibility when initiating or responding to change |

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| Competency: | | 3.3 Understand the relationship between work, society, and the economy |
| Sample Indicators | PreK-3 | <ul style="list-style-type: none"> ● List different jobs/workers and their contribution to the community |
| | 4-5 | <ul style="list-style-type: none"> ● Identify the importance of all work that contributes to society |
| | 6-8 | <ul style="list-style-type: none"> ● Describe the importance of work to society ● Give examples of how technology has changed the workplace ● Describe economic contributions workers make to society ● Understand the global economy and how it affects career decision making |
| | 9-12 | <ul style="list-style-type: none"> ● Identify changes in local, national, and global employment trends; societal needs; and economic conditions related to career planning ● Know the rights and responsibilities of employers and employees ● Recognize how principles of equal opportunity, equity, respect, and fairness affect career planning and management |

Grades PreK–12 Standards, Competencies, and Sample Indicators

Academic Development

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| Standard: | | 4. Students will use strategies for career and education planning. |
| Competency: | | 4.1 Learn to analyze factors that impact career decision-making and education plans |
| Sample Indicators | PreK-3 | <ul style="list-style-type: none"> Identify ways that learning and jobs are connected Identify ways that interests/hobbies and jobs are connected |
| | 4-5 | <ul style="list-style-type: none"> Describe quality of life and factors that influence it Recognize that work/career choices are influenced by interests and abilities |
| | 6-8 | <ul style="list-style-type: none"> Identify the relationship of course content, educational achievement, and career choice Identify personal preferences, skills, and interests that influence career choices and success Understand the effect of career choices on quality of life Demonstrate understanding of the education and training needed to achieve career goals Demonstrate awareness of the impact parents or guardians/family may have on career decision making Identify economic conditions that may affect career plans Describe supply and demand as related to workers and occupations and how that may impact job availability |
| | 9-12 | <ul style="list-style-type: none"> Describe examples of how “chance” might play a role in career decisions Give examples of how factors related to geographic mobility may influence career decisions Give examples of compromises or sacrifices one may have to make in career choices Describe how gender, family, life roles, and socioeconomic background can influence career choices Determine the values that impact career planning in terms of family, community involvement, work, and leisure Give specific examples of how biases and stereotypes (e.g., race, culture, national origin, gender, disability, economic status, religion, sexual orientation, etc.) may affect career decisions |

Grades PreK–12 Standards, Competencies, and Sample Indicators
Academic Development

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| Competency: | | 4.2 Develop skills to locate, evaluate, and interpret career information |
| Sample Indicators | PreK-3 | <ul style="list-style-type: none"> Describe jobs that are present in the school |
| | 4-5 | <ul style="list-style-type: none"> Describe work of family members and workers in the school Describe jobs that are present in the local community |
| | 6-8 | <ul style="list-style-type: none"> Identify and use career exploration sources of labor market information such as the Internet, newspapers, Occupational Outlook Handbook, and other media Identify that the information used for career decision making is from valid sources and up-to-date Identify various ways that occupations can be classified, such as clusters, pathways, and interest areas Describe the various ways in which occupations can be classified |
| | 9-12 | <ul style="list-style-type: none"> Use career information systems, such as labor market information, the Internet, and other resources for career exploration Identify career cluster(s) that match interests and abilities Identify opportunities for self-employment or entrepreneurship in career planning Describe the opportunities in traditional and nontraditional career choices |

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| Competency: | | 4.3 Experience the world of work |
| Sample Indicators | PreK-3 | <ul style="list-style-type: none"> Identify personal hobbies and interests Perform classroom job responsibilities independently Identify and describe responsibilities/jobs at home |
| | 4-5 | <ul style="list-style-type: none"> Demonstrate positive behaviors and skills when performing classroom jobs |
| | 6-8 | <ul style="list-style-type: none"> 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 interviews with school and community workers |
| | 9-12 | <ul style="list-style-type: none"> Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment Prepare a resume, complete a job application, and prepare for an interview Participate in a job shadowing activity in school or community Develop skills to interact and work cooperatively with different people Participate in a student organization directly related to program of study as an integral part of classroom instruction |

Grades PreK–12 Standards, Competencies, and Sample Indicators
Academic Development

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| Standard: | | 5. Students will develop the skills to understand and appreciate themselves and others. |
| Competency: | | 5.1 Acquire self-awareness and self-acceptance |
| Sample Indicators | PreK-3 | <ul style="list-style-type: none"> • List five personal characteristics • Name three things student likes about self • Develop self-advocacy skills, such as resiliency, responsibility, caring, and trustworthiness |
| | 4-5 | <ul style="list-style-type: none"> • State strengths as a learner, friend, and family member • Demonstrate understanding of how school performance contributes to self-concept • Analyze how relationships with others have affected/affect self-concept • Become aware of some of beliefs and describe how they contribute to self-concept • Recognize change is a part of growth |
| | 6-8 | <ul style="list-style-type: none"> • Demonstrate self-advocacy skills, such as resiliency, responsibility, caring, and trustworthiness • Identify personal challenges • Demonstrate strategies for responding to challenges • Understand how growth and change may influence self-concept |
| | 9-12 | <ul style="list-style-type: none"> • Identify interests, values, motivations, skills, and abilities • Develop positive attitudes toward self • Identify strengths and weaknesses • Practice self-control • Understand how growth and change may influence self-concept |

Grades PreK–12 Standards, Competencies, and Sample Indicators
Academic Development

| Competency: | | 5.2 Demonstrate positive interpersonal and communication skills |
|-------------------|--------|--|
| Sample Indicators | PreK-3 | <ul style="list-style-type: none"> ● Develop communication skills in speaking, listening, and nonverbal behavior ● Demonstrate ways to express thoughts and feelings ● Describe characteristics of friendship ● Interact and participate in group work ● Acquire skills needed to cooperate, compete, and compromise with others |
| | 4-5 | <ul style="list-style-type: none"> ● Identify strategies for making and keeping friends ● Articulate the impact of actions and words of others ● Demonstrate appreciation for individual differences in the classroom ● Demonstrate positive behaviors to promote individual and group learning ● Use communication skills in problem-solving situations ● Communicate feelings through written and oral communication ● Apply conflict resolution strategies |
| | 6-8 | <ul style="list-style-type: none"> ● Communicate feelings through written and oral expression ● Demonstrate awareness that people may react differently to the same situation ● Use effective listening strategies in collaborative situations ● Demonstrate awareness of the dynamics of group membership ● Communicate as advocate for self and others ● Demonstrate appropriate skills for interactions with adults ● Develop and maintain positive peer relationships ● Understand and practice self-control |
| | 9-12 | <ul style="list-style-type: none"> ● Develop and use effective communications skills, including speaking, listening, and nonverbal behavior ● Express personal thoughts and feelings, attitudes, and beliefs ● Develop healthy relationships that include trust, respect, and caring ● Demonstrate communication skills necessary for teamwork ● Demonstrate effective skills for interacting with peers and adults |

Grades PreK–12 Standards, Competencies, and Sample Indicators
Academic Development

| Competency: | | 5.3 Demonstrate skills for personal safety and self-care |
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| Sample Indicators | PreK-3 | <ul style="list-style-type: none"> • Identify resource people in the school and how to seek their help • Demonstrate knowledge of personal information (e.g., telephone number, home address, emergency contact) • Demonstrate awareness of the difference between appropriate and inappropriate behavior • Differentiate between appropriate and inappropriate physical contact • Identify simple strategies for dealing with difficult situations • Identify and demonstrate coping strategies for handling differences • Recognize healthy and unhealthy choices • Describe situations where peers can positively and negatively influence actions |
| | 4-5 | <ul style="list-style-type: none"> • Demonstrate knowledge of personal information (e.g., telephone number, home address, emergency contact) and how to protect it • Differentiate between appropriate and inappropriate physical contact • Identify school safety rules and why they are necessary • Demonstrate skills for coping with interpersonal and intrapersonal pressures • Describe causes of stress and appropriate ways to manage stress • Recognize the harmful effects of chemical misuse • Identify strategies for dealing with peer pressure |
| | 6-8 | <ul style="list-style-type: none"> • Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact) • Identify the differences between appropriate and inappropriate physical contact • Demonstrate behavior that follows school rules and safety procedures • Utilize coping strategies in middle school adjustment • Identify and manage sources of stress • Explain the effects of positive and negative peer pressure • Access support groups in middle school |
| | 9-12 | <ul style="list-style-type: none"> • Demonstrate the ability to identify and protect personal information • Differentiate between appropriate and inappropriate methods of resolving conflicts • Identify and manage sources of stress • Demonstrate coping skills to deal with problems • Recognize and generate assertive responses to peer pressure • Differentiate between appropriate and inappropriate physical contact • Differentiate between situations requiring peer support and those requiring adult or professional help • Understand the importance of lifelong physical fitness, acceptance of physical appearance, and good nutritional choices • Describe the dangers and consequences of substance abuse • Identify positive and negative effects of peer pressure |

Grades PreK–12 Standards, Competencies, and Sample Indicators
Academic Development

| | | |
|-------------------|--------|---|
| Standard: | | 6. Students will identify and utilize processes to set and achieve goals, make decisions, and solve problems. |
| Competency: | | 6.1 Acquire skills for goal setting, decision making, and problem solving |
| Sample Indicators | PreK-3 | <ul style="list-style-type: none"> • Define what goals are and why people set them • Become aware of choices and decisions • Describe process for making decisions and solving problem • Identify ways to contribute to class goals • Become aware that some decisions can be changed while others cannot □ • Become aware that some choices are made for one and some choices one makes for himself or herself |
| | 4-5 | <ul style="list-style-type: none"> • Distinguish between short-, intermediate-, and long-term goals • Identify and apply the decision-making steps in making a personal decision • Apply self-information in setting goals, making decisions, and solving problems • Describe how their beliefs contribute to their decisions |
| | 6-8 | <ul style="list-style-type: none"> • Distinguish between short-, intermediate-, and long-term goals • Identify the decision-making steps to make a personal decision • Demonstrate ability to set priorities • Identify factors that might interfere with achieving goals |
| | 9-12 | <ul style="list-style-type: none"> • Assess ability to achieve past goals and integrate this knowledge for the future • Evaluate some personal decisions • Accept responsibility for decisions • Formulate a process for solving personal, interpersonal, and/or other problems |

Grades PreK–12 Standards, Competencies, and Sample Indicators
Academic Development

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| Competency: | | 6.2 Demonstrate the ability to use skills for goal setting, decision making, and problem solving |
| Sample Indicators | PreK-3 | <ul style="list-style-type: none"> • Identify a personal goal related to school • Identify a problem or decision that needs to be made and explore possible solutions |
| | 4-5 | <ul style="list-style-type: none"> • Identify a problem or decision that needs to be made and explore possible solutions • Describe skills necessary for making decisions and choosing alternatives • Demonstrate understanding of personal strategies for problem solving |
| | 6-8 | <ul style="list-style-type: none"> • Set realistic short-term and long- term goals • Apply self-information in setting goals, making decisions, and solving problems • Demonstrate understanding of personal strategies for goal setting, decision making, and problem solving • Identify a personal or school-related problem and explore alternative solutions • Evaluate possible consequences of each solution |
| | 9-12 | <ul style="list-style-type: none"> • Evaluate the importance of setting realistic goals and striving for them • Apply self-information in setting goals, making decisions, and solving problems • Demonstrate understanding of personal strategies for goal setting, decision making, and problem solving |

Grades PreK–12 Standards, Competencies, and Sample Indicators
Academic Development

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| Standard: | | 7. Students will develop the knowledge and skills to become contributing citizens in a multicultural society and global community. |
| Competency: | | 7.1 Develop and volunteer in community service projects |
| Sample Indicators | PreK-3 | <ul style="list-style-type: none"> • Explore and define school and town communities • Identify volunteer services within the community |
| | 4-5 | <ul style="list-style-type: none"> • Explore volunteer services and opportunities within the community • Identify service activities in the school/community • Demonstrate leadership in elementary school activities |
| | 6-8 | <ul style="list-style-type: none"> • Investigate opportunities for volunteer work in school and community • State opportunities for service projects in school and community • Demonstrate leadership in middle school activities |
| | 9-12 | <ul style="list-style-type: none"> • Investigate opportunities for volunteer work in school and community • Participate in school extracurricular and service projects/activities • Identify and participate in volunteer opportunities to enhance academic and career goals • Volunteer in activities to complete 75 hours of community service for Bright Futures Scholarship • Demonstrate evidence of leadership and responsibility in school and community |
| Competency: | | 7.2 Demonstrate acceptance and respect for cultural and ethnic diversity |
| Sample Indicators | PreK-3 | <ul style="list-style-type: none"> • Identify similarities and differences between self and others • Describe customs of various cultures, including own • Recognize that there are different languages |
| | 4-5 | <ul style="list-style-type: none"> • Demonstrate appreciation for similarities and differences • Identify different cultures that add to the diversity of the community • Be aware of conflicts resulting from culture-related beliefs and biases • Evaluate how stereotyping affects them and their relationships with others |
| | 6-8 | <ul style="list-style-type: none"> • Demonstrate awareness of cultural uniqueness • Define the importance of interdependence and cooperation for living in a society • Accept others as individuals and as members of a culture • Analyze similarities/differences among various cultural groups • Analyze conflicts resulting from culture-related beliefs and biases • Evaluate how stereotyping affects self and relationships with others |
| | 9-12 | <ul style="list-style-type: none"> • Recognize, appreciate, and respect individual differences, alternative points of view, ethnicity, culture, race, religion, and lifestyle • Demonstrate respect for own culture and cultures of others • Recognize that everyone has human rights and responsibilities • Manage conflicts resulting from culture-related beliefs and biases • Evaluate the impact of stereotyping |

Appendix 2

ASCA Ethical Standards for School Counselors

Ethics are the customs, norms, standards and accepted practice of the school counseling profession (Corey, Corey, & Callanan, 2010). The ASCA Ethical Standards for School Counselors (2010) specify the principles of ethical behavior necessary to maintain the highest standard of integrity, leadership and professionalism. They guide school counselors' decision-making and help standardize professional practice to protect both students and school counselors.

Ethical decision-making models provide direction to school counselors when faced with an ethical dilemma. The use of a professionally structured decision-making process ensures a consistent and fair standard of practice is used in addressing an ethical dilemma. ASCA's Ethical Standards include a nine-step process for ethical decision making.

1. Define the problem emotionally and intellectually
2. Apply the ASCA Ethical Standards and the law

3. Consider the students' chronological and developmental levels
4. Consider the setting, parental rights and minors' rights
5. Apply the moral principles
6. Determine your potential courses of action and their consequences
7. Evaluate the selected action
8. Consult
9. Implement the course of action

Ethical Standards for School Counselors

(Adopted 1984; revised 1992, 1998, 2004 and 2010)

Preamble

The American School Counselor Association (ASCA) is a professional organization whose members are school counselors certified/licensed in school counseling with unique qualifications and skills to address all students' academic, personal/social and career development needs. Members are also school counseling program directors/supervisors and counselor educators. These ethical standards are the ethical responsibility of school counselors. School counseling program directors/supervisors should know them and provide support for practitioners to uphold them. School counselor educators should know them, teach them to their students and provide support for school counseling candidates to uphold them.

Professional school counselors are advocates, leaders, collaborators and consultants who create opportunities for equity in access and success in educational opportunities by connecting their programs to the mission of schools and subscribing to the following tenets of professional responsibility:

- Each person has the right to be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations including: ethnic/racial identity, age, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.
- Each person has the right to receive the information and support needed to move toward self-direction and self-development and affirmation within one's group identities, with special care being given to students who have historically not received adequate educational services, e.g., students of color, students living at a low socio-economic status, students with disabilities and students from non-dominant language backgrounds.
- Each person has the right to understand the full magnitude and meaning of his/her educational choices and how those choices will affect future opportunities.
- Each person has the right to privacy and thereby the right to expect the school-counselor/student relationship to comply with all laws, policies and ethical standards pertaining to confidentiality in the school setting.
- Each person has the right to feel safe in school environments that school counselors help create, free from abuse, bullying, neglect, harassment or other forms of violence.

In this document, ASCA specifies the principles of ethical behavior necessary to maintain the high standards of integrity, leadership and professionalism among its members. The Ethical Standards for School Counselors were developed to clarify the nature of ethical responsibilities held in common by school counselors, supervisors/directors of school counseling programs and school counselor educators. The purposes of this document are to:

- Serve as a guide for the ethical practices of all professional school counselors, supervisors/directors of school counseling programs and school counselor educators regardless of level, area, population served or membership in this professional association;
- Provide self-appraisal and peer evaluations regarding school counselors' responsibilities to students, parents/guardians, colleagues and professional associates, schools, communities and the counseling profession; and
- Inform all stakeholders, including students, parents and guardians, teachers, administrators, community members and courts of justice, of best ethical practices, values and expected behaviors of the school counseling professional.

A.1. Responsibilities to Students

Professional school counselors:

- a.** Have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals.
- b.** Are concerned with the educational, academic, career, personal and social needs and encourage the maximum development of every student.
- c.** Respect students' values, beliefs and cultural background and do not impose the school counselor's personal values on students or their families.
- d.** Are knowledgeable of laws, regulations and policies relating to students and strive to protect and inform students regarding their rights.
- e.** Promote the welfare of individual students and collaborate with them to develop an action plan for success.
- f.** Consider the involvement of support networks valued by the individual students.
- g.** Understand that professional distance with students is appropriate, and any sexual or romantic relationship with students whether illegal in the state of practice is considered a grievous breach of ethics and is prohibited regardless of a student's age.
- h.** Consider the potential for harm before entering into a relationship with former students or one of their family members.

A.2. Confidentiality

Professional school counselors:

- a.** Inform individual students of the purposes, goals, techniques and rules of procedure under which they may receive counseling. Disclosure includes the limits of confidentiality in a developmentally appropriate manner. Informed consent requires competence on the part of students to understand the limits of confidentiality and therefore, can be difficult to obtain from students of a certain developmental level. Professionals are aware that even though every attempt is made to obtain informed consent it is not always possible and when needed will make counseling decisions on students' behalf.
- b.** Explain the limits of confidentiality in appropriate ways such as classroom guidance lessons, the student handbook, school counseling brochures, school Web site, verbal notice or other methods of student, school and community communication in addition to oral notification to individual students.
- c.** Recognize the complicated nature of confidentiality in schools and consider each case in context. Keep information confidential unless legal requirements demand that confidential information be revealed or a breach is required to prevent serious and foreseeable harm to the student. Serious and foreseeable harm is different for each minor in schools and is defined by students' developmental and chronological age, the setting, parental rights and the nature of the harm. School counselors consult with appropriate professionals when in doubt as to the validity of an exception.
- d.** Recognize their primary obligation for confidentiality is to the students but balance that obligation with an understanding of parents'/guardians' legal and inherent rights to be the guiding voice in their children's lives, especially in value-laden issues. Understand the need to balance students' ethical rights to make choices, their capacity to give consent or assent and parental or familial legal rights and responsibilities to protect these students and make decisions on their behalf.
- e.** Promote the autonomy and independence of students to the extent possible and use the most appropriate and least intrusive method of breach. The developmental age and the circumstances requiring the breach are considered and as appropriate students are engaged in a discussion about the method and timing of the breach.
- f.** In absence of state legislation expressly forbidding disclosure, consider the ethical responsibility to provide information to an identified third party who, by his/her relationship with the student, is at a high risk of contracting a disease that is commonly known to be communicable and fatal. Disclosure requires satisfaction of all of the following conditions:
 - Student identifies partner or the partner is highly identifiable
 - School counselor recommends the student notify partner and refrain from further high-risk behavior
 - Student refuses
 - School counselor informs the student of the intent to notify the partner

- School counselor seeks legal consultation from the school district’s legal representative in writing as to the legalities of informing the partner
- g. Request of the court that disclosure not be required when the release of confidential information may potentially harm a student or the counseling relationship.
- h. Protect the confidentiality of students’ records and release personal data in accordance with prescribed federal and state laws and school policies including the laws within the Family Education Rights and Privacy Act (FERPA). Student information stored and transmitted electronically is treated with the same care as traditional student records. Recognize the vulnerability of confidentiality in electronic communications and only transmit sensitive information electronically in a way that is untraceable to students’ identity. Critical information such as a student who has a history of suicidal ideation must be conveyed to the receiving school in a personal contact such as a phone call.

A.3. Academic, Career/College/Post-Secondary Access and Personal/Social Counseling Plans

Professional school counselors:

- a. Provide students with a comprehensive school counseling program that parallels the ASCA National Model with emphasis on working jointly with all students to develop personal/social, academic and career goals.
- b. Ensure equitable academic, career, post-secondary access and personal/social opportunities for all students through the use of data to help close achievement gaps and opportunity gaps.
- c. Provide and advocate for individual students’ career awareness, exploration and post-secondary plans supporting the students’ right to choose from the wide array of options when they leave secondary education.

A.4. Dual Relationships

Professional school counselors:

- a. Avoid dual relationships that might impair their objectivity and increase the risk of harm to students (e.g., counseling one’s family members or the children of close friends or associates). If a dual relationship is unavoidable, the school counselor is responsible for taking action to eliminate or reduce the potential for harm to the student through use of safeguards, which might include informed consent, consultation, supervision and documentation.
- b. Maintain appropriate professional distance with students at all times.
- c. Avoid dual relationships with students through communication mediums such as social networking sites.
- d. Avoid dual relationships with school personnel that might infringe on the integrity of the school counselor/student relationship.

A.5. Appropriate Referrals

Professional school counselors:

- a. Make referrals when necessary or appropriate to outside resources for student and/or family support. Appropriate referrals may necessitate informing both parents/guardians and students of applicable resources and making proper plans for transitions with minimal interruption of services. Students retain the right to discontinue the counseling relationship at any time.
- b. Help educate about and prevent personal and social concerns for all students within the school counselor’s scope of education and competence and make necessary referrals when the counseling needs are beyond the individual school counselor’s education and training. Every attempt is made to find appropriate specialized resources for clinical therapeutic topics that are difficult or inappropriate to address in a school setting such as eating disorders, sexual trauma, chemical dependency and other addictions needing sustained clinical duration or assistance.
- c. Request a release of information signed by the student and/or parents/guardians when attempting to develop a collaborative relationship with other service providers assigned to the student.
- d. Develop a reasonable method of termination of counseling when it becomes apparent that counseling assistance is no longer needed or a referral is necessary to better meet the student’s needs.

A.6. Group Work

Professional school counselors:

- a.** Screen prospective group members and maintain an awareness of participants' needs, appropriate fit and personal goals in relation to the group's intention and focus. The school counselor takes reasonable precautions to protect members from physical and psychological harm resulting from interaction within the group.
- b.** Recognize that best practice is to notify the parents/guardians of children participating in small groups.
- c.** Establish clear expectations in the group setting, and clearly state that confidentiality in group counseling cannot be guaranteed. Given the developmental and chronological ages of minors in schools, recognize the tenuous nature of confidentiality for minors renders some topics inappropriate for group work in a school setting.
- d.** Provide necessary follow up with group members, and document proceedings as appropriate.
- e.** Develop professional competencies, and maintain appropriate education, training and supervision in group facilitation and any topics specific to the group.
- f.** Facilitate group work that is brief and solution-focused, working with a variety of academic, career, college and personal/social issues.

A.7. Danger to Self or Others

Professional school counselors:

- a.** Inform parents/guardians and/or appropriate authorities when a student poses a danger to self or others. This is to be done after careful deliberation and consultation with other counseling professionals.
- b.** Report risk assessments to parents when they underscore the need to act on behalf of a child at risk; never negate a risk of harm as students sometimes deceive in order to avoid further scrutiny and/or parental notification.
- c.** Understand the legal and ethical liability for releasing a student who is in danger to self or others without proper and necessary support for that student.

A.8. Student Records

Professional school counselors:

- a.** Maintain and secure records necessary for rendering professional services to the student as required by laws, regulations, institutional procedures and confidentiality guidelines.
- b.** Keep sole-possession records or individual student case notes separate from students' educational records in keeping with state laws.
- c.** Recognize the limits of sole-possession records and understand these records are a memory aid for the creator and in absence of privileged communication may be subpoenaed and may become educational records when they are shared or are accessible to others in either verbal or written form or when they include information other than professional opinion or personal observations.
- d.** Establish a reasonable timeline for purging sole-possession records or case notes. Suggested guidelines include shredding sole possession records when the student transitions to the next level, transfers to another school or graduates. Apply careful discretion and deliberation before destroying sole-possession records that may be needed by a court of law such as notes on child abuse, suicide, sexual harassment or violence.
- e.** Understand and abide by the Family Education Rights and Privacy Act (FERPA, 1974), which safeguards student's records and allows parents to have a voice in what and how information is shared with others regarding their child's educational records.

A.9. Evaluation, Assessment and Interpretation

Professional school counselors:

- a. Adhere to all professional standards regarding selecting, administering and interpreting assessment measures and only utilize assessment measures that are within the scope of practice for school counselors and for which they are trained and competent.
- b. Consider confidentiality issues when utilizing evaluative or assessment instruments and electronically based programs.
- c. Consider the developmental age, language skills and level of competence of the student taking the assessments before assessments are given.
- d. Provide interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the students can understand.
- e. Monitor the use of assessment results and interpretations, and take reasonable steps to prevent others from misusing the information.
- f. Use caution when utilizing assessment techniques, making evaluations and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.
- g. Assess the effectiveness of their program in having an impact on students' academic, career and personal/social development through accountability measures especially examining efforts to close achievement, opportunity and attainment gaps.

A.10. Technology

Professional school counselors:

- a. Promote the benefits of and clarify the limitations of various appropriate technological applications. Professional school counselors promote technological applications (1) that are appropriate for students' individual needs, (2) that students understand how to use and (3) for which follow-up counseling assistance is provided.
- b. Advocate for equal access to technology for all students, especially those historically underserved.
- c. Take appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted through the use of computers, facsimile machines, telephones, voicemail, answering machines and other electronic or computer technology.
- d. Understand the intent of FERPA and its impact on sharing electronic student records.
- e. Consider the extent to which cyberbullying is interfering with students' educational process and base guidance curriculum and intervention programming for this pervasive and potentially dangerous problem on research-based and best practices.

A.11. Student Peer Support Program

Professional school counselors:

- a. Have unique responsibilities when working with peer-helper or student-assistance programs and safeguard the welfare of students participating in peer-to-peer programs under their direction.
- b. Are ultimately responsible for appropriate training and supervision for students serving as peer-support individuals in their school counseling programs.

B. RESPONSIBILITIES TO PARENTS/GUARDIANS B.1. Parent Rights and Responsibilities

Professional school counselors:

- a. Respect the rights and responsibilities of parents/guardians for their children and endeavor to establish, as appropriate, a collaborative relationship with parents/guardians to facilitate students' maximum development.
- b. Adhere to laws, local guidelines and ethical standards of practice when assisting parents/guardians experiencing family difficulties interfering with the student's effectiveness and welfare.
- c. Are sensitive to diversity among families and recognize that all parents/guardians, custodial and noncustodial, are vested with certain rights and responsibilities for their children's welfare by virtue of their role and according to law.
- d. Inform parents of the nature of counseling services provided in the school setting.

- e. Adhere to the FERPA act regarding disclosure of student information.
- f. Work to establish, as appropriate, collaborative relationships with parents/guardians to best serve student.

B.2. Parents/Guardians and Confidentiality

Professional school counselors:

- a. Inform parents/guardians of the school counselor's role to include the confidential nature of the counseling relationship between the counselor and student.
- b. Recognize that working with minors in a school setting requires school counselors to collaborate with students' parents/guardians to the extent possible.
- c. Respect the confidentiality of parents/guardians to the extent that is reasonable to protect the best interest of the student being counseled.
- d. Provide parents/guardians with accurate, comprehensive and relevant information in an objective and caring manner, as is appropriate and consistent with ethical responsibilities to the student.
- e. Make reasonable efforts to honor the wishes of parents/guardians concerning information regarding the student unless a court order expressly forbids the involvement of a parent(s). In cases of divorce or separation, school counselors exercise a good-faith effort to keep both parents informed, maintaining focus on the student and avoiding supporting one parent over another in divorce proceedings.

C. RESPONSIBILITIES TO COLLEAGUES AND PROFESSIONAL ASSOCIATES

C.1. Professional Relationships

Professional school counselors, the school counseling program director/site supervisor and the school counselor educator:

- a. Establish and maintain professional relationships with faculty, staff and administration to facilitate an optimum counseling program.
- b. Treat colleagues with professional respect, courtesy and fairness.
- c. Recognize that teachers, staff and administrators who are high-functioning in the personal and social development skills can be powerful allies in supporting student success. School counselors work to develop relationships with all faculty and staff in order to advantage students.
- d. Are aware of and utilize related professionals, organizations and other resources to whom the student may be referred.

C.2. Sharing Information with Other Professionals

Professional school counselors:

- a. Promote awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information and staff consultation.
- b. Provide professional personnel with accurate, objective, concise and meaningful data necessary to adequately evaluate, counsel and assist the student.
- c. Secure parental consent and develop clear agreements with other mental health professionals when a student is receiving services from another counselor or other mental health professional in order to avoid confusion and conflict for the student and parents/guardians.
- d. Understand about the "release of information" process and parental rights in sharing information and attempt to establish a cooperative and collaborative relationship with other professionals to benefit students.
- e. Recognize the powerful role of ally that faculty and administration who function high in personal/social development skills can play in supporting students in stress, and carefully filter confidential information to give these allies what they "need to know" in

order to advantage the student. Consultation with other members of the school counseling profession is helpful in determining need-to-know information. The primary focus and obligation is always on the student when it comes to sharing confidential information.

f. Keep appropriate records regarding individual students, and develop a plan for transferring those records to another professional school counselor should the need occur. This documentation transfer will protect the confidentiality and benefit the needs of the student for whom the records are written.

C.3. Collaborating and Educating Around the Role of the School Counselor

The school counselor, school counseling program supervisor/director and school counselor educator:

a. Share the role of the school counseling program in ensuring data-driven academic, career/college and personal/social success competencies for every student, resulting in specific outcomes/indicators with all stakeholders.

b. Broker services internal and external to the schools to help ensure every student receives the benefits of a school counseling program and specific academic, career/college and personal/social competencies.

D. RESPONSIBILITIES TO SCHOOL, COMMUNITIES AND FAMILIES

D.1. Responsibilities to the School

Professional school counselors:

a. Support and protect students' best interest against any infringement of their educational program.

b. Inform appropriate officials, in accordance with school policy, of conditions that may be potentially disruptive or damaging to the school's mission, personnel and property while honoring the confidentiality between the student and the school counselor.

c. Are knowledgeable and supportive of their school's mission, and connect their program to the school's mission.

d. Delineate and promote the school counselor's role, and function as a student advocate in meeting the needs of those served. School counselors will notify appropriate officials of systemic conditions that may limit or curtail their effectiveness in providing programs and services.

e. Accept employment only for positions for which they are qualified by education, training, supervised experience, state and national professional credentials and appropriate professional experience.

f. Advocate that administrators hire only qualified, appropriately trained and competent individuals for professional school counseling positions.

g. Assist in developing: (1) curricular and environmental conditions appropriate for the school and community; (2) educational procedures and programs to meet students' developmental needs; (3) a systematic evaluation process for comprehensive, developmental, standards-based school counseling programs, services and personnel; and (4) a data-driven evaluation process guiding the comprehensive, developmental school counseling program and service delivery.

D.2. Responsibility to the Community

Professional school counselors:

a. Collaborate with community agencies, organizations and individuals in students' best interest and without regard to personal reward or remuneration.

b. Extend their influence and opportunity to deliver a comprehensive school counseling program to all students by collaborating with community resources for student success.

c. Promote equity for all students through community resources.

d. Are careful not to use their professional role as a school counselor to benefit any type of private therapeutic or consultative practice in which they might be involved outside of the school setting.

E. RESPONSIBILITIES TO SELF

E.1. Professional Competence

Professional school counselors:

- a.** Function within the boundaries of individual professional competence and accept responsibility for the consequences of their actions.
- b.** Monitor emotional and physical health and practice wellness to ensure optimal effectiveness. Seek physical or mental health referrals when needed to ensure competence at all times
- c.** Monitor personal responsibility and recognize the high standard of care a professional in this critical position of trust must maintain on and off the job and are cognizant of and refrain from activity that may lead to inadequate professional services or diminish their effectiveness with school community members Professional and personal growth are ongoing throughout the counselor's career.
- d.** Strive through personal initiative to stay abreast of current research and to maintain professional competence in advocacy, teaming and collaboration, culturally competent counseling and school counseling program coordination, knowledge and use of technology, leadership, and equity assessment using data.
- e.** Ensure a variety of regular opportunities for participating in and facilitating professional development for self and other educators and school counselors through continuing education opportunities annually including: attendance at professional school counseling conferences; reading Professional School Counseling journal articles; facilitating workshops for education staff on issues school counselors are uniquely positioned to provide.
- f.** Enhance personal self-awareness, professional effectiveness and ethical practice by regularly attending presentations on ethical decision-making. Effective school counselors will seek supervision when ethical or professional questions arise in their practice.
- g.** Maintain current membership in professional associations to ensure ethical and best practices.

E.2. Multicultural and Social Justice Advocacy and Leadership

Professional school counselors:

- a.** Monitor and expand personal multicultural and social justice advocacy awareness, knowledge and skills. School counselors strive for exemplary cultural competence by ensuring personal beliefs or values are not imposed on students or other stakeholders.
- b.** Develop competencies in how prejudice, power and various forms of oppression, such as ableism, ageism, classism, familyism, genderism, heterosexism, immigrationism, linguisticism, racism, religionism and sexism, affect self, students and all stakeholders.
- c.** Acquire educational, consultation and training experiences to improve awareness, knowledge, skills and effectiveness in working with diverse populations: ethnic/racial status, age, economic status, special needs, ESL or ELL, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.
- d.** Affirm the multiple cultural and linguistic identities of every student and all stakeholders. Advocate for equitable school and school counseling program policies and practices for every student and all stakeholders including use of translators and bilingual/multilingual school counseling program materials that represent all languages used by families in the school community, and advocate for appropriate accommodations and accessibility for students with disabilities.
- e.** Use inclusive and culturally responsible language in all forms of communication.
- f.** Provide regular workshops and written/digital information to families to increase understanding, collaborative two-way communication and a welcoming school climate between families and the school to promote increased student achievement.
- g.** Work as advocates and leaders in the school to create equity-based school counseling programs that help close any achievement, opportunity and attainment gaps that deny all students the chance to pursue their educational goals.

F. RESPONSIBILITIES TO THE PROFESSION F.1. Professionalism

Professional school counselors:

- a.** Accept the policies and procedures for handling ethical violations as a result of maintaining membership in the American School Counselor Association.
- b.** Conduct themselves in such a manner as to advance individual ethical practice and the profession.
- c.** Conduct appropriate research, and report findings in a manner consistent with acceptable educational and psychological research practices. School counselors advocate for the protection of individual students' identities when using data for research or program planning.
- d.** Seek institutional and parent/guardian consent before administering any research, and maintain security of research records.
- e.** Adhere to ethical standards of the profession, other official policy statements, such as ASCA's position statements, role statement and the ASCA National Model and relevant statutes established by federal, state and local governments, and when these are in conflict work responsibly for change.
- f.** Clearly distinguish between statements and actions made as a private individual and those made as a representative of the school counseling profession.
- g.** Do not use their professional position to recruit or gain clients, consultees for their private practice or to seek and receive unjustified personal gains, unfair advantage, inappropriate relationships or unearned goods or services.

F.2. Contribution to the Profession

Professional school counselors:

- a.** Actively participate in professional associations and share results and best practices in assessing, implementing and annually evaluating the outcomes of data-driven school counseling programs with measurable academic, career/college and personal/social competencies for every student.
- b.** Provide support, consultation and mentoring to novice professionals.
- c.** Have a responsibility to read and abide by the ASCA Ethical Standards and adhere to the applicable laws and regulations.

F.3 Supervision of School Counselor Candidates Pursuing Practicum and Internship Experiences:

Professional school counselors:

- a.** Provide support for appropriate experiences in academic, career, college access and personal/social counseling for school counseling interns.
- b.** Ensure school counselor candidates have experience in developing, implementing and evaluating a data-driven school counseling program model, such as the ASCA National Model.
- c.** Ensure the school counseling practicum and internship have specific, measurable service delivery, foundation, management and accountability systems.
- d.** Ensure school counselor candidates maintain appropriate liability insurance for the duration of the school counseling practicum and internship experiences.
- e.** Ensure a site visit is completed by a school counselor education faculty member for each practicum or internship student, preferably when both the school counselor trainee and site supervisor are present.

F.4 Collaboration and Education about School Counselors and School Counseling Programs with other Professionals

School counselors and school counseling program directors/supervisors collaborate with special educators, school nurses, school social workers, school psychologists, college counselors/admissions officers, physical therapists, occupational therapists and speech pathologists to advocate for optimal services for students and all other stakeholders.

G. MAINTENANCE OF STANDARDS

Professional school counselors are expected to maintain ethical behavior at all times.

G.1. When there exists serious doubt as to the ethical behavior of a colleague(s) the following procedure may serve as a guide:

1. The school counselor should consult confidentially with a professional colleague to discuss the nature of a complaint to see if the professional colleague views the situation as an ethical violation.
2. When feasible, the school counselor should directly approach the colleague whose behavior is in question to discuss the complaint and seek resolution.
3. The school counselor should keep documentation of all the steps taken.
4. If resolution is not forthcoming at the personal level, the school counselor shall utilize the channels established within the school, school district, the state school counseling association and ASCA's Ethics Committee.
5. If the matter still remains unresolved, referral for review and appropriate action should be made to the Ethics Committees in the following sequence:
 - State school counselor association
 - American School Counselor Association
6. The ASCA Ethics Committee is responsible for:
 - Educating and consulting with the membership regarding ethical standards
 - Periodically reviewing and recommending changes in code
 - Receiving and processing questions to clarify the application of such standards. Questions must be submitted in writing to the ASCA Ethics Committee chair.
 - Handling complaints of alleged violations of the ASCA Ethical Standards for School Counselors. At the national level, complaints should be submitted in writing to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 1101 King St., Suite 625, Alexandria, VA 22314.

G.2. When school counselors are forced to work in situations or abide by policies that do not reflect the ethics of the profession, the school counselor works responsibly through the correct channels to try and remedy the condition.

G.3. When faced with any ethical dilemma school counselors, school counseling program directors/supervisors and school counselor educators use an ethical decision-making model such as Solutions to Ethical Problems in Schools (STEPS) (Stone, 2001):

1. Define the problem emotionally and intellectually
2. Apply the ASCA Ethical Standards and the law
3. Consider the students' chronological and developmental levels
4. Consider the setting, parental rights and minors' rights
5. Apply the moral principles
6. Determine your potential courses of action and their consequences
7. Evaluate the selected action
8. Consult
9. Implement the course of action

Appendix 3

Florida’s Multi-Tiered System of Supports

Florida is engaged in a long-term, sustainable, systems change effort to improve learning for all students. In order to accomplish this effort, educators must engage in a continual improvement process as they build consensus for change, new infrastructure to support implementation, and full implementation of the desired way of work. Changes in Florida’s system are a direct result of changes reflected in the federal Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Education Act (IDEA). Just as these two federal laws continue to call for the alignment of resources and accountability systems affecting all students, Florida is committed to aligning and blending its resources and systems, including Race To The Top and Differentiated Accountability initiatives, to accomplish the intent of these laws.

Engaging in systems change to accomplish the desired implementation and integration of Florida’s multi-tiered system of supports (MTSS) using a structured, systematic planning and problem-solving process, involves three continuous, over-lapping stages:

1. Consensus building – where MTSS concepts are communicated broadly to implementers and the foundational “whys” are taught, discussed, and embraced.
2. Infrastructure development – where the FDOE, districts and schools examine their implementations against the critical components of MTSS, finding aspects that are being implemented well and gaps that need to be addressed. Infrastructure development centers on closing these gaps and building, improving, and maintaining supportive structures.
3. Implementation – where the structures and supports are put in place to activate, stabilize and institutionalize MTSS practices into an integrated way of work.

Gilchrist County has developed school MTSS Plans. For further information pertaining to your school MTSS plan, please see your school principal. The District MTSS Implementation Guide is available upon request. The following links are available for resources from Florida’s Multi-Tiered System of Supports:

<http://www.florida-rti.org/educatorResources/guidesTools.htm>

http://www.florida-rti.org/_docs/GTIPS.pdf

Appendix 4

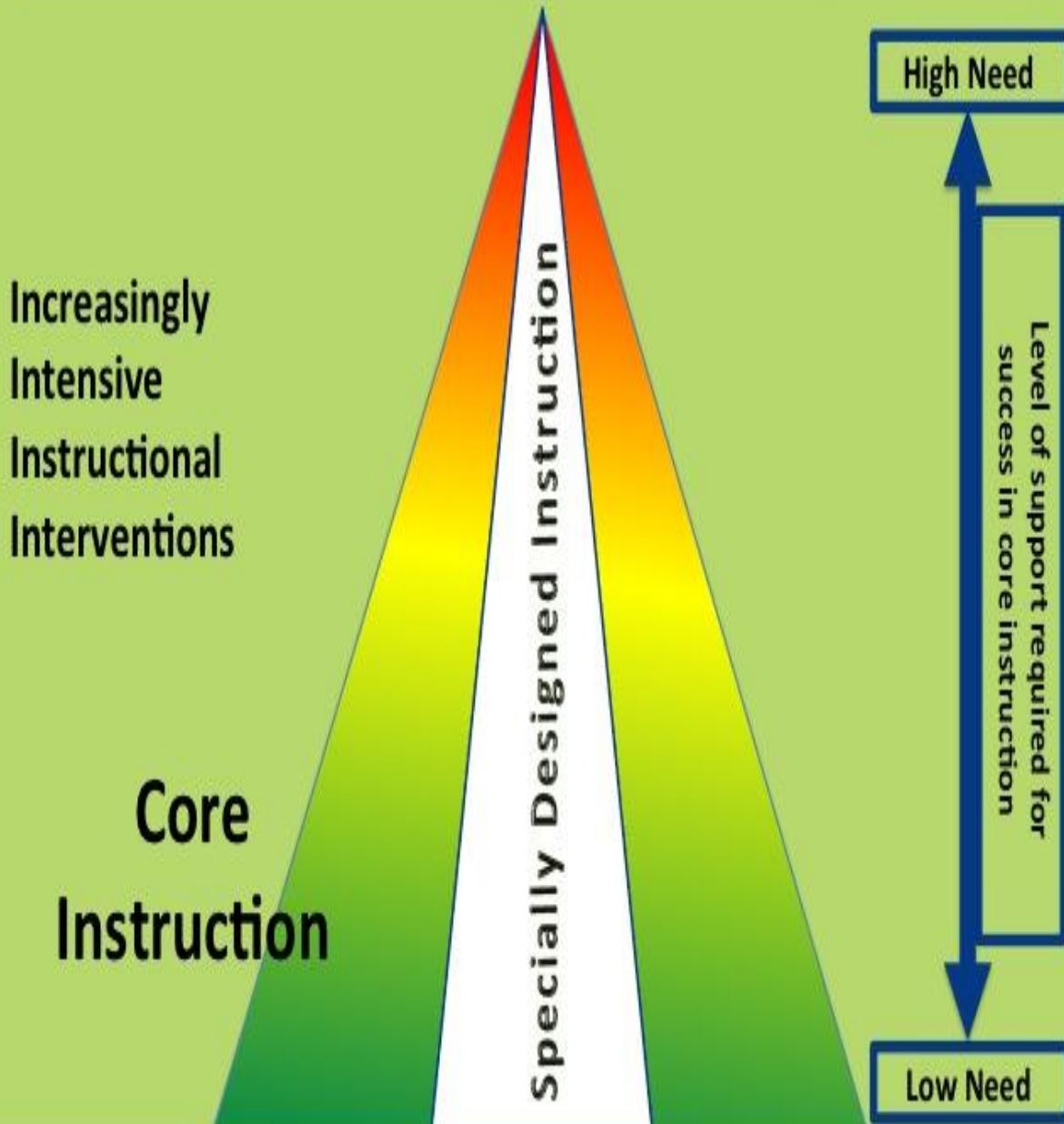
What is “Special” About Special Education?

Specially Designed Instruction for Students With Disabilities Within A Multi-Tiered System of Supports

This document was developed to clarify the relationship between *Specially Designed Instruction*, *Core Instruction* and *Interventions* within a multi-tiered system of supports (MTSS) for educators developing, improving and maintaining systems of support for all students. The reauthorization of the Individuals with Disabilities Education Act (IDEA) in 2004 made it clear that students with disabilities are to be considered first and foremost as general education students. This distinction, along with the implementation of a multi-tiered system of supports and Common Core State Standards, has prompted educators to consider the characteristics that uniquely define special education.

The graphic below illustrates the integration of specially designed instruction within an MTSS. Instruction and interventions for all students are implemented using a data-based problem-solving process that matches the intensity of support to meet student needs (both strengths and weaknesses). Effective core instruction and interventions are provided for *all* students, including students with disabilities, who need various levels of supports to master grade-level Common Core State Standards. Students with disabilities are legally entitled to specially designed instruction, including intensive interventions, when the intensity of their needs warrants this level of support.

A Conceptual Framework for MTSS




Students may receive services in all areas of the pyramid at any one point in time.

Adapted from U.S. Department of Education

The table below provides an in-depth explanation of the similarities and differences, as well as the inter-relatedness, of *Specially Designed Instruction*, *Core Instruction*, and *Interventions*.

| | <i>Specially Designed Instruction</i> | Core Instruction (Tier 1) | Supplemental Intervention (Tier 2) | Intensive Intervention (Tier 3) |
|---|--|---|---|---|
| | | - Applicable Across All Tiers - | | |
| Defining Characteristics | <p>Specially designed instruction as defined by IDEA regulations refers to adaptations to the content, methodology or delivery of instruction that:</p> <ul style="list-style-type: none"> • Address the unique needs of a child that result from the child’s disability • Ensure access to the general education curriculum so that the child can meet the educational standards that apply to all children (34 Code of Federal Regulations (CFR) §300.39(b)(3)) • Are guaranteed by IDEA and implemented in accordance with the individual educational plan (IEP) process | <p>Instruction and support designed and differentiated for all students in all settings to ensure mastery of the Common Core State Standards and core instructional goals/expectations.</p> | <p>More focused, targeted instruction/intervention and supplemental support aligned with Common Core State Standards and core instructional goals/expectations.</p> | <p>The most <i>intense</i>* intervention based upon individual student need and aligned with core curriculum, instruction and supplemental supports.</p> <p><i>* Daily or near daily sessions; increased time per session for delivery, practice and feedback; narrowed focus; reduced group size; most explicit and systematic; most frequent progress monitoring.</i></p> |
| Common Focus | Provide instruction and intervention supports, designed and implemented through a team approach to data-based planning and problem solving, matched to student learning needs. | | | |
| Relationship to Core Instruction | Integrated and in alignment with Common Core State Standards and core instructional goals and expectations across the full continuum of learners. | | | |
| | <i>Specially Designed Instruction</i> | Core Instruction (Tier 1) | Supplemental Intervention (Tier 2) | Intensive Intervention (Tier 3) |
| | | - Applicable Across All Tiers - | | |

| | | | | |
|--|---|--|--|---|
| Goal | Enable students with disabilities to be involved in and make progress in the general education curriculum (34 CFR §300.320(a)(2)(i)). Free appropriate public education for students with disabilities in the least restrictive environment (34 CFR §300.17). | Successful mastery of Common Core State Standards and prevention of skill gaps to ensure career and college readiness. | Close skill gaps to enable successful mastery of Common Core State Standards and grade-level instructional goals and expectations for learners who are struggling in the general education curriculum and setting, while ensuring the prevention of new content area gaps and supporting student engagement. | |
| For Whom? | Eligible students with disabilities (IDEA). When applied at tier 3, these students typically demonstrate a need for sustained intensive interventions in order to maintain adequate rates of progress over time. | ALL students. | Any student who needs supplemental supports to master Common Core State Standards. | Any student who needs intensive supports (i.e., identified problem is both intense and severe) to master the Common Core State Standards. |
| By Whom? | Exceptional student education (ESE) teachers and related service providers with specialization in the area of need, in collaboration with general education teachers to align and integrate with Common Core State Standards. | General education teacher, in collaboration with school-based team members. | General education teacher in collaboration with support of school-based team members who have content knowledge and intervention expertise. | General Educators, special educators, school-based team members and professional support staff with deep content knowledge and expertise implementing evidence-based interventions. |
| Where Are Interventions Delivered? | Specially designed instruction is a service, not a place, and is not defined by where it occurs. Must be provided in least restrictive setting (34 CFR §300.17). | Evidence-based instruction and support provided in the general education setting. | | |
| | <i>Specially Designed Instruction</i> | Core Instruction (Tier 1) | Supplemental Intervention (Tier 2) | Intensive Intervention (Tier 3) |
|  - Applicable Across All Tiers - | | | | |

| | | | |
|--|--|---|---|
| How Are Interventions and Services Documented? | An IEP, which may include an intervention plan that specifies details of the interventions and is aligned with the goals and services of the IEP. | Differentiated instruction is documented through the lesson – planning process. | Progress Monitoring Plan (PMP), 504 Plan, Limited English Proficient (LEP) Plan, or other intervention plans when applicable. |
| What Legal Protections Apply? | Procedural safeguards protect the rights of students with disabilities and their families. | No procedural safeguards unless 504 eligible. | |
| How Are Learning Needs Accommodated? | Accommodations specified by the IEP are provided so that students with disabilities can access information and demonstrate what they know and are able to do. | No accommodations unless 504 eligible or on an LEP Plan. | |
| How Are Students Engaged and Supported in Learning? | Universal Design for Learning, instructional scaffolds to bridge gaps and reduce or eliminate barriers to engagement, differentiation, and learning supports that reduce or eliminate barriers to learning. | | |
| What Is the Purpose of Assessment? | The purpose of assessment depends upon the specific assessment questions to address student needs. | | |
| What Assessment Practices Are Relevant? | Formative, Screening, Ongoing Progress Monitoring and Diagnostic Assessment including those required for instructional and eligibility decision making per IDEA. The frequency and depth of assessment practice increases as student need intensifies. | Formative, screening, ongoing progress monitoring and diagnostic assessment. | |

Appendix 5

Parent Survey

Instructions: This survey has been designed to help us better determine the counseling and guidance needs of our students. Please read each standard and circle your response for each competency on the 1 – 4 scale provided.

| | | | |
|--------------|----------------------|-------------------|-----------|
| 1 – Disagree | 2 – Tend to Disagree | 3 – Tend to Agree | 4 - Agree |
|--------------|----------------------|-------------------|-----------|

Academic Achievement

Standard 1. Students acquire the knowledge, skills, and attitudes that contribute to school success and lifelong learning. 1 2 3 4

Career Development

Standard 2. Students acquire the academic preparation necessary to choose from wide variety of educational training and employment options upon completion of secondary school. 1 2 3 4

Standard 3. Students acquire the self-knowledge necessary to investigate the world of work and make informed career decisions. 1 2 3 4

Personal and Social Development

Standard 4. Students use strategies for career and education planning. 1 2 3 4

Standard 5. Students develop the skills to understand and appreciate themselves and others. 1 2 3 4

Standard 6. Students identify, develop, and use processes to set and achieve goals, make decisions, and solve problems. 1 2 3 4

Community Involvement and Multicultural/Global Citizenship Development

Standard 7. Students develop knowledge and skills to become contributing citizens in a multicultural society and global community. 1 2 3 4

Comments: _____

STUDENT SURVEY

Instructions: This survey has been designed to help us better determine the counseling and guidance needs of our students. Please read each standard and circle your response for each competency on the 1 – 4 scale provided.

Your grade this year _____

Your sex: _____ Male _____ Female

| | | | |
|---------------------|-----------------------------|--------------------------|------------------|
| 1 – Disagree | 2 – Tend to Disagree | 3 – Tend to Agree | 4 - Agree |
|---------------------|-----------------------------|--------------------------|------------------|

Academic Achievement

Standard 1. I need help acquiring the knowledge, skills, and attitudes that contribute to school success and lifelong learning. 1 2 3 4

Career Development

Standard 2. I need help acquiring the academic preparation necessary to choose from wide variety of educational training and employment options upon completion of secondary school. 1 2 3 4

Standard 3. I need help acquiring the self-knowledge necessary to investigate the world of work and make informed career decisions. 1 2 3 4

Personal and Social Development

Standard 4. I need help using strategies for career and education planning. 1 2 3 4

Standard 5. I need help with developing the skills to understand and appreciate themselves and others. 1 2 3 4

Standard 6. I need help with identifying, developing, and using processes to set and achieve goals, make decisions, and solve problems. 1 2 3 4

Community Involvement and Multicultural/Global Citizenship Development

Standard 7. I need help developing knowledge and skills to become contributing citizens in a multicultural society and global community. 1 2 3 4

Comments: _____

STAFF / TEACHER SURVEY

Instructions: this survey has been designed to help us better determine the counseling and guidance needs of our students. Please read each standard and circle your response for each competency on the 1-4 scale provided.

Position: ___ Teacher Area of Specialization_____

 ___ Counselor ___ Administrator

 ___ Department Head ___ Other Specify_____

| | | | |
|---------------------|-----------------------------|--------------------------|------------------|
| 1 – Disagree | 2 – Tend to Disagree | 3 – Tend to Agree | 4 – Agree |
|---------------------|-----------------------------|--------------------------|------------------|

Academic Achievement

Standard 1. Students acquire the knowledge, skills, and attitudes that contribute to school success and lifelong learning. 1 2 3 4

Career Development

Standard 2. Students acquire the academic preparation necessary to choose from wide variety of educational training and employment options upon completion of secondary school. 1 2 3 4

Standard 3. Students acquire the self-knowledge necessary to investigate the world of work and make informed career decisions. 1 2 3 4

Personal and Social Development

Standard 4. Students use strategies for career and education planning. 1 2 3 4

Standard 5. Students develop the skills to understand and appreciate themselves and others. 1 2 3 4

Standard 6. Students identify, develop, and use processes to set and achieve goals, make decisions, and solve problems. 1 2 3 4

Community Involvement and Multicultural/Global Citizenship Development

Standard 7. Students develop knowledge and skills to become contributing citizens in a multicultural society and global community. 1 2 3 4

Comments: _____

Appendix 6

The Role of the LEA

The LEA is the IEP team participant who is responsible for making decisions on behalf of the district. He or she ensures that the IEP meets compliance with State and federal regulations and is authorized to commit district resources. The signature of the LEA representative on the IEP ensures that the program and services specified on the document will be provided within the timeframes delineated in the IEP. The LEA must attend the IEP meeting in its entirety. At the completion of the IEP meeting, the LEA is responsible for finalizing the *Matrix of Services if the student is predicted to be at a level 254/255*. Though parents attend IEP meetings, school personnel complete the *Matrix of Services* without the parents present.

The *Exceptional Student Education Policies and Procedures* (SP & P) document contains general and specific policies and procedures that meet State and federal regulations. The LEA must know and understand the sections of the SP & P that provide information on the procedural safeguards, parental revocation of consent for special education and related services; the transfer of rights at age of majority, IEP, Discipline and Manifestation Determination; participation in State and district assessments; and the John M. McKay Scholarships Program. The S P & P is on the DOE website, and made available to each guidance counselor at the schools.

The LEA must ensure that IEP decisions are not based on a majority vote. If the IEP team cannot reach consensus, the district is ultimately responsible for ensuring that a student is offered an appropriate education. The district must determine appropriate services, and provide parents with prior written notice of the offer and of the parents' right to seek resolution of any disagreements. The LEA, as the IEP team leader, may override the consensus of the IEP team if necessary to ensure that a student is offered an appropriate education {Case name: Letter to Richards, 55 IDELR 107 (OSEP 2010)}.

Preparing for an IEP Meeting

1. The State and IDEA emphasize the importance of parental involvement in developing, reviewing, and revising the IEP. The parent must receive a *Notification of Meeting* even when the student has reached the age of majority. To ensure that parents are given the opportunity to attend the meeting, the LEA must schedule a meeting at a mutually agreed upon time and place. It is recommended that the IEP meeting is scheduled one month prior to the due date, to allow time for re-scheduling, if needed.
2. The State requires two parent notifications for an IEP meeting. The LEA must ensure that there is at least one written notice to the parent. Complete the *Notification of Meeting* in the parent's home language. Document the parent contact attempts on the *Notification of Meeting form*. (See the SP & P for required documentation.) Send a copy of the *Procedural Safeguards* home with the *Notification of Meeting*.
3. You may convene the IEP meeting without the parent if you have made the required contact attempts and have documented the attempts as specified in the S P & P.
4. The *Notification of Meeting* must contain the list of persons the district is inviting and inform the parent of the time, location and purpose of the meeting. The LEA must ensure that the IEP team consists of the required team members (see the S P & P). The role of the evaluation specialist can be assumed by the LEA, the special or general education teacher, the special education provider, the school psychologist, or any individual who can interpret the instructional implications of evaluation results. District personnel should not

be included on the notice without first contacting the person and receiving a commitment to attend (verbal or written). Please read further to understand when to invite the SLP, OT, PT or DHH personnel.

5. If the parent informs school personnel in advance that an attorney will be present, the LEA should inform the principal and school staffing specialist. District personnel will inform the LEA whether or not to include the School Board Attorney's name on *Notification of Meeting* document.
6. The parent has the right to invite individuals with special knowledge or expertise to his or her child's IEP meeting. These individuals should be included on the *Notification of Meeting* and should be included on the Signatures and Positions of Person's Attending Conference section of the IEP or IEP Signature Page.
7. **INVITE THE SLP WHEN THE STUDENT IS SPEECH OR LANGUAGE ONLY:** The SLP is a required member of the IEP team for speech and language only students (students with no other eligibility) and must stay for the entire IEP meeting. SLPs will be responsible for conducting annual IEP meetings for speech and/or language only students and should be included on the *Notification of Meeting* provided to the parent. When speech and language only students are being considered for dismissal, a staffing specialist must be at the meeting.
8. **INVITE THE SLP WHEN THE STUDENT IS SPEECH OR LANGUAGE AND ADDITIONAL PROGRAMS:** SLPs must be a member of any eligibility staffing reviewing speech and/or language data and must be included on the *Notification of Meeting* provided to the parent (UNLESS THERE ARE NO CHANGES TO THE IEP GOALS FOR THE S/L PROGRAM). Though SLPs must be a member of the eligibility staffing, they are not required members of the IEP team, UNLESS goals or objectives are being discussed/changed in the S/L section.. The SLP may leave the meeting after providing input/information, as long as there is an additional ESE representative staying for the entire IEP meeting.
9. When students are being considered for dismissal from speech and/or language, the SLP must attend IEP meetings and must be included on the *Notification of Meeting*. The SLP may leave the meeting after providing input/information, as long as there is an additional ESE representative staying for the entire IEP meeting.
10. **INVITE THE OT OR PT TO THE STUDENT'S IEP MEETING:** Invite the PT/OT on a *Notification of Meeting* when the therapist has made a recommendation to change a student's current services. The *Notification of Meeting* purpose should reflect the discussion of OT/PT services. Though the OT and/or PT are required to attend the IEP meetings when there is a recommendation for a change in services, they are not considered required members of the IEP team unless they are the ONLY ESE service provider for the student. The OT/PT may leave the meeting after providing input/information, unless they are the only ESE provider in attendance at the meeting.

If prior to an IEP meeting, the LEA is aware of a parent concern regarding PT/OT services, the LEA should consult with the therapist to determine whether or not the therapist needs to attend the meeting. If the therapist agrees that her attendance is warranted, include PT/OT on the *Notification of Meeting* and the notification should reflect that a purpose of meeting includes the discussion of OT/PT services. Though the therapist will attend the meeting, the therapist will not be considered a required member of the IEP team unless they are the ONLY ESE service provider for the student. The OT/PT may leave the meeting after providing input/information, unless they are the only provider of ESE service for the student.

Preparing for an IEP Meeting

1. **REQUEST AN INTERPRETER FOR DHH FOR THE IEP MEETING:** Request an interpreter for the Deaf/Hard-of-Hearing if the parent of the student with a disability is Deaf/Hard-of-Hearing.
2. When the LEA is aware of a parent concern prior to an IEP meeting, preparatory activities that school personnel engage in to develop a proposal or a response to a parent proposal that may be discussed at a later meeting is both legal and recommended. For example, prior to an IEP meeting where a request for classroom assistance may be considered, the need for such assistance, and the availability of current

school resources should be assessed. Statements such as, “The need for additional classroom assistance will be evaluated through informal and formal assessment” may be written as a conference note.

3. **The district determines the specific personnel to fill the roles of the required participants.**
4. A required IEP team member may be excused from an IEP meeting under certain circumstances. (See the SP & P for excusal criterion.)
5. The LEA should ensure that relevant information such as the student's schedule and report card; district assessments, FSA or FAA results; and, attendance and discipline records are gathered prior to the meeting. If a student has had at least five unexcused absences within a calendar month or ten unexcused absences within a 90-calendar-day period, there should be evidence that the IEP team has addressed the student's absences through annual goals or objectives or referred the student for general school interventions.
6. When the IEP meeting is scheduled due to a disciplinary measure, ensure that the discipline and manifestation determination procedures outlined in this document are reviewed and followed.
7. Preplan for IEP meetings. Service providers should provide draft input.
8. A draft IEP and a draft Matrix must be completed before all IEP meetings (both annual and interim). As best practices, the draft IEP should be sent to the parent **prior** to the IEP meeting. The draft IEP should be used in the rare instance that the internet is down.
9. You must check (√), “Develop a statement of the student’s transition services needs (beginning no later than age 14) or the consideration of the postsecondary goals and transition services (beginning no later than at age 16) as a purpose of the meeting on every *Notification of Meeting* for every student of transition age.

Conducting an Annual IEP Meeting

1. The IEP meeting is the medium for the student's parents and service providers to collaborate and develop a program that will provide the child with FAPE. The LEA is the team member who leads the meeting and sets the tone. The LEA should welcome the team and commence with the introductions.
2. The LEA must ensure that the IEP team consists of the required team members.
3. The IEP team members should match the persons invited on the *Notification of Meeting* form. If any school staff or administrators or district personnel are at the meeting, and they are not listed on the notice to the parent, the LEA must document on *Notification of Meeting* form that the parent requested or approved of the participation of the additional members.
4. If the parent has invited an attorney to the IEP meeting, and did not inform school personnel in advance, the LEA should immediately contact the ESE Director, and the meeting will need to be postponed until the District has equal representation.
5. IEPs must be completed on PEER. If the system is not accessible, the team should use the printed draft document to conduct the meeting. Corrections to the draft document should be inputted into the system when the system is accessible.
6. The parent's option to excuse required IEP team members from attending IEP meetings must be documented on the *Notification of Meeting* with the parent's signed consent when the excusal is **prior** to the IEP meeting.

7. The parent's option to excuse required IEP team members **at** the IEP meeting, after the team member has provided his or her input, must be documented in the conference notes. The LEA may excuse non-required members after their area has been discussed. This excusal should be documented in the conference notes.
8. The home school is the neighborhood school that is based on the student's address in PEER.
9. The assigned school will be different from the home school if the IEP team determines that the student requires an alternate program location in order to implement the IEP in the LRE.
10. Parental input **must** be addressed when developing the IEP. If the parents are not in attendance, the LEA must write a statement on the IEP that documents the parents' concerns or how the parents' concerns were solicited.
11. A copy of the procedural safeguards and the "Receipt of Procedural Safeguards" must be given to the parents of a student with a disability at each annual IEP meeting. A copy of the Florida School for the Deaf and Blind information sheet must be given to the parents of a student who has exceptional student education eligibility for Deaf/Hard-of-Hearing or exceptional student education eligibility for Visual Impairments at each annual IEP meeting. These documents are located on the GCSD website.
12. If the parents are not present at the IEP meeting, the IEP and above listed documents must be sent home immediately, and in no case more than 10 days after the IEP meeting.
13. The LEA is not required to explain the procedural safeguards. But, if the parent requests an explanation, the LEA should review the safeguards with the parent.
14. The following required members must sign the IEP: the LEA, the general education teacher of the child, the special education teacher or provider of the child, and the evaluation specialist.
15. All exceptionalities are in the ESE Program Eligibility section of the PEER IEP. The Primary Exceptionality must be written in first.
16. **Domain Areas for Students not of Transition Age:**

| | |
|---|-------------------------|
| Curriculum and Learning Environment | Independent Functioning |
| Social/Emotional Behavior | Communication |
| Health (or can be addressed in other sections of IEP) | |

17. Domain Areas for Students who are or will be 16 or older within the duration of the IEP:

| | |
|----------------------|----------------------------------|
| Instruction | Post School Adult Living |
| Community Experience | Daily Living |
| Employment | Functional Vocational Evaluation |

18. Every IEP domain area requires a strength statement. The strength statement for each domain area should be different. For example, the strength statement for Social/Emotional Behavior should not include academic information. Academic information should only be reflected in Curriculum and Learning Environment or Instruction. Be sure strength statement only reflects the goal area being addressed and... be specific!

19. The LEA should review the relevant information (e.g., student's previous IEP, work samples, parent and service provider's input, student's schedule and report card; district assessments, FSA, or FSAA results; attendance and discipline records) gathered prior to the meeting. If a student has had at least five unexcused absences within a calendar month or ten unexcused absences within a 90-calendar-day period, there should be evidence that the IEP team has addressed the student's absences through annual goals or benchmarks or referred the student for general school interventions.
20. Goals must be measurable (have a condition, an observable behavior, and a criterion) and should NOT include multiple goals in one goal statement!
- **Condition:** specific circumstances or assistance that will affect performance of the behavior. Example: starter phrases include "Given, Using, In..."
 - **Observable Behavior:** an explicit observable statement of what the student will do. It is an individual skill, not a group of skills. Example phrase is "the student will..."
 - **Criterion:** mastery or proficiency level for attainment of goal. There are three types of criteria: Rate, Time, and Percentage. Examples: 4 out of 5 opportunities, 15 minutes, 80% accuracy. Try to avoid percentages as they are typically hard to measure!
21. **All students must** have IEPs that include measurable annual goals with at least 2 measurable objectives per goal. Objectives are written to break down the skill in the annual goals and must include a timeline indicated with month and year.
22. All Students with disabilities, who take the FSAA aligned to Access Points, must have a goal addressing Independent Functioning!
23. Students with disabilities identified as EBD, must have a goal addressing Social / Emotional needs.
24. All Students with disabilities identified as Deaf/HH, must have a goal addressing communication needs.
25. Do **not** write specific names of personnel e.g., paraprofessionals, names of specific software programs such as Fast Forward on the IEP or names of intervention programs or assistive technology.
26. Use the Notice of Proposal/Refusal (FAPE) to document IEP changes that result in a change in evaluation, identification, educational placement, or FAPE.
27. Transition services needs (detailed in this document) must be considered during the student's eighth grade year or no later than the first IEP that is in effect when the student turns **14**.
28. Beginning with the first IEP that is in effect when the student turns **16**, the IEP must also include postsecondary goals in education/training, employment, and where appropriate, independent living skills. The need for an independent living skill post-secondary goal should always be considered.

Postsecondary goals must be measurable and occur after the student graduates. These goals should include a starter phrase (e.g., "**Immediately following graduation, Within six months of graduation, Upon graduation the student will...**") Transition services should assist the student in attaining the postsecondary goals.

Appendix 7

S.W.E.E.P. **Annual Process** Updated September 2018

October: During the first week of October Guidance Counselors will give all teachers the Gifted Observational Reporting Tally Sheet. Teachers will then complete the chart for each child in their class. Student's from under-represented groups who are not meeting but are near the criterion below, will be looked at and discussed in child study team meetings.

School Guidance Counselor will collect all "Observational Reporting Tally Sheets by October 15th. For those students that have at least 50% of the observations marked the counselors will then look at the criteria listed below and develop a list of students who meet the S.W.E.E.P. requirements for further evaluation.

- Above the 95 % on SAT 10 NRT Total Reading and Total Math and a 125 on K-BIT
Or
- Level 4/5 on FSA ELA and/or Math and a 125 on K-BIT

November Before the Thanksgiving Holiday, the Elementary School Guidance Counselors will send a copy of this list to the Director for Special Programs or designee.

December : Before the Christmas Holiday, Guidance Counselors will prepare referral packets for students who met the S.W.E.E.P. requirements for further evaluation and will forward the packets to the district ESE office.

Note: Nomination by a parent, peers, or the student is appropriate at any time. The nomination forms are available in the guidance office or on the district's web site. Nomination forms must be submitted to the Guidance Counselor and will be reviewed by the Child Study Team and progress through the S.W.E.E.P. process.

Search Procedure for Gifted

S W E E P

(Systematic Watching for Exceptional Educational Potential)

Checklist

Gifted and Talented Screening Form (GTSF)

K-5

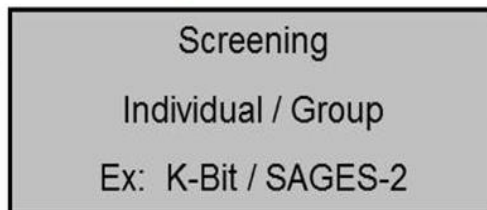
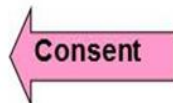
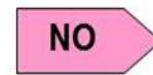
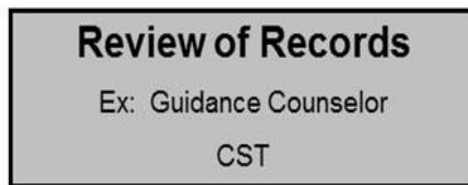
Achievement

Above 95% on SAT10 NRT Total Reading *and* Math
90% on FSA Reading *and* Math
90% or above on FSA ELA or Math & 120 on K-Bit

With Both

With 1

None



* Grades 6 – 12
utilize continuous
nomination.

Appendix 8

GUIDANCE CALENDAR

August

Pre-k Orientation and Registration

ESE Back to School Training

Review Student Data (FSA, FAIR, ESE, ESOL, 504, SAT-10)

Register new students

Complete FOCUS Intakes

Review FSA Cut Scores for student registration

Prepare for student's return

Plan yearly calendar

Assist with virtual school enrollment

Pre-Planning:

- Distribute Class rolls with students identifiers to teachers such as 504/ESE/ESOL/ Health
- Provide copies of 504/ESE/ESOL/ Health plans to teacher
- Adjust student schedules
- Assign teachers to specific trainings concerning health needs. Ex. Seizures, Asthma, Epi-Pen

Open House

Post student rosters

Florida Gateway Dual Enrollment

Truancy meetings

Child Study Team meetings

IEP/504 meetings

Ambassador Applications

September

Student Service Meeting at the District Office

FOCUS Intakes

Classroom advisement, grade 10 (PSAT, test prep, dual enrollment, community service)

Classroom advisement, grade 11 (PSAT, test prep, SAT, ACT, Subject tests, UF Dual Enrollment, community service)

Classroom Advisement, grade 12 (Test prep, SAT, ACT, Subject tests, UF Dual Enrollment, College Night, NCAA, College visits, community service)

State University System Workshop for Counselors

College Board Regional Workshop for Counselors

PSAT registration

Maintain college and scholarship files

Credit checks

College Night (FGC)

Prepare, mail transcripts to colleges

Dual Enrollment Data Entry

Fixing errors found in Skyward records
Organize Rtl/MTSS meetings Bi-monthly
Sunshine State Scholar selection
Individual Academic Advisement
Prepare for October Count week (meet with Data clerk)
EOC Retakes (Algebra, Civics, Biology, US. History, Geometry)
School Counseling Advisory Meeting (Annually)
Meet with teachers regarding struggling students
Schedule ASVAB
Truancy meetings
Child Study Team meetings
IEP/504 meetings
High School monitors OSS Data- Convene Monthly for Child Study

October

Prepare for the PSAT
PSAT
Prepare for FSA or EOC retakes
EOC retakes week
Grad Checks with individual Seniors
Inform families of seniors who are credit deficient
Meet with college representatives
FGC Night at BHS
Senior Parent Night with Guidance
Seniors apply for FAFSA and start Bright Futures application
Distribution of "College Planning Guide" to Juniors
8th Grade Career Class weekly through March
Attend and present Rtl/Mtss data bimonthly
SAT/ACT Fee Waivers/ Photo Uploads/ Apply for Accommodations
Count Week
Community Holiday outreach programs (Food Baskets)
Gifted SWEEP (refer to Appendix 7)
Meet with teachers regarding struggling students
PERT Training
Red Ribbon/Bully Prevention Week (Last Week in October)
Truancy meetings
Child Study Team meetings
IEP/504 meetings

November

Career Expo for Seniors
Order Diplomas
Meet with teachers regarding struggling students
Individual Grad Checks with Seniors and Parents

Career advisement
FGC Open House
FOCUS Intakes
Advertise SAT/ACT deadline dates / upload photos / apply for accommodations
Community Holiday outreach programs (Food Baskets)
Attend and present RtI/Mtss data bimonthly
Veteran's Day Program
Truancy meetings
Child Study Team meetings
IEP/504 meetings
Complete Gifted sweep
ASVAB Testing

December

Community Holiday outreach programs (Food Baskets, Toys for Tots, Church Organizations)
EOC Administration
EOC Retakes (Algebra, Civics, Biology, US. History, Geometry)
FOCUS Intakes
Distribution of PSAT scores
Florida Gateway Dual Enrollment New Applications & Registration
Unique Accommodations Due to ESE office
Attend and present RtI/Mtss data bimonthly
Truancy meetings
Child Study Team meetings
IEP/504 meetings
Gifted SWEEP packets to District Office

January

New student registrations
Send NCAA and NAIA Transcripts
Prepare for February FTE Week
Financial Aid Workshop
Juniors apply for FAFSA
Focus Intakes
2nd sem. schedule adjustments
Review senior files (Grad checks)
Counselor Forum
Paper based assessment identification
Complete diploma list
Choices Career Workshop
Dual Enrollment Data Entry
Meet with teachers regarding struggling students
Attend and present RtI/Mtss data bimonthly
Meet with Education Foundation (Scholarships)

Truancy meetings
Watch and administer to local scholarship deadlines
Child Study Team meetings
IEP/504 meetings

February

Student Service Meeting at the District Office
Seniors apply for Bright Futures
FOCUS Intakes
Planning for HS course registration
National School Counselors Week
Meet with parent of seniors who may not grad. on time
Submit Talented 20 Program Information
Florida Youth Survey
Meet with teachers regarding struggling students
Attend and present RtI/Mtss data bimonthly
Alternate Assessment
ESE Parent Survey Window
Transition Needs Team recommendations due
Extended School Year recommendations due
Walk-A-Thon for Ed. Foundation
FTE Week
Truancy meetings
Child Study Team meetings
IEP/504 meetings
Val/Sal announced
I Love My School community event

March

FOCUS Intakes
Individual post HS planning conferences for Juniors
Bright Futures on line follow up
Scheduling and Educational Planning grades 8 -11
Meet with teachers regarding struggling students
Attend and present RtI/Mtss data bimonthly
Florida Standards Assessment Window begins ELA/Math/Writing
Career and Technical Education Academy Visits
FSA Math / Reading and EOC Retakes
Truancy meetings
Child Study Team meetings
IEP/504 meetings
Take Stock in Children Scholarship Applications are due

April

Florida Standards Assessment Window ELA/Math/Writing
Alternate Assessment (FSAA) is Due
Ed Foundation Fund Raisers
FOCUS Intakes
PERT Testing
End of Course Window for Algebra 1, Algebra 2 and Geometry
Individual post HS planning conferences for Juniors
Prom Promise
Bright Futures Advising
Meet with teachers regarding struggling students
Attend and present RtI/Mtss data bimonthly
FSA Science for 5th and 8th Grade
8th Gr. Student Interviews for Career Academy
Truancy meetings
Child Study Team meetings
IEP/504 meetings
SAT-10 Testing for K-2nd grade

May

Florida Standards Assessment Window begins ELA/Math/Writing
Take Stock in Children Scholarship are chosen
FOCUS Intakes
AP Testing
Attend and present RtI/Mtss data bimonthly
Complete scheduling
Prepare, distribute, collect senior data surveys
Finalize senior files for graduation
Registration Nights
Orientation and School Visits for Upcoming 6th graders
Career Day
Awards
Senior Awards night
Graduation
EOC's
Meet with teachers regarding struggling students
Truancy meetings
Child Study Team meetings
IEP/504 meetings – Consider Summer ESY
End of the Year Meetings to discuss data
Promotion/Retention meetings
Gifted Educational Plan Transition meetings
Transition Needs Team meetings
SAT-10 Testing for Reading level 1 3rd graders

June

Prepare schedules for new students

Grad Checks for 9-12th Grade

FOCUS Intakes

Online Summer School

Summer ESY IEP's

Final transcripts mailed for all college bound graduates

Notify Parents of Promotion/Retention

Prepare for Summer School (3rd grade Reading Camp and Extended School Year)

Final Bright Futures follow up

Finalize files (cumulative folders)

End of the Year Meetings to discuss data

Promotion/Retention meetings

Transition Needs Team meetings

Transition files to new grade level/schools (RtI/Writing, ESE, ESOL, 504, cumulative folders)

Done throughout the year:

FOCUS Intakes

IEP and 504 Meetings

Truancy Meetings

Appendix 9

Assessment Descriptions

STAR – Computer Based Assessments in Reading and Math. This assessment will provide a Grade Level equivalency.

DAR or DRA- Diagnostic Assessment of Reading that is optional for teachers that want a more in depth look at Reading deficit.

FCIM- Second grade and above. This skill based assessment for Reading, Math and Science that monitors student's success on specific standards. This assessment is given every 2 weeks and if a student doesn't reach mastery; reteach and retesting will follow.

Progress Monitoring- This assessment is given three times a year to all students to assess student gain of knowledge of each standard in Reading, Math and Science that will be expected by the end of the year.

Speed DIAL- Developmental Screening instrument given to all three year olds prior to or upon entry into Prekindergarten.

Battelle- Pre-k Assessment. This is a developmental inventory used to screen and evaluate student for Exceptional Education. This is given as needed, but will also be used as an exit assessment as the student enters Kindergarten.

FLKRS- Composed on two assessments, This is a beginning Kindergarten assessment that assesses Kindergarten Readiness.

VPK Assessment- This is an assessment used three times a year given to only four year olds to assess student growth while in the VPK program.

Florida Standards Assessment (FSA)- reading, writing and math tests designed to measure student performance. The test is tied to Florida's Common Core-based standards, which outline what students should know at the end of each grade.

End of Course Exam (EOC)- EOC assessments are computer-based, criterion-referenced assessments that measure the Florida Standards (FS) or the Next Generation Sunshine State Standards (NGSSS) for specific courses, as outlined in their course descriptions.

Florida Standards Alternate Assessment (FSAA)-Assessment given during spring of each school year to students who are on access points.

PSAT (Preliminary SAT) – Given in the Fall each school year to all 10th graders and selected 11th graders.

PERT (Post-secondary Education Readiness Test)- Given to students to assess academic achievement level necessary to enroll in college level course work.

TOWRE – (Test of Word Reading Efficiency) One minute decoding / fluency check.

CELLA – Comprehensive English Language Arts Assessment Given from May 2008 to May 2015 to measure the progress of English Language Learners (ELL’s) proficiency in English. The CELLA tested four areas: Listening, Speaking, Reading, and Writing.

ACCESS for ELLs 2.0 - Replaced the CELLA assessment. This is a large-scale test of English language proficiency based on the WIDA English Language Development (ELD) Standards that form the core of WIDA’s approach to instructing and assessment ELLs in Grades K-12. This is a paper-based assessment for K-12. This also is available for Alternate ACCESS for ELLs who have significant cognitive disabilities.

BRIGANCE - A progress monitoring screening tool used for students in K-2 who are alternately assessed and on ACCESS Points.

I-Ready – Progress monitoring assessment and instruction to give students multiple opportunities to demonstrate skill mastery in targeted areas of reading and math. Reading covers the domains of Phonics, Phonological Awareness, High – Frequency Words, Vocabulary, Comprehension of Literature, and Comprehension of Informational Text. Math covers domains of Number and Operations, Algebra and Algebraic Thinking, Measurement and Data, and Geometry.

SAT10- the Stanford Achievement Test Series, Tenth Edition offers a research-based, valid and reliable instrument to measure students’ performance on high academic standards. It is a multiple choice test.

Appendix 10

Flow chart- Threat Assessment Process -GCSD

Initial- Low Level: Initial is completed at school level

- Principal or TAT Lead contacts District Safety Team within 15 minutes of threat
- Safety Officer contacts Superintendent and Assistant Superintendent alerting them of the threat
- Director of Mental Health contacts staffing specialist if an ESE student
- TAT Lead completes all initial paperwork and provides information to District TAT
- Cumulative file is reviewed for any prior history for discipline or mental health concerns
- If determined to be a mental health issues vs. a threat to the school or someone else school TAT makes referral for mental health services
- Parents are notified
- District Team reviews to determine if threat needs to move to Level 1 within 24 hours

Level 1- Medium Level: School and District Threat Assessment Team meet

- Principal or TAT Lead immediately notifies law enforcement and Safety Officer
- District Safety Officer notifies District Safety Team
- Principal or TAT Lead convenes TAT within 48 hours to determine if threat was direct, detailed and concrete than an initial threat.
- Student is suspended until it can be determined the credibility and level of threat
- Parents are notified
- Principal and/ or TAT Lead sends out a meeting notice to meet to review threat.
- Team determines if it is a direct threat, specific and plausible. If so, go to Level 2. If not, complete student supervision form.

Level 2- High Level: School and District Threat Assessment Team meet

- Principal or TAT Lead immediately notifies law enforcement and District Safety Team

- Safety office notifies Superintendent, Assistant Superintendent, Director Special Programs, Director Mental Health
- Principal or TAT Lead convenes a TAT meeting
- Student is suspended
- Principal and/or Director of Mental Health contact parent to fill out questionnaire either on phone or in person
- Principal or TAT Lead give teacher information form to fill out
- Safety Officer and/or Director Mental Health interviews student
- TAT creates a plan of action that is submitted to Superintendent and Assistant Superintendent for approval

***TAT is Threat Assessment Team**

Process for reentry to school after a student is Baker Acted

Step 1: Student is required to meet with guidance counselor and bring a note from hospital (if available)

Step 2: Counselor assesses student via Baker Act Return to School Decision Tree interview questions to evaluate any concerns for safety to him/herself or anyone else or any concerns related to re-entering school

Step 3: Student remains in office area while administration and guidance review for any potential concerns

Step 4: Outcome of interview determines what happens in this step

A. If student is cleared to remain on campus, guidance counselor sets up, with the student, a student support plan ie: check in/check out, identify a teacher that the student feels close to, link to the student ambassador, look at support from a friend or some other way to support student

B. If student interview indicates a threat, school TAT begins TAT process. (Refer to TAT process)
Student remains in office area or alternative school setting until it can be determined if there is a threat and if so what level. TAT process is followed.

Baker Act Return to School Questions: Decision Tree

Student: _____ **School:** _____

Interviewer: _____ **Date:** _____

Seems like you have been having a hard time lately, what's going on?

What is your understanding of why you have been asked to meet with me?

In order to help me understand this situation and be able to help you, I am going to ask you some more questions.

Who are your friends? How long have you been friends with them? Do you have a best friend? Have you had a problem with any of your friends lately?

How would you describe the kids at your school? Are there any groups of kids that you don't get along with? (identify any potential targets)

Do you get teased or picked on by other children? In school? Outside of school? What do they usually tease you about? (determine if a report about bullying needs to be made)

How would your classmates describe you? Is it an accurate description? Do you feel misunderstood you?

Do you feel that no one cares for you or loves you?

Have you tried using drugs or alcohol to make things better? (be specific if student says no such as are you using marijuana or taking pills, etc.)

Have you purposely hurt someone in the past? If so when? What did you do? If no, have you come close to hurting someone in the past?

Have you ever thought about or wished you could hurt someone else? If yes, how often do you have those thoughts? When was the last time you had those thoughts?

Do you feel you have to “get back” at someone if they hurt you? Are you angry at anyone right now or recently? If “yes”, tell me about it?

Are you thinking about hurting anyone now?

Do you think you would be able to stop yourself from hurting (the person or group mentioned) if you wanted to?

Do you have access to a weapon? (if yes, find out where it is located)

Have you been pulling away from your friends lately or do you feel isolated?

Are you close to your parents? Do they listen to you? Do you feel you are treated fairly?

Do you feel lonely? Is there anyone at school who you like to talk to? Do you feel sad, upset or depressed?

Do you feel that you're having these feelings without knowing why?

Have you experienced any recent changes in your life? (ask about family move, divorce, death, etc.)

Are you having any thoughts about hurting yourself?

See below to determine how to proceed.

- If yes, to hurt someone else or any kind of violent thoughts, begin TAT initial paperwork. Contact TAT Lead and District TAT Team. Student needs to remain in office area. Do not leave student alone
- If “yes” to hurt yourself, initiate an evaluation by SRO. Do not leave student alone.
- If “no” to hurt yourself or someone else, develop a student support plan. ASK: Are there any support steps that you can think about that can be taken by the school, your parents, or yourself to make things better for you? (let them know their concerns are taken seriously and help the student come up with strategies that provide help throughout the day. ie: buddy support, student ambassador, teacher, check in-check out, schedule changes etc.) Be sure to identify supports for the student such as a teacher, friend. If student cannot identify anyone, consider the school ambassador.

Appendix 11

TNT Procedures (Transition Needs Team)

- **School guidance teams provide list of students with transition needs to district ESE Director (March).**
- **District ESE team assigns district team member(s) for each student, and provides list to guidance counselors (April).**
- **School guidance teams schedule TNT meetings (April)**
 - Please invite district TNT Member identified on the TNT list to attend TNT meetings for each student needing assistance, collaborative support, or transition action for the next school year.
 - Identify a School TNT Coordinator for each student on your list. This coordinator will assist with follow-up in the fall.
- **Conduct TNT meetings (April/May)**
 - TNT meeting worksheets are on the School Website Page. Please use these worksheets to conduct and document your meetings.
 - Completed worksheets are to be copied and given to each member of the team, and to those responsible for performing transition activities.
 - Next year's receiving teacher should also be given a copy.
 - **Please do not place TNT worksheets in the student's IEP folder.**
 - If the district team member is not available to attend the TNT meeting, please keep your TNT worksheets in a secure place. The district TNT member will pick up a copy by the end of the school year.
- **Follow-up (June-August)**
 - District TNT Coordinator will collaborate with outside support personnel (FDLRS, Regional AT Coordinator, CARD, FSDB, etc.) to provide support to school guidance offices for TNT process.
 - A TNT follow up should be documented by District TNT members and School TNT Coordinators during the beginning month of school to ensure that;
 - All transition activities / supports are in place
 - Future transition needs are met by scheduling follow-up meetings for second semester (i.e., Term 1 to Term 2)
 - A list of items "yet to be completed" will be in place by the Fall of the following school year.
- **Key Points to Consider:**
 - Promotion / retention meetings
 - Schedule early and reserve adequate time for each meeting
 - Collaborate with principals to identify receiving teacher.

Appendix 12

Extended School Year Services (ESY)

ESY services are determined through an IEP team meeting and on an individual basis. ESY services are needed if the IEP team has reason to believe that the provision of FAPE for an individual student would be jeopardized without such services. ESY services can be considered at any point in the school year. ESY services are intended to address specific skills for which the teacher has documentation to show one or more of the following:

1. Regression of critical life skills beyond normal recoupment which occurs over breaks in service (if this is the situation, there should be documentation provided over Spring Break, Christmas Break, Fair Break, etc. showing regression).
2. A lapse in service would substantially jeopardize the student's chances of learning a **critical life skill**.
3. A lapse in service would make it unlikely that the student would benefit from his/her education
4. A job coach is needed to maintain recent employment
5. A student will be able to remain in the Least Restrictive Environment (LRE) if given ESY services
6. Frequent health-related absences have significantly impeded progress

ESY service delivery can vary. Some examples include:

- Summer skills packets for families to use for focused skills (i.e., alphabet)
- Teacher / Parent consultation via phone or in person (i.e., behavior plan data)
- Student served at the school site for specific skills identified 1 to 2 hours a week
- Teacher goes to the home 1 to 2 times a week to work with parents on social skills
- Speech therapy 1 to 2 days a week at home or at school
- Half day service for part or all of summer break

Appendix 13

Bullying and Harassment

See School Board Policy on Bullying and Harassment for further information.

It is the policy of the Gilchrist County School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind. Bullying means systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. It is further defined as unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by a student, or adult, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation.

Guidance counselors are to report bullying or harassment complaints to the principal or the principal's designee who shall be responsible for receiving complaints alleging violations of the School Board Policy on Bullying and Harassment. Any written or oral reporting of an act of bullying or harassment shall be considered an official means of reporting such act(s).

The principal or designee shall ensure that an investigation occurs, documenting interviews, collecting data, and evaluating facts of the reported bullying and harassment. In addition the principal will follow school board policy to ensure immediate notification of parents / guardians.

Intervention teams may recommend counseling and support to address the needs of the victims of bullying or harassment, as well as research-based counseling or intervention to address the behavior of the students who bully and harass others (i.e., empathy training, anger management, or support to parents / legal guardians if deems appropriate).

Appendix 14

FOCUS Program

The FOCUS program is Gilchrist County's Alternative Education Program, and offers a unique opportunity for students who meet the following guidelines:

Group A: Short Stay Students in grades 6-12 who are referred by the school principal up the three school weeks. These students will continue to have their educational services provided to them by their regular teachers. Work will be sent back and forth from the teacher and the FOCUS program. The FOCUS teacher/aides will assist the short stay students in completing their assignments.

Group B: Students with disability in grades 6-12 with Individual Education Plans that identify the FOCUS program as an appropriate educational setting. The sending school will conduct the Individual Education Plan if making recommendation for placement in FOCUS. Upon completion or recommendation of exit from FOCUS, the school that is currently hosting the FOCUS program will conduct the IEP to send the student back to the school's main campus.

Group C: Students in grades 6-12 who are offered the option of FOCUS following a disciplinary action by the School Board of Gilchrist County or a Principal.

Fast Track – Group C students who have either been assigned to FOCUS for 45 successful days or who have been assigned 60 successful days, but have worked hard, behaved and obtained 45 successful days and demonstrated a readiness to return to the main campus.

Group D: Students in grades 6-12 who are placed in Focus for an Alternative Education purpose of accelerating coursework in order to rejoin their KG cohort in grade level progression. Group D students will participate in computer-based curriculum. In addition, a Group D student may be eligible for breakfast, lunch, and/or wheel with general education students if approved by the principal. A plan will be generated upon entry into Focus regarding the length of stay.

Students in FOCUS have specific behavioral expectations, dress code, and adhere to the GCSD attendance policy. Curriculum offered is composed of computer based instruction with the exception of reading, Physical Education, Career and Technical classes when available, and content areas in which the FOCUS teacher is certified to teach. Additional resources are made available to students on an individual basis (counseling, behavior intervention plans, social skills curriculum, behavioral analysis services contracted from the University of Florida).

Pre-Transition to Main Campus Process:

Three weeks prior to the tentative exit date, pre-transition activities should begin.

- Truancy officer will assist in the pre-transition by serving as a liaison between the FOCUS classroom and the schools' front office staff and assist in creating a re-entry plan for the student.

Appendix 15

ABUSE Reporting Procedure

http://sss.usf.edu/Resources/Presentations/2008/fsca-doe-cd/FSCA_2008/Abuse_FC_Attend/Child_Abuse_Fact_Sheet.pdf

Child Abuse Reporting For Florida Public School Personnel *FACT SHEET*

Florida Department of Education
*Bureau of Exceptional Education and Student Services
The Student Support Services Project/USF*

Mandatory reports of child abuse, abandonment or neglect.—Section 39.201(1)(a) Florida Statutes

Any person who knows, or has reasonable cause to suspect that a child is abused, abandoned, or neglected by a parent, legal custodian, caregiver, or other person responsible for the child's welfare, *must report such knowledge or suspicion* to the DCF central abuse hotline at:

- Telephone 1-800-96-ABUSE (1-800-962-2873)
 - FAX: 1-800-914-0004
- **TDD: 1-800-453-5145 (Telephone Device for the Deaf)**

Section 39.201(1)(b) Florida Statutes Reporters in the following occupation categories are required to provide their names to child abuse hotline staff:

1. Physician, osteopathic physician, medical examiner, chiropractic physician, nurse, or hospital personnel engaged in the admission, examination, care, or treatment of persons;
3. Health or mental health professional other than one listed in subparagraph 1;
4. Practitioner who relies solely on spiritual means for healing
- 5. *School teacher or other school official or personnel;***
6. Social worker, day care center worker, or other professional childcare, foster care, residential, or institutional worker;
7. Law enforcement officer; or Judge

Names of reporters are entered into the record of the report, but are held confidential. Other Person Responsible for a Child's Welfare.—Section 39.01(48) Florida Statutes: The child's legal guardian, legal custodian, or foster parent; an employee of *any* school, public or private child day care center, residential home, institution, facility, or agency; or any other person legally responsible for the child's welfare in a residential setting; and also includes an adult sitter or relative entrusted with a child's care.

Implications for Public School Districts

Any employee who knows or suspects that another employee has abused or is abusing a student is required by law to immediately report such knowledge or suspicion to the

Department of Children and Families Abuse Hotline at 1-800-96-ABUSE or 1-800-962-2873.

Appendix 16

Section 1: Identification (Rule 6A-6.0902, F.A.C.)

Enrollment Procedures and Administration of the Home Language Survey (HLS).

Describe the Local Education Agency (LEA) registration procedures to register English Language Learners (ELLs). Responses should include the following:

Registration is handled by the guidance counselors and guidance clerks at the schools. The surveys are provided in the student's or parent's primary language, unless clearly not feasible. Provisions to communicate in the home language of the parents and students are implemented by designated school personnel and/or an interpreter. The guidance personnel is responsible for contacting the designated personnel to assist with the registration process at the time of registration

How do LEA procedures compare to those followed for non-ELLs?

LEA's procedure when working with a potential ELL student are to have a bilingual interpreter assistance the parent filling out the registration and Language survey and make sure they have all the information they will need to start school.

Into what languages are the HLS translated?

Spanish translation is available, but other languages are available upon request.

How does the LEA assist parents and students who do not speak English in the registration process?

Spanish translation documents are available, and registration personnel will contact bilingual interpreter to assist parents in the registration process.

How do you identify immigrant students?

When assisting a parent to fill out the registration and language survey the school registration documents also ask about years in a US school, previous schooling and years in the US.

How is Date Entered US School (DEUSS) obtained in the registration process?

When assisting a parent to fill out the registration and language survey the school registration documents also ask about years in a US school, previous schooling and years in the US.

Section 2: English Language Proficiency Assessment (Rule 6A-6.0902, F.A.C.)

1. English Language Proficiency (ELP) Assessment

What is the title of the person(s) responsible for administering the ELP assessment of potential ELLs in the LEA? (Check all that apply.)

Registrar

- ✓ ESOL Coordinator/Administrator
- ✓ Other (Specify) ESOL Para

2. Listening and Speaking Proficiency Assessment

List the Listening and Speaking (Aural/Oral) assessment(s) used in the LEA to ascertain if a K-12 student is an ELL.

IDEA Oral Language Proficiency Test

Describe the procedures to ensure that the Listening and Speaking assessment(s) are administered within 20 school days of the student's initial enrollment.

Once a student is enrolled and we contact previous school for ESOL records. If the previous school is outside the state of Florida or US, the Listening/Speaking test is administered.

For ELLs who score proficient on the Listening and Speaking assessment, what specific grade level procedures are followed for proper identification of ELLs in K-2 and 3-12?

Students that answer "yes" on their home language survey are given an aural-oral test within 20 school days of entry by ESOL Coordinator or ESOL Para at the school sites. Students who score NES/LES are placed in the ESOL programs. Students who score FEP are given the IPT reading/writing assessment. The IDEA Language Proficiency Test, Level II (IPT II) is administered to students in third, fourth, fifth and sixth grades and the IDEA Oral Language Proficiency Test, Level II (IPT II) is administered to students in grades 7-12. According to the publisher's criteria, the level of oral language proficiency is determined by LEP/FEP

Reading and Writing Proficiency Assessment

List the Reading and Writing assessment(s) used in the LEA to ascertain if a student is an ELL in grades 3-12.

Students who have "yes" on the Home Language Survey are given an Aural-Oral test within 20 schools days of the entry by the ESOL Coordinator or the designated school personnel at the school sites. If there is a delay beyond 20 school days in the identification, assessment, or placement process, parents are notified in their home language, if feasible, by the ESOL Coordinator as to why there is a delay and the student is placed on temporary placement until results of the assessment have been scored . Copies of the Home Language Surveys with "yes" responses and the students' registration forms are given to the ESOL Coordinator immediately after registration. After eligibility screening is completed, the ESOL Coordinator collects the student data, meets with the MIS Director to enter the required data and files the appropriate documents in the ESOL folders in the ESOL Department and Guidance

Describe the procedures the LEA follows if assessment(s) are not given within the 20-day timeline.

Students that answer "yes" on their home language survey are given an aural-oral test within 20 school days of entry by ESOL Coordinator or ESOL Para at the school sites. Students who score NES/LES are placed in the ESOL programs. Students who score FEP are given the IPT reading/writing assessment. The IDEA Language Proficiency Test, Level II (IPT II) is administered to students in third, fourth, fifth and sixth grades and the IDEA Oral Language Proficiency Test, Level II (IPT II) is administered to students in grades 7-12. According to the publisher's criteria, the level of oral language proficiency is determined by LEP/FEP

3. ELL Committee

Describe the procedures used when the ELL Committee makes an entry (placement) decision. What type of documentation is used to support these decisions?

The LEP Committee decides that the students should receive the services of the ESOL program if at least two of the following considerations indicate a need for ESOL services:

1. Extent and nature of prior education and social experiences and student interview.

2. Written communication and observation by current and previous instructional and supportive services staff

3. Level of mastery of basic competencies or skills in English and /or home language according to appropriate local, state and national criterion-referenced standards;

4. Grades from the current and previous years

5. Test results other than the aural-oral and Reading/Writing tests.

Conference reports are completed on the meeting, including signatures, and copies are made for the parents, ESOL Department, and folders in the cumulative file.

Section 3: Programmatic Assessment (Rule 6A-6.0902, F.A.C.)

Academic/Programmatic Assessment

Describe the procedures that have been implemented for determining prior academic experience of ELLs. Also, address the placement of ELLs with limited or no prior school experience(s) or whose prior school records are incomplete or unobtainable. Specify actions taken to obtain prior school records. Include the procedures to determine appropriate grade level placement for ELLs.

When an LEP student enters our district with incomplete or no school records, first the previous school is contacted and records are requested. If records are incomplete, LEP committee will meet and the ESOL Coordinator and School Guidance Counselor review the educational background of the LEP students and may conduct parent and/or student interviews to determine appropriate grade levels or subject area placements. The age of the LEP student is the primary determining factor in grade placement of LEP student. The LEP conferencing team will look at prior educational experience, Diagnostic/placement Assessment and parent/guardian interview made by the LEP committee. The determining placements are documented in a conference report and copies are made for the parents, ESOL Department, and the ESOL folders in the cumulative folders.

Grade Level and Course Placement Procedures – Grades 9-12

Describe the procedures that have been implemented to determine appropriate grade and course placement. Descriptions must include the process used for awarding credit to ELLs entering high school in 9th-12th grades that have completed credits in countries outside of the United States, specifically addressing those students for which there is no documentation.

Explain the process for awarding credit to students transferring from other countries for language arts classes taken in the student's native language and for foreign languages the student may have taken (this may include English).

The ESOL Coordinator and the guidance counselors review the educational background of the LEP students and conduct parent and/or student interviews to determine appropriate grade levels or subject area placements. When no academic records are available for high school LEP students, previous grade placement (according to student records and parent interviews) and subject area competency test results are considered. The competency tests are administered at the school sites by subject area teachers or the designated ESOL test administrators to determine mastery of prerequisite courses. The competency test are administered on the day of registration or the following day, to determine the appropriate placement. If a student enters our district with completed credits in countries outside the US, the District ESOL coordinator and Director of Secondary Education will contact DOE for guidance on the transferred credits. The academic findings and determined placements are documented in a conference report and copies are made for parents, ESOL Department, and the ESOL folders in the cumulative folder. The age of the LEP student is the primary determining factor in grade placement but the ELL student is required to meet all graduation requirements to graduate.

What is the title of person(s) responsible for evaluating foreign transcripts? How are they trained? How is documentation maintained?

Foreign transcripts will be translated by bilingual staff and interpreted by previous school, LEP Committee and/or with assistance from FLDOE.

Re-evaluation of ELLs that Previously Withdrew from the LEA

Describe the procedures used for re-evaluating ELLs who withdraw from the LEA and re-enroll after having been either in another LEA, state, or country. Specify the length of time between the ELLs' withdrawal and re-enrollment after which a new English language proficiency assessment is to be administered. Include data reporting procedures.

Moving from one Florida LEA to another. Moving from another state to Florida LEA.

Moving from another country to Florida LEA.

Upon reentering the school district, the ESOL Coordinator and the guidance counselors review the educational background of the LEP student and conduct parent and/or student interviews to determine appropriate action to be taken. The original Student ELL Plan will be considered when placing the student.

If the student withdrew or left the school system and did not attend another district's school system, and it was within the same school year, the student would be reinstated back into the assigned schedule he had left. If the student had been attending another district during his absence, records from that district would be used in the placement of the LEP student.

ELL Student Plan Development

Describe the procedures for developing the Student ELL Plan. Include the title(s) of the person(s) responsible for developing the plan, and updating the ELL data reporting elements. Also, include a description of when and how the plan is updated to reflect the student's current services.

Once the student completes the school registration document, the school ESOL Interpreter and/or Guidance Clerk sends a copy of the registration to the District ESOL Coordinator. The District ESOL Coordinator uses the information from the Registration to complete the student plan. Once the Student Plan is complete the MIS Director inputs the information into the school data system.

Describe the elements of the plan (e.g., home-school communication, student schedules and classes, progress monitoring, interventions, assessments and other evaluations). What is the teacher's role in development of the plan?

The ESOL Student Plan includes; continued up to date information on the student, students name, date of entry, date enrolled, date classified, date placed, student plan date, entry and exit code, Country born, language survey date, language survey language, LF review dates, Reevaluation dates, extension status, placement code, Date in US school, Entry and Exit Assessments, WIDA Annual Reports, ELL Committee notes, data from previously attended schools.

Section 4: Comprehensive Program Requirements and Student Instruction

Instructional Models

In addition to using required English for Speakers of Other Languages (ESOL) strategies by teachers who teach ELLs, what instructional model(s) or approach(es) are used to ensure comprehensible instruction? Descriptions of each model appear in the current Florida Department of Education (FDOE) [Database Manuals](#). *(Check all that apply)*

- Sheltered English Language Arts
- Sheltered Core/Basic Subject Areas
- Mainstream-Inclusion English Language Arts
- Mainstream-Inclusion Core/Basic Subject Areas
- Maintenance and Developmental Bilingual Education
- Dual Language (two-way) Developmental Bilingual Education

Describe how the instructional models are used in the LEA. Address how the LEA will monitor schools to ensure that instructional models are implemented with fidelity.

LEP students in PK-12 receive ESOL instruction in their Language Arts, Math, Science, Social Studies, and Computer Literacy classes. Inclusion classes provide ESOL strategies for LEP students as they are "immersed" in the English language with non-

LEP students. The ESOL instruction is provided by ESOL trained and/or endorsed ESOL teachers, whenever possible. The students are assigned by guidance personnel to the ESOL teachers upon registration at the school sites, once grade placement or course requirements are determined, placement and instruction is monitored by school based interpreters and District ESOL Coordinator for program and instruction fidelity.

Describe the process to verify that instruction provided to ELLs is equal in amount, sequence, quality, and scope to that provided to non-ELLs.

LEP students and FEP students are provided the same amount of time, scope, and sequence on the Florida/NGSS Standards. Through review of teacher lesson plans and implementation of the inclusion model, administrators and district staff can ensure equal access and LEP students are provided appropriate ESOL strategies and are given the same opportunities as other students.

How does the LEA determine if the instructional models are positively affecting student performance?
The ESOL instruction is provided by ESOL trained and/or endorsed ESOL teachers, whenever possible. ESOL teachers keep a list of ESOL strategies for each LEP student in their plan books. School and district administrators are responsible to check and observe that ESOL strategies are being used

How are ELLs assured equal access to all programs, services and facilities that are available to non-ELLs?

Annually the District ESOL Coordinator monitors the assurance of equal access to all district programs through ESOL- self monitoring documentation.

Describe the method(s) used in the LEA to document the use of ESOL instructional strategies and how this is monitored.

ESOL teachers keep a list of ESOL strategies for each LEP student in their plan books. School and district administrators are responsible to check and observe that ESOL strategies are being used.

How are ELL students assured equal access to all programs and facilities

Annually the District ESOL Coordinator monitors the assurance of equal access to all district programs through ESOL- self monitoring documentation.

How does the LEA and school(s) verify the delivery of comprehensible instruction to ELLs?

What safeguards are in place to ensure that all ELLs are being provided equal access to programs and receiving comprehensible instruction? Include the school and LEA personnel responsible for ensuring comprehensible instruction.

District School Board policy speaks to equal access to programs and comprehensible instruction. This is monitored by school and district administration

What progress monitoring tools are being used to ensure all ELLs are mastering grade level academic content standards, and benchmarks and the English Language Development (ELD) standards? *(Check all that apply)*

Student Portfolios

Other Criterion Referenced Test (Specify) _____

Native Language Assessment (Specify) _____

LEA/school-wide assessments (Specify) Performance Matters, iReady, STAR

Other (Specify) _____

Student Progression

Have the LEA's standards and procedures for promotion, placement, and retention of ELLs been incorporated into the LEA's Student Progression Plan (SPP)? If no, where can this information be found?

Yes <http://gilchristschools.schoolfusion.us/>

No (Specify) _____

Describe how the Good Cause Policy is implemented in your LEA when ELLs who have been enrolled for less than two years (based on DEUSS) are exempted from mandatory third grade retention. Include how parents or guardians are notified of LEA good cause decisions.

Parents of all 3rd grade students receive 3rd grade promotion, retention and good cause information twice a year. Parents also meet with teachers in October to discuss this information along with progress monitoring data.

Describe what role the ELL Committee has in the decision to recommend the retention or promotion of any ELL and what documentation is used to support these decisions.

An LEP committee along with a Child Study Meeting is able to recommend Promotion/Retention recommendation based on SPP.

Section 5: Statewide Assessment (Rule 6A-6.09091, F.A.C.)

Statewide Assessment

Describe the process to ensure that all ELLs participate in Florida statewide assessment programs. Include how responsible staff is trained to administer assessments and maintain documentation of the following, participate in Statewide content area assessments

ESOL District Coordinator ensures all ELL student participate in Florida Statewide Assessment Programs unless it is their first year in the US , then the student is not required to take the ELA portion of the FSA. LEP students must participate in the statewide assessment program .Parents receive a letter from the district prior to state assessments that ask for their approval of approved ESOL Accommodations on State Assessments

ACCESS for ELLs assessment programs:

ESOL District Coordinator ensures all ELL student participate in WIDA Assessment Program. LEP students with LY status must participate in the WIDA assessment program.

What is/are the title(s) of the school-level person responsible for ensuring and documenting that ELLs are provided appropriate testing accommodations (per test administration requirements)?

Guidance Counselors at each school document through the test administrator the accommodations received and used by ESOL students.

Describe how parents of ELLs are notified of assessments and testing accommodations. How does the LEA ensure that parents understand Florida's statewide assessments policies, mandates and student outcomes?

Prior to assessments ELL parents are notified of the assessments and accommodations by a letter in their native language and followed up by a phone call if parent does not communicate back to the school on the accommodations.

Section 6: English Language Proficiency Annual Assessment (Rule 6A-6.0903, F.A.C.)

Describe the procedures to determine if ELLs are ready to exit the LEA's ESOL program. Include exiting procedures for all language domains (listening, speaking, reading and writing), grade-specific academic criteria and data reporting of status change.

ACCESS for ELLs 2.0 Proficiency Criteria:

Proficiency criteria requires a student to achieve a Composite Overall Proficiency Level of 5.0 or greater AND at least a Proficiency Level of a 4.0 in each test domain (Listening, Speaking, Reading and Writing)

What is the title of person(s) responsible for conducting the exit assessments described above? (Check all that apply.)

School/LEA based testing administrator

ESOL Teacher/Coordinator

Other (Specify) **ESOL para**

When is an ELL Committee involved in making exit decisions? What criteria are used by the Committee to determine language and academic proficiency?

ACCESS for ELLs 2.0 Proficiency Criteria:

Proficiency criteria requires a student to achieve a Composite Overall Proficiency Level of 5.0 or greater AND at least a Proficiency Level of a 4.0 in each test domain (Listening, Speaking, Reading and Writing) Also FSA and SAT10 Proficiency is used to determine grade level proficiency

Appendix 17

Rehabilitation Act of 1973 (504)

Public school districts are required to implement procedures to ensure that requirements related to the provision of a free appropriate public education (FAPE), student evaluation, eligibility criteria, and decisions regarding the educational placement of the student are met. Gilchrist County's School Fusion Webpage has all documentation required for addressing the needs of students with disabling conditions as defined by section 504. Please access these pages or the additional documentation provided by the Florida Department of Education found below.

- *District Guide for Meeting the Needs of Students* (publication #ESE 7671)
<http://www.fldoe.org/ease/pdf/sect504.pdf>
The focus of this document is on the ways in which Section 504 impacts the education of Florida's students with disabilities. It contains sample forms, including *Notice of Parental Rights under Section 504 of Rehabilitation Act of 1973* and *Section 504 Grievance Procedure Checklist*.
- *A Parent and Teacher Guide to Section 504: Frequently Asked Questions* (publication #ESE 11780)
<http://www.fldoe.org/ease/pdf/504bro.pdf>
This pamphlet addresses ten frequently asked questions regarding implementation of Section 504 in public school settings.
- *Protecting Students With Disabilities: Frequently Asked Questions About Section 504 and the Education of Children with Disabilities*
<http://www.ed.gov/about/offices/list/ocr/504faq.html>
This document is a revised version of a document originally developed by the Chicago office of the Office for Civil Rights (OCR) in the U.S. Department of Education (ED) to clarify the requirements of Section 504 in the area of public elementary and secondary education. The revisions incorporate information about the Americans with Disabilities Act Amendments Act of 2008 (Amendments Act), effective January 1, 2009, which amended the Americans with Disabilities Act of 1990 (ADA) and included a conforming amendment to the Rehabilitation Act of 1973 that affects the meaning of disability in Section 504.
- Norlin, John, (2008) (3rd edition). *What Do I Do When... The Answer Book on Section 504*, LRP Publications, Horsham, Pennsylvania.
This book, written in a question and answer format, incorporates recent judicial decisions and OCR Letters of Finding in providing clarification on what Section 504 mandates. This edition also includes and analysis of the regulations implementing the Individuals with Disabilities Education Act and how they compare to Section 504.