

**COMPREHENSIVE STUDENT  
SERVICES PROGRAM  
PK-ADULT**

**MIAMI-DADE COUNTY PUBLIC SCHOOLS**  
Division of Student Services

**Board Policy 2411 – School Counseling**

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## EXECUTIVE SUMMARY

### THE COMPREHENSIVE STUDENT SERVICES PROGRAM PK-ADULT

The Comprehensive Student Services Program, PK-Adult, established policy for the implementation of a program centered around students' skill development, and is delivered by an integrated team of student services professionals who are uniquely trained to address the academic, personal/social, career/community awareness and health and wellness development needs of **all** students. This is a systemic approach which delivers services to students and their families. The program structure supports educational reform initiatives and takes into consideration current social climate and the unique issues faced by the multicultural/multilinguistic populations enrolled in Miami-Dade County Public Schools. It is an integral and central part of the district's total educational program.

Fundamental principles on which the program is based include:

- Members of student services teams, working in concert, possess the skills to holistically address the needs of students and their families.
- All students are assisted in the development of competencies in educational achievement, decision-making, career and postsecondary planning, working with others, educational and vocational development, transitional skills for lifelong learning, social adjustment, and taking responsibility for their own behavior.
- Each administrator and student services staff member at the school, regional level and district level staff, will establish procedures designed to ensure that all students and their parents are made aware of the student services program in a language they understand.
- Student services professionals foster and enhance the efforts of teachers and administrators in working with students and families to create a positive school climate.
- Program services are provided through four main modes of delivery: curriculum, planning, responsive services, and system support

Students will be encouraged and challenged to identify their individual uniqueness, understand multicultural diversity, attain maximum academic potential, and acquire linguistic skills to compete in a global economy. The ultimate goal of the program is for students to graduate with the competencies necessary to be able to make self-directed, realistic, responsible decisions and to be successful contributors to society.

## COMPREHENSIVE STUDENT SERVICES PROGRAM DESIGN

Philosophical Basis	Program Content	Program Modes of Delivery	Resources	Evaluations	Use of Time*
Vision, Mission Statement, Goals	Student Development Framework	Curriculum	Personnel	Personnel	Time allocations will vary with educational levels
Rationale	Areas of Development:	Planning	<ul style="list-style-type: none"> <li>• District</li> <li>• Regional</li> <li>• School</li> </ul>	Program	
Assumptions	<ul style="list-style-type: none"> <li>• Personal/Social</li> <li>• Academic</li> <li>• Career/Community Awareness</li> <li>• Health and Wellness</li> </ul>	Responsive Services	Financial	Results	
		System Support	<ul style="list-style-type: none"> <li>• Material</li> <li>• Equipment</li> <li>• Facilities</li> </ul>		
			Policies and Procedures		
			Advisory Groups		
			Community		

## **PHILOSOPHICAL BASIS**

### **VISION**

The Division of Student Services provides the necessary resources and services for students to be successful in school, work and in life.

### **MISSION STATEMENT**

The Division of Student Services implements a Comprehensive Student Services Program to meet the academic, personal/social, career/community awareness and health development needs of our students, PK-Adult. This program provides students with skill development services and activities that promote and support student achievement and individual growth.

### **GOALS**

- To reduce barriers to student achievement and to provide a seamless transition for students PK-Adult
- To develop a Student Development Framework and monitor the implementation of school site student skill development plans based on the framework standards and benchmarks

## **RATIONALE**

Miami-Dade County, the State of Florida, and the nation, are faced with an age of continuously changing technology and a global economy. The modern complexities of living, challenge today's children with new demands never faced by past generations. In addition to issues of family dynamics, peer pressure, self-concept, and career/life planning, society is currently experiencing rapid increases in:

Armed conflict	Substance use
Child abuse	Suicide
Disease	Teen pregnancy
Homelessness	Truancy
Poverty	Violence
School dropouts	Youth homicide

Florida is committed to ensuring that its youth graduate and are prepared to meet the societal and technological challenges of today's world. Miami-Dade County is grappling with the impact of rapid growth which has taxed limited financial resources to meet the educational, emotional, physical, health, housing, occupational, and social needs of the population. This has also resulted in a resurgence of previously controlled communicable diseases.

In spite of limited resources, the school community is charged with the responsibility of promoting the personal/social, academic, career/community awareness and health and wellness development of our youth; and Miami-Dade County Public Schools must equip and empower its students to face the many hurdles they will encounter.

## **ASSUMPTIONS**

The success of the Miami-Dade County Public Schools Comprehensive Student Services Program is based on the following assumptions:

1. All students are assisted in the development of competencies in educational achievement, decision-making, career and postsecondary planning, working with others, and taking responsibility for their own behavior.
2. Student services professionals foster and enhance the efforts of teachers and administrators in working with individuals in a holistic way, and in creating a positive school climate.
3. The Comprehensive Student Services Program is an integral part and an independent component of the total educational program.
4. School administrators, staff, students, and parents are aware of the comprehensive services provided by student services professionals.
5. Program services are provided through four main modes of delivery: curriculum, planning, responsive services, and system support.
6. Student services professionals are appropriately trained and credentialed and meet state and local professional standards associated with their position.
7. The program is supported by adequate human resources with qualified professional personnel spending 100 percent of their time in program delivery and support with appropriate clerical assistance.
8. Financial resources are allocated to provide the resources, materials and equipment to facilitate program delivery.
9. Members of the student services teams working collaboratively possess the skills to holistically address the needs of students and their families.
10. Administrators and student services staff members at the school will establish procedures designed to ensure that limited English proficient students and their parents are made aware of student services in a language they understand. If staff members who speak the language are not available, translation services will be provided.
11. In the assignment of student services professionals, care is taken to address the special needs of students and parents from linguistic minority homes.
12. All students are provided with a comprehensive articulation, transition and orientation process to support student success.

## **PROGRAM OBJECTIVES**

**Objective 1: To Prepare Students to Achieve with Skills for Readiness to Start School.**

- Collaborate to assist in the early identification of children with special needs.
- Conduct and facilitate parenting workshops, seminars, and consultations.
- Provide programs to teach students self-confidence skills for learning.
- Facilitate transitions from preschool programs to kindergarten.

**Objective 2: To Increase the Graduation Rate and Readiness for Postsecondary Education and Employment.**

- Provide program support to assist students in career and postsecondary planning.
- Provide training in lifelong learning skills.
- Serve as liaison with prospective employers, the business community, and postsecondary institutions.
- Provide parents with information regarding their child's future educational goals.
- Facilitate transition from high school to postsecondary education and/or the workplace.
- Establish a seamless postsecondary planning process.

**Objective 3: To Maximize Student Academic Potential and Performance.**

- Provide programs that teach students to develop transferable skills to facilitate changes throughout life.
- Provide opportunities for growth in study skills, test taking skills, time management, and organizational skills and stress management.
- Implement a process to promote students' maximum academic achievement, maintain consistent attendance and reduce the risk of failure.



- Reduce barriers to student learning by promoting placement of students in challenging educational programs which maximize their academic preparation and prepare them for postsecondary opportunities.
- Collaborate to assist in the early identification of children with special needs.
- Strengthen programs and activities which assist students in making transitions from home to school, school to school and educational level to educational level.

**Objective 4: To Maximize Student Personal, Emotional and Social Growth and Development.**

- Equip students and parents with problem solving and decision-making skills.
- Assist students in developing a healthy self-concept, self-awareness, and a sense of personal responsibility.
- Conduct and facilitate parent workshops that provide skills to reinforce their child's personal/emotional/social development.
- Serve as a liaison for community-based organizations.
- Provide community resources to schools, students, and parents.
- Provide students with developmentally appropriate transition activities from PK-Adult.
- Conduct crisis prevention, intervention and post-intervention activities.

**Objective 5: To Enhance the Learning Environment.**

- Facilitate recognition of student and staff accomplishments.
- Support school staff in maintaining an environment conducive to learning and free from limitations to student achievement.
- Focus on prevention strategies and offer intervention activities that equip students to deal successfully with developmental issues.
- Develop and maintain high expectations for behavior and achievement.

**Objective 6: To Promote and Enhance a Healthy and Safe Learning Environment.**

- Facilitate wellness activities.
- Promote healthy lifestyles and disease prevention.
- Implement support, prevention, intervention programs and activities for the promotion of safe, healthy and drug free lifestyles.
- Facilitate student awareness of self-defeating and harmful behaviors.
- Implement conflict management strategies.
- Foster attitudes of respect for others which are free from discrimination and/or harassment and help students develop an appreciation for the benefits of diversity in our community.
- Provide for crisis intervention as needed.
- Enhance the safety of all students by addressing issues of cross cultural understanding, bullying, harassment, violence, and the use of harmful substances.
- Improve the quality and access of healthcare to all students.
- Serve as liaison to community services and support full service school initiatives.

**Objective 7: To Provide Support to Teachers, Administrators and Staff.**

- Provide staff development activities on topics such as: affective education, conflict resolution strategies, and stress reduction.
- Collaborate with staff members on establishing policies and practices, developing school improvement plans, and facilitating effective communication.
- Consult with school staff to provide appropriate strategies and professional affiliations.
- Maintain a high level of competency through professional development affiliations.

**Objective 8: To Provide Support to Adult Learners.**

- Facilitate access to appropriate educational opportunities and services.
- Provide information, advisement, and encouragement, to adult learners.
- Assist adults with transitions through career planning.

## **PROGRAM CONTENT**

The Comprehensive Student Services Program provides for student growth in four areas of skill development: academic, personal/social, career/community awareness and health and wellness. In each of these areas, standards have been identified with related educational level benchmarks.

### **Academic Development**

In the area of academic development, the student is taught to understand the value of developing positive habits and attitudes which will enable him/her to accept academic challenges and benefit from school and the life-long learning process.

- Applying effective study skills
- Developing test taking skills
- Learning effectively
- Setting short-term and long-term goals and objectives
- Developing transitional skills

### **Personal/Social Development**

In the area of personal/social development, the student is encouraged to identify personal strengths and challenges through self-assessment, accept personal attributes, and develop a desire to improve in chosen areas. The student will also be directed to develop skills associated with peer and adult relationships leading to positive self concept and self confidence. Components in this area include:

- Developing positive attitudes
- Developing relationship skills
- Gaining responsibility
- Gaining self awareness
- Making effective decisions
- Managing conflicts
- Respecting others
- Understanding the harmful effects of illegal and harmful substances

### **Career/Community Awareness**

In the area of career/community awareness, the student is assisted in understanding the world of work and his/her responsibility to society and the community. Students increase career awareness, career exploration, and the use of personal skills, interests, and abilities in planning for future education and searching for a job. Students explore the needs of their school and local community and learn the importance of volunteerism. Components in this area of development include:

- Analyzing skills and interests
- Selecting a career interest
- Planning for the future
- Educational and postsecondary planning
- Understanding community service
- Participating in volunteer and community activities

## **Health and Wellness**

In the area of health and wellness, the student is taught to understand the value of developing habits and behaviors that promote healthy lifestyles. Students increase their awareness of preventive care, the importance of healthy lifestyles, and the benefits of making daily decisions that lead to personal safety and good health. Components in this area of development include:

- Understanding the concepts of health and wellness
- Recognizing the benefits of disease prevention
- Understanding risk factors related to disease
- Reducing health risks
- Maintaining good personal hygiene and habits
- Making healthy choices and decisions

## **STUDENT DEVELOPMENT FRAMEWORK STANDARDS AND BENCHMARKS**

The Student Development Framework is the basis for the delivery of activities by student services team members to provide student skill development in the academic, personal/social, career/community awareness, and health and wellness domains. The program provides students with skills that support student achievement and personal growth. School-site student services teams (school guidance counselors, career specialists, CAP advisors, TRUST specialists, health technicians and screeners, nurses, school social workers, and school psychologists) implement a comprehensive program based on the framework standards and benchmarks.

The Student Development Framework standards and benchmarks represent the knowledge, skills, and competencies individuals need to acquire, at a particular educational level, in order to effectively manage their lifelong development tasks.

# STUDENT DEVELOPMENT FRAMEWORK STANDARDS AND BENCHMARKS

## GRADES K-5

### EDUCATIONAL DEVELOPMENT DOMAIN

**Standard ED 1.0**     **Students perceive the benefits of educational achievement as it relates to personal life, career, and community.**

- 1.1     Recognize that skills taught in school subjects relate to occupations.
- 1.2     Describe academic and vocational skills that can help achieve personal and career goals.
- 1.3     Understand that educational attainment relates to the selection of school subjects, courses of study, and post-secondary educational opportunities.
- 1.4     Know that a particular skill can be used in a variety of occupations.

**Standard ED 2.0**     **Students know the importance and value of lifelong learning.**

- 2.1     Recognize that technological and other changes will require lifelong learning.
- 2.2     Explore the role of lifelong learning in career path development.
- 2.3     Demonstrate a successful transition from one academic level to another.
- 2.4     Know that lifelong learning includes not only career-related areas but also personal enrichments.
- 2.5     Know about a variety of lifelong learning resources.

**Standard ED 3.0**     **Students begin to acquire the knowledge, skills, and attitudes that contribute to effective learning.**

- 3.1     Know common study skills and habits that contribute to effective learning.
- 3.2     Recognize the power of peer relationships and peer pressures as they impact school success.
- 3.3     Describe one's personal learning style.
- 3.4     Recognize that making mistakes is an important part of the learning process.
- 3.5     Know that effort and persistence positively affect learning.
- 3.6     Demonstrate independent work habits.

- 3.7 Consider the impact that beliefs, attitudes, and behaviors have on school/work performance.

### **PERSONAL/SOCIAL DEVELOPMENT DOMAIN**

#### **Standard PS 1.0 Students accept responsibility for personal behavior.**

- 1.1 Know the difference between acceptable and unacceptable behavior.
- 1.2 Recognize the consequences of personal behavior.
- 1.3 Explore effective time management skills.
- 1.4 Identify situations in which peer pressure might affect adherence to or violation of acceptable social norms.
- 1.5 Recognize how personal attitudes and feelings affect behavior.
- 1.6 Understand the concept of personal responsibility.

#### **Standard PS 2.0 Students begin to develop effective problem-solving and decision-making skills.**

- 2.1 Practice an effective problem-solving model.
- 2.2 Practice a planned decision-making model
- 2.3 Recognize that everyone has problems in everyday life.

#### **Standard PS 3.0 Students understand the importance of developing a positive self-concept.**

- 3.1 Recognize and accept characteristics that make one special and unique.
- 3.2 Express positive feelings about self.
- 3.3 Recognize one's strengths and weaknesses.
- 3.4 Understand that growth and change is a normal part of life.
- 3.5 Perceive the benefits of developing a positive self-image.
- 3.6 Recognize and appreciate personal interests, abilities, and skills.

#### **Standard PS 4.0 Students begin to develop positive interpersonal skills.**

- 4.1 Practice effective communication skills such as paraphrasing, reflection, active listening.

- 4.2 Understand and have respect and tolerance for cultural, ethnic and human diversity.
- 4.3 Understand and respect the feelings and beliefs of others.
- 4.4 Practice effective group membership skills.
- 4.5 Practice effective conflict-management skills.
- 4.6 Understand that ethical principles guide behavior in personal, social and school situations.

## **CAREER/COMMUNITY AWARENESS**

### **Standard CC 1.0 Students have awareness of the interrelationship of life roles and the world of work.**

- 1.1 Develop an awareness of the important of career, family and leisure activities to mental, emotional, physical, and economic well-being.
- 1.2 Explore the advantages and disadvantages of various life role options.
- 1.3 Investigate factors that determine lifestyle (e.g., socioeconomic status, culture, values, occupational choices, and work habits).
- 1.4 Perceive the contribution of work to a balanced and productive life.
- 1.5 Discover ways in which work, family, leisure, and spiritual life are interrelated.
- 1.6 Explore ways that leisure activities might contribute to the development of skills needed for schoolwork or for occupations.

### **Standard CC 2.0 Students begin to develop employability skills to seek, obtain, maintain and change jobs.**

- 2.1 Know where to find information about job openings
- 2.2 Develop awareness of the skills, knowledge, attitudes, and behaviors necessary for a successful job interview.
- 2.3 Prepare a personal resume and complete a simple job application form.
- 2.4 Discover sources of employment opportunity in the community.
- 2.5 Understand that job opportunities have different working conditions, benefits, salaries, etc.
- 2.6 Describe school services that can help students make the transition from elementary school to middle school.



- 2.7 Demonstrate effective employability skills (e.g., team work, time management, problem-solving).

**Standard CC 3.0 Students develop skills to locate, understand, and use career information.**

- 3.1 Describe the work tasks, educational requirements, related skills, and other characteristics of various occupations.
- 3.2 Demonstrate use of a range of career information resources (e.g., handbooks, career materials, and computerized career information delivery systems).
- 3.3 Know that occupations can be categorized into clusters or groups.
- 3.4 Know that self-employment is a career option that has its benefits and challenges.
- 3.5 Describe how parents, relatives, neighbors, and other adults might be possible information resources, role models, or mentors.
- 3.6 Know that employment trends can affect the kinds of education and training needed for employment.

**Standard CC 4.0 Students develop awareness of the career planning process.**

- 4.1 Know that lifelong learning is an important part of any career plan.
- 4.2 Understand that education and training continue beyond high school.
- 4.3 Know of school and community resources that have information about educational and occupational choices.
- 4.4 Recognize that skills learned in school and through other experiences might be used in future jobs.
- 4.5 Demonstrate skills necessary to compare information about occupations.
- 4.6 Develop initial ideas about career plans.

**HEALTH AND WELLNESS DOMAIN**

**Standard HD 1.0 Students know the benefits of developing a healthy lifestyle.**

- 1.1 Develop an awareness of the concept of healthy lifestyle and recognize positive behaviors that contribute to a healthy lifestyle.
- 1.2 Understand positive health behaviors that enhance wellness.

- 1.3 Identify common health problems of children and positive ways to prevent these problems.
- 1.4 Develop an awareness of the relationship between physical and emotional health.
- 1.5 Know names of body parts.
- 1.6 Understand the various responsibilities of family members (e.g., mother, father, aunt, grandparent, guardian, and sister) for health promotion and disease prevention.
- 1.7 Understand why health problems should be recognized and treated early.
- 1.8 Understand the meaning of communicable disease (e.g., chicken pox, meningitis, tuberculosis, hepatitis) and knows steps for limiting exposure.

**Standard HD 2.0      Students know available school and community resources that provide assistance for health related issues.**

- 2.1 Know sources of health information (e.g. people, places, phone numbers,) and how to locate them.
- 2.2 Develop an awareness of the benefits of health screenings (e.g. vision, hearing, scoliosis, Hypertension, dental) and understand the importance of follow-up.
- 2.3 Know the designated personnel in school trained in medication administration.
- 2.4 Identify available on-site health services and personnel (e.g. nurse, school social worker, health technician, school guidance counselor, TRUST specialist, and Full Service School Clinic personnel).
- 2.5 Identify advertisement for health products.
- 2.6 Understand the meaning of warning labels and recognizes signs on hazardous substances.

**Standard HD 3.0      Students know health enhancing behaviors and how to reduce health risks.**

- 3.1 Learn and practice good personal health habits (e.g. personal hygiene, healthy eating habits, and regular exercise).
- 3.2 Understand concepts of Body Mass Index (BMI), and healthy weight management.
- 3.3 Distinguish between threatening and non-threatening environments, situations and knows how to seek assistance.

- 3.4 Learn and practice ways to prevent injuries
- 3.5 Identify safe and unsafe behaviors.
- 3.6 Understand the importance of protection from environmental dangers (e.g., insect/animal bites, overexposure to the sun, poisonous plants, natural/unnatural disasters)
- 3.7 Know basic information on Human Immunodeficiency Virus (HIV).

**Standard HD 4.0      Students know how to use goal-setting and decision-making skills that enhance health.**

- 4.1 Understand that decision-making is related to health issues and problems; such as making a decision not to use tobacco products.
- 4.2 Know about the danger of using drugs and learn ways to “say no” to drugs.
- 4.3 Recognize that decisions about personal behavior may be healthy or unhealthy (e.g. obeying pedestrian rules).
- 4.4 Understand the benefits of making daily decisions that lead to personal safety (e.g. wearing seat belts, riding a bicycle and/or skating with a helmet).

**Standard HD 5.0      Students explore the influence of culture, media, technology, and other factors on health.**

- 5.1 Recognize the ways in which the media, technology, and other sources provide information about health.
- 5.2 Recognize that individuals have different cultural backgrounds that impact health practices.
- 5.3 Understand cultural similarities that promote health.
- 5.4 Learn about the differences of people with special health needs.

## GRADES 6-8

### EDUCATIONAL DEVELOPMENT DOMAIN

**Standard ED 1.0 Students know the benefits of educational achievement as it relates to personal life, career, and community.**

- 1.1 Relate skills taught in school subjects to career.
- 1.2 Apply academic and vocational skills to achieve personal and career goals.
- 1.3 Understand that educational goals should relate to the selection of high school subjects.
- 1.4 Understand what transferable skills are and how they apply to a variety of occupations.

**Standard ED 2.0 Students know the importance and value of lifelong learning.**

- 2.1 Understand that technological and other changes will require lifelong education and lifelong skill development to maintain employment.
- 2.2 Understand the role of lifelong learning in career path development.
- 2.3 Demonstrate a successful transition from one academic level to another.
- 2.4 Understand that lifelong learning includes not only career related areas but also personal enrichments.
- 2.5 Know how to get information about a variety of lifelong learning opportunities.

**Standard ED 3.0 Students acquire the knowledge, skills and attitudes that contribute to effective learning.**

- 3.1 Describe common study skills and habits that contribute to effective learning.
- 3.2 Understand the power of peer relationships and peer pressures and how they impact school success.
- 3.3 Describe the use of personal learning style to maximize learning.
- 3.4 Accept that making mistakes is an important part of the learning process.
- 3.5 Understand how effort and persistence positively affect learning.
- 3.6 Demonstrate independent work habits.
- 3.7 Understand the impact that beliefs, attitudes, and behaviors have on school/work performance.

## **PERSONAL/SOCIAL DEVELOPMENT DOMAIN**

### **Standard PS 1.0 Students accept responsibility for personal behavior.**

- 1.1 Understand the difference between acceptable and unacceptable behavior.
- 1.2 Describe the consequences of personal behavior.
- 1.3 Develop effective time-management skills.
- 1.4 Recognize situations in which peer pressure might affect adherence to or violation of acceptable social norms.
- 1.5 Identify and understand how personal attitudes and feelings affect behavior.
- 1.6 Understand the concept of personal responsibility.

### **Standard PS 2.0 Students develop effective problem-solving and decision-making skills.**

- 2.1 Develop an effective problem-solving model.
- 2.2 Develop a planned decision-making model.
- 2.3 Understand that everyone has problems in everyday life.

### **Standard PS 3.0 Students understand the importance of maintaining a positive self-concept.**

- 3.1 Identify and describe characteristics that make one special and unique.
- 3.2 Express positive feelings about self.
- 3.3 Describe one's strengths and weaknesses.
- 3.4 Understand that growth and change is a normal part of life.
- 3.5 Understand the benefits of developing a positive self-image.
- 3.6 Identify and appreciate personal interests, abilities, and skills.

### **Standard PS 4.0 Students develop positive interpersonal skills.**

- 4.1 Develop effective communication skills such as paraphrasing, reflection, and active listening.
- 4.2 Understand, respect, and have tolerance for cultural, ethnic and human diversity.
- 4.3 Understand and respect the feeling and beliefs of others.

- 4.4 Develop and use effective group-membership skills.
- 4.5 Develop and use effective conflict-management skills.
- 4.6 Use ethical principles in guiding behavior in personal social and work situations.

### **CAREER/COMMUNITY AWARENESS DOMAIN**

#### **Standard CC 1.0 Students understand the interrelationship of life roles and the world of work.**

- 1.1 Understand the importance of career, family and leisure activities to mental, emotional, physical, and economic well-being.
- 1.2 Identify the advantages and disadvantages of various life role options.
- 1.3 Describe factors that determine lifestyles (e.g., socioeconomic status, culture, values, occupational choices, and work habits).
- 1.4 Understand that work contributes to a balanced and productive life.
- 1.5 Describe ways in which work, family, leisure, and spiritual life are interrelated.
- 1.6 Recognize ways that leisure activities contribute to the development of occupational skills and job performance.

#### **Standard CC 2.0 Students develop employability skills to seek, obtain, maintain and change jobs.**

- 2.1 Locate and understand information about job openings.
- 2.2 Develop skills, knowledge, attitudes, and behaviors necessary for a successful job interview.
- 2.3 Prepare a school resume and complete a job application.
- 2.4 Identify sources of employment opportunity in the community.
- 2.5 Compare job opportunities (e.g., working conditions, benefits, salary).
- 2.6 Describe services available to assist with transition from middle school to high school.
- 2.7 Describe employability skills necessary to obtain and maintain jobs.

#### **Standard CC 3.3 Students understand the needs of society and the structure of the economy are related to the nature of work.**

- 3.1 Describe the effects that societal, economic, and technological changes have on occupations.

- 3.2 Describe the effects of change in supply and demand for workers.
- 3.3 Explain how various occupations impact society.
- 3.4 Describe how society's needs and functions affect the supply of goods and services
- 3.5 Understand the concept of a global economy and how it affects each individual.
- 3.6 Describe how occupational and industrial trends relate to education/training requirements and employment.
- 3.7 Describe the advantages and problems associated with nontraditional employment for women and men.
- 3.8 Identify factors that have influenced the changing career patterns of women and men.
- 3.9 Demonstrate skills necessary to function as a consumer and manage personal financial resources.

**Standard CC 4.0 Students have skills to locate, evaluate and interpret career information.**

- 4.1 Describe the work tasks, educational requirement, related skills, and other characteristics of various occupations.
- 4.2 Demonstrate use of a range of career information resources e.g., handbooks, career materials, labor market information, and computerized career information delivery systems).
- 4.3 Demonstrate knowledge of various classification systems that categorize occupations and industries.
- 4.4 Describe the advantages and disadvantages of self-employment as a career option.
- 4.5 Identify individuals in selected occupations as possible information resources, role models, or mentors.
- 4.6 Identify how employment trends relate to education and training.

**Standard CC 5.0 Students understand the career planning process.**

- 5.1 Describe initial career plans.
- 5.2 Demonstrate knowledge of secondary, postsecondary education, and vocational program options.

- 5.3 Describe school and community resources to explore educational and career choices.
- 5.4 Demonstrate skills necessary to compare education and job opportunities.
- 5.5 Develop an individual career plan, updating information from earlier plans and including tentative decisions to be implemented after high school.

## **HEALTH AND WELLNESS DOMAIN**

### **Standard HD 1.0 Students know the benefits of developing a healthy lifestyle.**

- 1.1 Explain the concept of healthy lifestyle and recognize positive behaviors that contribute to a healthy lifestyle.
- 1.2 Describe positive health behaviors that enhance wellness.
- 1.3 Identify common health problems of adolescents and positive ways to prevent these problems.
- 1.4 Describe the relationship between physical and emotional health.
- 1.5 Demonstrate knowledge of body parts.
- 1.6 Describe the various responsibilities of family members (e.g., mother, father, aunt, grandparent, guardian, and sister) for health promotion and disease prevention.
- 1.7 Explain why health problems should be recognized and treated early.
- 1.8 Describe the meaning of communicable disease (e.g., chicken pox, meningitis, tuberculosis, hepatitis) and explain steps for limiting exposure.

### **Standard HD 2.0 Students know available school and community resources that provide assistance for health related issues.**

- 2.1 Identify sources of health information (e.g. people, places, phone numbers,) and knows how to locate them.
- 2.2 Know the importance of health screenings (e.g. vision, hearing, scoliosis, hypertension, dental,) and understands the benefits of follow-up.
- 2.3 Identify the designated personnel in school trained in medication administration.
- 2.4 Identify available on-site health services and personnel (e.g. nurse, school social worker, health technician, school guidance counselor, TRUST specialist, and Full Service School Clinic personnel)



- 2.5 Identify advertisement for health products.
- 2.6 Read and comprehend warning labels and understand the meaning of and can identify signs on hazardous substances.

**Standard HD 3.0 Student know health enhancing behaviors and how to reduce health risks.**

- 3.1 Describe and practice good personal health habits (e.g. personal hygiene, healthy eating habits, and regular exercise).
- 3.2 Explain the concepts of Body Mass Index (BMI), and healthy weight management.
- 3.3 Describe threatening and non-threatening environments and situations and know how to seek assistance.
- 3.4 Describe and practices ways to prevent injuries
- 3.5 Describe safe and unsafe behaviors.
- 3.6 Explain the reasons for protection from environmental dangers (e.g., insect/animal bites, over exposure to the sun, poisonous plants, natural/unnatural disasters)
- 3.7 Know basic information on Human Immunodeficiency Virus (HIV).

**Standard HD 4.0 Students know how to use goal-setting and decision-making skills that enhance health.**

- 4.1 Know how to apply a decision-making process to health issues and problems (e.g. decision not to use tobacco products).
- 4.2 Describe the danger of using drugs and practice ways to “say no” to drugs.
- 4.3 Understand that decisions about personal behavior may be healthy or unhealthy (e.g. obeying pedestrian rules).
- 4.4 Understand the benefits of making daily decisions that lead to personal safety and health (e.g. wearing seat belts, riding bicycle and/or skating with a helmet).

**Standard HD 5.0 Students examine the influence of culture, media, technology, and other factors on health.**

- 5.1 Describe ways in which the media, technology, and other sources provide information about health.

- 5.2 Recognize that individuals have different cultural backgrounds that impact health practices.
- 5.3 Know and understand cultural similarities that promote health.
- 5.4 Know and accept the differences of people with special health needs.

## GRADES 9-12

### EDUCATIONAL DEVELOPMENT DOMAIN

**Standard ED 1.0 Students know the benefits of educational achievement as it relates to personal life, career, and community.**

- 1.1 Relate skills taught in school subject to occupations.
- 1.2 Apply academic and vocational skills to achieve personal and career goals.
- 1.3 Know that the amount of education needed for careers vary.
- 1.4 Understand that educational attainment relates to the selection of high school subjects, course of study, and post-secondary educational opportunities.
- 1.5 Understand that there are transferable skills which apply to a variety of occupations.

**Standard ED 2.0 Students know the importance and value of lifelong learning.**

- 2.1 Understand that technological and other changes in the work environment will require lifelong education and skill development for employment.
- 2.2 Understand the role of lifelong learning in career-path development.
- 2.3 Understand that employment trends affect lifelong learning needs,
- 2.4 Demonstrate a successful transition from one academic level to another.
- 2.5 Understand that lifelong learning includes not only career-related areas but also personal enrichments.
- 2.6 Know how to obtain information about a variety of lifelong learning opportunities.

**Standard ED 3.0 Students acquire the knowledge, skills, and attitudes that contribute to effective learning.**

- 3.1 Demonstrate common study skills and habits that contribute to effective learning.
- 3.2 Describe the power of peer relationships and peer pressure as they impact upon school success.
- 3.3 Demonstrate the use of personal learning style to maximize learning.
- 3.4 Describe how making mistakes is an important part of the learning process.
- 3.5 Explain how effort and persistence positively affect learning.

- 3.6 Demonstrate independent work habits.
- 3.7 Explain the impact that beliefs, attitudes, and behaviors have on school/work performance.

## **PERSONAL/SOCIAL DEVELOPMENT DOMAIN**

### **Standard PS 1.0 Students accept responsibility for personal behavior.**

- 1.1 Describe the difference between acceptable and unacceptable behavior.
- 1.2 Describe the consequences of personal behavior.
- 1.3 Demonstrate effective time-management skills.
- 1.4 Describe situations in which peer pressure might affect adherence to or violation of acceptable social norms.
- 1.5 Explain how personal attitudes and feelings affect behavior.
- 1.6 Understand the concept of personal responsibility.

### **Standard PS 2.0 Students develop effective problem-solving and decision-making skills.**

- 2.1 Demonstrate the use of effective problem-solving model.
- 2.2 Use a planned decision-making model.
- 2.3 Describe problems in everyday life.

### **Standard PS 3.0 Students understand the importance of maintaining a positive self-concept.**

- 3.1 Describe characteristics that make one special and unique.
- 3.2 Describe positive feelings about self.
- 3.3 Demonstrate knowledge of one's strengths and weaknesses.
- 3.4 Explain how growth and change are normal phases in life.
- 3.5 Explain the benefits of developing a positive self-image.
- 3.6 Identify and appreciate personal interests, abilities, and skills.

### **Standard PS 4.0 Students develop positive interpersonal skills.**

- 4.1 Develop effective personal communication skills.
- 4.2 Show respect and tolerance for cultural, ethnic and human diversity.

- 4.3 Respect the feelings and beliefs of others.
- 4.4 Demonstrate the use of effective group-membership skills.
- 4.5 Demonstrate the use of effective conflict-management skills.
- 4.6 Use ethical principles in guiding behavior in personal, social and work situations.

### **CAREER/COMMUNITY AWARENESS DOMAIN**

#### **Standard CC 1.0 Students understand the interrelationship of life roles and the world of work.**

- 1.1 Describe the importance of career, family and leisure activities to mental, emotional, physical, and economic well being.
- 1.2 Describe the advantages and disadvantages of various life-role options.
- 1.3 Describe factors that determine lifestyles (e.g., socioeconomic status, culture, values, occupational choices, and work habits).
- 1.4 Describe the contribution of work to a balanced and productive life.
- 1.5 Describe ways in which work, family, and leisure, are interrelated.

#### **Standard CC 2.0 Students develop employability skills to seek, obtain, maintain, and change jobs.**

- 2.1 Locate, interpret, and use career information.
- 2.2 Demonstrate skills, knowledge, attitudes, and behaviors necessary for a successful job interview.
- 2.3 Prepare a resume, a cover letter, and complete a job application.
- 2.4 Identify sources of employment opportunity in the community.
- 2.5 Assess job opportunities (e.g., working conditions, benefits, salary).
- 2.6 Describe services available to assist with transition from high school to civilian employment, to the armed services, or to post-secondary education/training.
- 2.7 Demonstrate employability skills necessary to obtain and maintain jobs.

#### **Standard CC 3.0 Students understand how the needs of society and the structure of the economy are related to the nature of work.**

- 3.1 Describe the effects that societal, economic, and technological changes have on careers.

- 3.2 Explain the social significance of various occupations.
- 3.3 Describe how society's needs and functions affect the supply of goods and services.
- 3.4 Understand the concept of a global economy and how it affects each individual.
- 3.5 Describes how occupational and industrial trends relate to education/training requirements and employment.
- 3.6 Describe the advantages and problems associated with nontraditional employment for women and men.
- 3.7 Identify factors that have influenced the changing career patterns of women and men.
- 3.8 Demonstrate skills necessary to function as a consumer and manage personal financial resources.

**Standard CC 4.0      Students have the necessary skills to locate, evaluate, and interpret career information.**

- 4.1 Describe the work tasks, educational requirements, related skills and other characteristics of various careers.
- 4.2 Demonstrate use of a range of career information resources (e.g., handbooks, career materials, labor market information, and computerized career information delivery system).
- 4.3 Demonstrate knowledge of various classification systems that categorize occupations and industries.
- 4.4 Describe the advantages and disadvantages of self-employment as a career option.
- 4.5 Identify individuals in selected careers as possible information resources, role models and or mentors.
- 4.6 Identify how employment trends relate to education and training.

**Standard CC 5.0      Students understand the career-planning process.**

- 5.1 Describe career plans.
- 5.2 Demonstrate knowledge of postsecondary education and vocational training program options.
- 5.3 Describe school and community resources to explore educational and career choices.

- 5.4 Demonstrate skills necessary to compare education and job opportunities.
- 5.5 Develop an individual career plan, updating information from earlier plans and including tentative decisions to be implemented after high school.

## **HEALTH AND WELLNESS DOMAIN**

### **Standard HD 1.0 Students know the benefits of developing a healthy lifestyle.**

- 1.1 Maintain a healthy lifestyle and demonstrate positive behaviors that contribute to a healthy lifestyle.
- 1.2 Explain how positive health behaviors enhance wellness.
- 1.3 Describe common health problems of adults and children and know positive ways to prevent these problems.
- 1.4 Explain the relationship between physical and emotional health.
- 1.5 Describe the function of various body parts and how they relate to overall health.
- 1.6 Recognize the benefits of disease prevention.
- 1.7 Explain why health problems should be recognized and treated early.
- 1.8 Define communicable diseases (e.g., Chicken Pox, Meningitis, Tuberculosis, Hepatitis) and knows steps for limiting exposure.

### **Standard HD 2.0 Students knows available school and community resources that provide assistance for health related issues.**

- 2.1 Identify and name various sources of health information (e.g. people, places, phone numbers) and how to locate them.
- 2.2 Explain the importance of lifelong health screenings (e.g. vision, hearing, hypertension, dental) and of follow-up in order to maintain a healthy lifestyle.
- 2.3 Know the designated personnel in school trained in medication administration.
- 2.4 Identify available on-site and community health services and personnel (e.g. school nurse, school social worker, health technician, school guidance counselor, TRUST specialist, and Full Service School Clinic personnel) and know how to access them.
- 2.5 Identify advertisement for health products.

- 2.6 Read and comprehend warning labels and understand the meaning of and can identify signs on hazardous substances.

**Standard HD 3.0 Students know health enhancing behaviors and how to reduce health risks.**

- 3.1 Maintain good personal health habits (e.g. personal hygiene, healthy eating habits, and regular exercise).
- 3.2 Explain and understand the importance of Body Mass Index (BMI), and healthy weight management.
- 3.3 Describe threatening and non-threatening environments and situations and know how and when to seek immediate assistance.
- 3.4 Practice and understand ways to prevent injuries.
- 3.5 Describe safe and unsafe behaviors.
- 3.6 Understand the importance of protection from environmental dangers (e.g., insect/animal bites, overexposure to the sun, poisonous plants, natural/unnatural disasters)
- 3.7 Know risk factors related to Human Immunodeficiency Virus (HIV).

**Standard HD 4.0 Students know how to use goal-setting and decision-making skills that enhance health.**

- 4.1 Recognize that personal decisions will impact ongoing health risks and problems (e.g. use of tobacco products).
- 4.2 Explain the dangers and risks of drug use and practices ways to “say no” to drugs.
- 4.3 Know that decisions about personal behavior may be healthy or unhealthy (e.g., obeying pedestrian rules).
- 4.4 Practice the benefits of making daily decisions that lead to personal safety and health (e.g. wearing seat belts, wearing a helmet, wearing sunscreen).

**Standard HD 5.0 Students analyze the influence of culture, media, technology, and other factors on health.**

- 5.1 Describe ways in which the media, technology, and other sources provide information about health.



- 5.2 Explain how individuals have different cultural backgrounds that may impact health practices.
- 5.3 Know and understand cultural similarities that promote health.
- 5.4 Recognize and accept the differences of people with special health needs.

## **ADULT/VOCATIONAL EDUCATION**

### **EDUCATIONAL DEVELOPMENT DOMAIN**

#### **Standard ED 1.0 Students know the benefits of educational achievement as it relates to personal life, career, and community.**

- 1.1 Relate skills taught in adult education to occupational choices.
- 1.2 Apply academic and vocational skills to achieve personal and career goals.
- 1.3 Assess the amount of education needed for various occupations.
- 1.4 Understand that the knowledge and skills learned in school and on the job can be used for community-services activities.
- 1.5 Understand that educational attainment relates to the selection of a career.
- 1.6 Identify transferable skills that can be applied to career or vocational choices.

#### **Standard ED 2.0 Students understand the importance and value of lifelong learning.**

- 2.1 Understand that technological and other changes in the work environment will require lifelong educational and skill development for employment.
- 2.2 Understand the role of lifelong learning in career-path development.
- 2.3 Understand that employment trends affect lifelong learning needs.
- 2.4 Demonstrate a successful transition from school to work.
- 2.5 Understand that lifelong learning includes not only career-related areas but also personal enrichments.
- 2.6 Know how to select lifelong learning opportunities.

#### **Standard ED 3.0 Students acquire the knowledge, skills, and attitudes that contribute to effective learning.**

- 3.1 Demonstrate study skills and habits that contribute to effective learning.
- 3.2 Understand the power of peer and family relationships and how they impact success.
- 3.3 Demonstrate the use of personal learning style to maximize learning.

3.4 Understand how effort and persistence positively affect lifelong learning.

3.5 Demonstrate independent work habits.

### **PERSONAL/SOCIAL DEVELOPMENT DOMAIN**

#### **Standard PS 1.0 Students accept responsibility for personal behavior.**

1.1 Understand the difference between acceptable and unacceptable behavior.

1.2 Understand the consequences of personal behavior.

1.3 Demonstrate effective time-management skills.

1.4 Identify and understand how personal attitudes and feelings affect behavior.

1.5 Demonstrate the concept of personal responsibility.

#### **Standard PS 2.0 Students develop effective problem-solving and decision-making skills.**

2.1 Use an effective problem-solving model.

2.2 Use a planned decision-making model.

2.3 Understand that everyone has problems in everyday life.

#### **Standard PS 3.0 Students understand the importance of maintaining a positive self-concept.**

3.1 Identify characteristics that make one special and unique.

3.2 Describe one's strengths and challenges.

3.3 Understand that change is a normal part of life.

3.4 Understand the benefits of developing a positive self image.

3.5 Appreciate personal interests, abilities, and skills.

#### **Standard PS 4.0 Students have positive interpersonal skills.**

4.1 Use communication skills such as paraphrasing, reflection, and active listening.

4.2 Demonstrate respect and tolerance for cultural, ethnic and human diversity.

4.3 Demonstrate effective group-membership skills.

4.4 Demonstrate effective- conflict-management skills.

4.5 Use ethical principles in guiding behavior in personal, social, and work situations.

## **CAREER/COMMUNITY/DOMAIN**

### **Standard CC 1.0 Students understand the interrelationship of life roles and the world of work.**

- 1.1 Explain how career, family, and leisure activities impact mental, emotional, physical, and economic well-being.
- 1.2 Describe the advantages and disadvantages of various life-role options.
- 1.3 Demonstrate an understanding of factors that determine lifestyles (e.g., socioeconomic status, culture, values, occupational choices, and work habits).
- 1.4 Describe the contribution of work to a balanced and productive life.
- 1.5 Describe ways in which work, family, leisure, and spiritual life are interrelated.
- 1.6 Describe ways that leisure activities contribute to the development of occupational skills and job performance.

### **Standard CC 2.0 Students develop employability skills to seek, obtain, maintain and change jobs.**

- 2.1 Locate, interpret, evaluate, and use information about job openings.
- 2.2 Demonstrate skills, knowledge, attitudes, and behaviors necessary for a successful job interview.
- 2.3 Prepare or update a resume and cover letter and complete a job application.
- 2.4 Identify sources of employment opportunity in the community.
- 2.5 Compare and describe job opportunities (e.g., working conditions, benefits, salary).
- 2.6 Describe services available to assist with transitions when changing jobs or seeking post-secondary education/training.
- 2.7 Demonstrate employability skills necessary to obtain and maintain employment.

### **Standard CC 3.0 Students understand how the needs of society and the structure of the economy are related to the nature of work.**

- 3.1 Understand the effects that societal, economic, and technological changes have on occupations.
- 3.2 Understand the effects of change in supply and demand for workers.

- 3.3 Explain the social significance of various occupations.
- 3.4 Describe how society's needs and functions affect the supply of goods and services.
- 3.5 Understand the concept of a global economy and how it affects each individual.
- 3.6 Describe how occupational and industrial trends relate to education/training requirements and employment.
- 3.7 Demonstrate skills necessary to function as a consumer.
- 3.8 Manage personal financial resources.

**Standard CC 4.0      Students have skills to locate, evaluate and interpret career information.**

- 4.1 Describe the work tasks, educational requirements, related skills, and other characteristics of various occupations.
- 4.2 Demonstrate use of a range of career-information resources (e.g., handbooks, career materials, labor-market information, and computerized career-information delivery systems).
- 4.3 Demonstrate knowledge of various classification systems that categorize occupations and industries.
- 4.4 Describe the advantages and disadvantages of self-employment as a career option.
- 4.5 Describe skills necessary to maintain self-employment.
- 4.6 Identify individuals in selected occupations as possible information resources, role models, and mentors.
- 4.7 Identify how employment trends relate to education and training.

**Standard CC 5.0      Students understand the career-planning process.**

- 5.1 Demonstrate knowledge of postsecondary education and training programs options.
- 5.2 Describe school and community resources to explore educational and occupational choices.
- 5.3 Demonstrate occupational skills developed through volunteer experiences, part-time employment, or school-to-work transition program.
- 5.4 Demonstrate skills necessary to compare education and job opportunities.

- 5.5 Develop an individual career plan, updating information from earlier plans and including tentative decisions to be implemented

## **HEALTH AND WELLNESS DOMAIN**

### **Standard HD 1.0 Students know the benefits of developing a healthy lifestyle.**

- 1.1 Maintain a healthy lifestyle and demonstrate positive behaviors that contribute to a healthy lifestyle.
- 1.2 Explain how positive health behaviors enhance wellness.
- 1.3 Describe common health problems of adults and children and know positive ways to prevent these problems.
- 1.4 Explain the relationship between physical and emotional health.
- 1.5 Describe the function of various body parts and how they relate to overall health.
- 1.6 Recognize the benefits of disease prevention.
- 1.7 Explain why health problems should be recognized and treated early.
- 1.8 Define communicable diseases (e.g., Chicken Pox, Meningitis, Tuberculosis, Hepatitis) and know steps for limiting exposure.

### **Standard HD 2.0 Students know available school and community resources that provide assistance for health related issues.**

- 2.1 Identify and name various sources of health information (e.g. healthcare workers, nurses, physicians).
- 2.2 Explain the importance of lifelong health screenings (e.g. vision, hearing, Hypertension, dental) and of follow-up in order to maintain a healthy lifestyle.
- 2.3 Knows the designated healthcare personnel on campus.
- 2.4 Identify available community health services (e.g. clinics, hospitals) and know how to access them.
- 2.5 Identify advertisement for health products.
- 2.6 Read and comprehend warning labels and understand the meaning of and can identify signs on hazardous substances.

**Standard HD 3.0      Students know health enhancing behaviors and how to reduce health risks.**

- 3.1      Maintain good personal health habits (e.g. personal hygiene, healthy eating habits, and regular exercise).
- 3.2      Explain and understand the importance of Body Mass Index (BMI), and healthy weight management.
- 3.3      Explain the difference between threatening and non-threatening environments and situations and know how and when to seek immediate assistance.
- 3.4      Know how to prevent injuries.
- 3.5      Know and understand safe and unsafe decisions, actions, and behaviors.
- 3.6      Understand the importance of protection from environmental dangers (e.g. insect/animal bites, overexposure to the sun, poisonous plants, natural/unnatural disasters).
- 3.7      Know risk factors related to Human Immunodeficiency Virus (HIV).

**Standard HD 4.0      Students know how to use goal-setting and decision-making skills that enhance health.**

- 4.1      Recognize that personal decisions will impact ongoing health risks and problems (e.g. use of tobacco products).
- 4.2      Explain the dangers and know risks of drug use and practice ways to avoid exposure to drugs.
- 4.3      Know that decisions about personal behavior may be healthy or unhealthy (e.g. obeying pedestrian rules).
- 4.4      Practice the benefits of making daily decisions that lead to personal safety and health (e.g. wearing seat belts, wearing a helmet, wearing sunscreen).

**Standard HD 5.0      Students analyze the influence of culture, media, technology, and other factors on health.**

- 5.1      Describe ways in which the media, technology, and other sources provide information about health.
- 5.2      Explain how individuals having different cultural backgrounds may impact health practices.
- 5.3      Know and understand cultural similarities that promote health.
- 5.4      Recognize and accept the differences of people with special health needs.

## PROGRAM MODES OF DELIVERY

The program modes of delivery organize all of the work of student services personnel into direct and indirect activities and services. They include the direct services to students, parents, teachers, and administrators through curriculum, planning, and responsive services, and indirect services of system support.

### Curriculum

The curriculum consists of structured, developmental experiences presented systematically through classroom and group activities pre-kindergarten through grade twelve. The purpose of the curriculum is to provide all students at every level with knowledge of growth and development, to promote their positive mental health to enhance their abilities to succeed academically, and to assist them in acquiring life skills. The curriculum is delivered cooperatively by faculty and staff.

Strategies for delivery of the curriculum may include:

Classroom activities: Student services personnel teach, team teach, or assist in teaching curriculum activities or units in the classroom.

Structured group activities: Student services personnel conduct group activities outside the classroom to respond to students' identified interest or needs.

### Planning

Planning consists of activities that help all students plan, monitor, and manage their own personal, educational, and career development. Students evaluate their educational, career, and personal goals through activities delivered by student services personnel in small groups, advisement groups, or individually. Planning is implemented through strategies, such as:

Assessment: Student services personnel work with students in analyzing and evaluating students' abilities, interests, skills, and achievement. Test information and other data are the bases for assisting students in developing immediate and long range plans.

Advisement: Student services personnel work with students using personal, social, educational, career, and labor market information in planning personal, educational, and career goals. The involvement of students, parents, and the school staff in planning students' programs that meet their needs is critical.



Placement: Student services personnel work with others to assist students in accessing appropriate challenging educational programs and in making the transition from school to work or to additional education/training.

### **Responsive Services**

Responsive services consist of activities to meet the immediate needs and concerns of students whether these needs or concerns require counseling, consultation, referral, or information. This component is available to all students and is often student initiated. Student services personnel have special training and skills to respond to these needs and concerns. The cooperation and support of the entire faculty and staff are necessary. Responsive services are delivered through such strategies as:

Consultation: Student services personnel consult with students, along with parents, teachers, other educators, and community agencies regarding strategies to help students deal with and resolve personal concerns.

Personal counseling: Counseling is provided on a small group or individual basis for students expressing difficulties dealing with relationships, personal concerns, developmental tasks, or experiencing difficulties with school attendance. Personal counseling assists students in identifying problems, causes, possible consequences, and alternative choices so that appropriate action is taken.

Crisis counseling: Counseling and support are provided to students and/or their families facing crisis situations. Such counseling is normally short-term and temporary in nature. When necessary, appropriate referral sources are used

Accessing resources: Student services personnel use other professional resources of the school and the community, when appropriate. These resources may include: mental health agencies, employment and training programs, vocational rehabilitation, juvenile services

## **System Support**

System support consists of management activities that establish, maintain, and enhance the total student services program. It is implemented and carried out through activities in the following areas:

Professional Development	Student services personnel need to be involved regularly in updating their professional knowledge and skills. This may involve participating in regular school in-service training, attending professional meetings, completing post-graduate coursework, and contributing to professional literature.
Staff/community public relations:	Student services personnel provide orientation for staff and the community to the Comprehensive Student Services Program through the use of newsletters, local media, and school and community presentations.
Consultation with teachers/administrators	Student services personnel consult with teachers, administrators, and other staff members regularly in order to provide information to support staff and to receive feedback on emerging needs of students.
Advisory committees:	Serving on departmental curriculum committees, community committees, school improvement teams, and region advisory committees are examples of ways to support other programs in the school and community and to gain support for the student services program.
Community outreach:	Included are activities designed to help student services personnel become knowledgeable about community resources, field trip sites, employment opportunities, and local labor market information. This may involve visiting local businesses, industries, and social service agencies on a periodic basis.
Program management and operation:	This includes the planning and management tasks needed to support activities conducted in an comprehensive student services program. It also includes responsibilities that need to be fulfilled as members of the school staff.

Research and development:

Program evaluation, data analysis, follow up studies, and the continued development and updating of curriculum activities and resources are some examples of research and development work of student services personnel.

## RESOURCES

The Comprehensive Student Services Program PK – Adult is supported by adequate and appropriate resources in the form of personnel, financial support, policies/procedures, and the community.

### **PERSONNEL**

While all participants in the educational process have a responsibility for the academic, social, career/community, and health and wellness development of all student; student services professionals have an obligation to promote growth in these areas.

**DISTRICT:** Administrative and support staff in the Division of Student Services provide leadership for implementation, coordination, and evaluation, of the Comprehensive Student Services Program. They work collaboratively with staff in other administrative offices to facilitate the effective delivery of affective educational program.

**REGIONAL:** Advisory functions are provided by regional center offices. In each region, a student services advisory or steering committee has been established to address specific issues and concerns identified by student services teams at each school.

**SCHOOL:** Student Services personnel form an integrated student services team which consists of the following job titles:

**College Assistance Program (CAP) Advisors** provide information and assist students in completing applications for college admission testing, admission to postsecondary institutions, financial aid and scholarships. Advisors are trained to present college workshops to parents, community organizations, and students, and to utilize a planned curriculum encompassing postsecondary planning and financial aid. All advisors have at least two years of college. All traditional high schools receive full-time service five days a week.

**School Counselors** are professionals with master's degrees, certified by the Florida Department of Education in Guidance and Counseling and trained in counseling theories and techniques, group processes, human behavior, career and occupation planning, consultation strategies, professional and ethical issues, and cultural and social issues in counseling. All schools are provided with counselors according to guidelines established in the documents; **School Allocation Plan K-12** and **School Allocation Plan – Adult Education**.

**School Psychologists** are professionals with a minimum of a master's degree, certified by the Florida Department of Education in School Psychology, trained in psycho-education assessment, consultation, professional and ethical issues, cultural and social issues, and linguistic issues in psychology and education. Most school psychologists are based in regional centers and are assigned annually to two or three schools. Severely Emotionally Disturbed (SED) programs, Florida Diagnostic and Learning Resources System (FDLRS) and other special programs.

**School Social Workers** are professional staff members who meet Florida certification requirements in school social work. They are trained in human development in and behavior, assessment, interpersonal communication, and social work practice with individuals, families, and groups. They provide a range of services including home visitation, psychosocial histories, adaptive behavior assessments, student conferences, referral to community agencies, and individual and group counseling. Social Workers are school and regional center-based and allocated as provided in the **School Allocation Plan K-12**.

**TRUST (To Reach Ultimate Success Together) Specialists** are Florida Department of Education certificated staff members with master's degrees in counseling, social work, or a related field with specialized training and/or experience in the prevention and intervention of substance abuse, knowledge of community resources, skill in the assessment of mental health needs and techniques for conducting group sessions. TRUST specialists are generally assigned to all secondary schools.

## **FINANCIAL**

Appropriate and adequate financial resources are crucial to the success of a Comprehensive Student Services Program. Materials and equipment are needed so that activities in the four modes of delivery (curriculum, planning, responsive services, and system support) can be fully implemented.

**MATERIALS:** Development and current materials in sufficient quantity should be available to support the four modes of program delivery. Materials may include, but not be limited to the following: media kits, books, audio tapes, video tapes, computer software, puppets, duplicating masters, art supplies, office supplies, handbooks, resource manuals, prepared curricula, and assessment materials.

**EQUIPMENT:** To adequately support the delivery of a Comprehensive Student Services Program, equipment would include but should not be limited to the following: computer technology-hardware and software, video/DVD recorders, laser disk players, audio recorders, visual display equipment, telecommunication equipment, and testing related equipment.

**FACILITIES:** Student Services personnel should be allocated personal work areas, with appropriate equipment, which provide for privacy and respect the confidentiality of students, parents and staff. Additional space should be set aside for small group activities, student services' labs, career resource rooms, integrated student services team conferencing, and storage.

## **POLICES AND PROCEDURES**

The Comprehensive Student Services Program incorporates federal, state, and local policies and procedures which are taken into account in program implementation, management, and evaluation. Specific examples are given below:

## **FEDERAL**

- American School Counselor Association (ASCA) National School Counseling Standards
- American Counseling Association (ACA) Ethical Standards
- CDC/Immunization guidelines for students
- FERPA
- Individuals with Disabilities Education Act – IDEA
- McKinney Vento Act
- Safe and Drug Free Schools
- Section 504 – The Rehabilitation Act
- TECH Prep
- Vocational Applied Technology Education Act Amendments(Carl D. Perkins)
- Workforce Development Act

## **STATE**

- Child Abuse Reporting Guidelines
- Florida’s School Counseling & Guidance Framework
- Full Service Schools (Florida Statute)
- Juvenile Justice (Florida Statute)
- School Health Service Act
- English Language Instruction for Limited English Proficient Students (Florida Statute)
- Control of Communicable Diseases
- Inter-institutional Articulation Agreements

## **LOCAL**

- Interagency Agreements
- Procedures for Promoting and Maintaining a Safe Learning Environment
- Student Progression Plan

## **ADVISORY GROUPS**

The Student Services Advisory Committee, established by School Board rule, will serve as the advisory group for the implementation of the Comprehensive Student Services Program and provide input and assessment regarding new or pressing issues which may impact the program.

Regional student services advisory/steering committees may be established in each regional center to address the issues and concerns specific to that region. Each school is encouraged to establish an advisory committee composed of student services staff, teachers, administrators, and parents. Students should be included when appropriate.

## **COMMUNITY**

The Comprehensive Student Services Program provides liaison functions between community resources and the school. The program encourages interagency collaboration and continuing public/private partnerships.

Partnerships which enhance career/community development are formed with businesses, industries, and individuals who assist with career awareness and planning. Colleges, universities, and technical training centers work cooperatively with student services staff members in both educational and career development. Personal, social, and health development needs are met through collaborative agreements with social services agencies, hospitals, and other treatment centers.

## **EVALUATION**

Evaluation is an essential element of the Comprehensive Student Services Program. Three kinds of systematic evaluation are required to achieve accountability—personnel, program, and results.

### ***Personnel***

District approved tools have been designed for student services personnel evaluation.

### ***Program***

Program competencies are in place for use in self-audits and external program reviews.

### ***Results***

Outcome-based evaluation focuses on the impact that the Comprehensive Student Services Program is having on students, the school, and the community.

## **USE OF TIME**

The Comprehensive Student Services Program allocates the time personnel spends in implementing the activities within each mode of delivery. The program structure is established and the time available to staff is allocated so that, across all staff available, the time allocated to the program modes of delivery equals 100%. Allocation for delivery modes vary with the educational levels, because the needs of the students are different. The allocation of time may vary from school to school, depending on the needs of the students and the communities.



**MIAMI-DADE COUNTY PUBLIC SCHOOLS**  
**Division of Student Services**  
**School Counselor Management Agreement**

**Appendix A**



School \_\_\_\_\_ Location # \_\_\_\_\_ School Year \_\_\_\_\_

Principal \_\_\_\_\_ Principal Signature \_\_\_\_\_

**Student Services Department**

**Counselor Name and Signature**


**Student Access**

Students will access the school counselor by:

- \_\_\_ Grade Level (list grade level and counselor name)
- \_\_\_ Total school population (one school counselor)
- \_\_\_ Alpha listing (list alpha section and counselor name)
- \_\_\_ Other

School Counselor: Student ratio - \_\_\_\_\_

**Program Content**

Based on the four areas of skill development, list the standards and benchmarks to address for the school year. Also, list the activities/services provided throughout the school year and explain who will be responsible for delivering those activities/services. **(Academic, Personal/Social, Career and Community Awareness, Health and Wellness)**

**Academic** - \_\_\_\_\_  
 \_\_\_\_\_



Personal/Social - \_\_\_\_\_

\_\_\_\_\_

Career and Community Awareness - \_\_\_\_\_

\_\_\_\_\_

Health and Wellness - \_\_\_\_\_

\_\_\_\_\_

### Programmatic Delivery

In order to achieve the results planned, the school counselor will deliver activities, programs, and services to students as listed below:

Curriculum - \_\_\_\_\_

\_\_\_\_\_

Individual planning - \_\_\_\_\_

\_\_\_\_\_

Responsive services - \_\_\_\_\_

\_\_\_\_\_

System support - \_\_\_\_\_

\_\_\_\_\_

The School Counseling Program will also include the following activities, programs, and services to:

#### Staff

- \_\_\_\_\_
- \_\_\_\_\_

#### Parents

- \_\_\_\_\_
- \_\_\_\_\_

**Community**

- \_\_\_\_\_
- \_\_\_\_\_

List the special programs and community agencies which supplement student services and the school counseling program. For example, school-based clinic, drop-out programs, agency-based counseling services, etc.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Continued Professional Development** (listed with specific activities)

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Professional Collaboration**

The school counseling department will meet weekly/monthly/yearly:

- |  |  |
|--|--|
| _____ As a Student Services department | _____ With site-based management committee |
| _____ With the school staff (faculty)  | _____ With administration                  |
| _____ With the advisory council        | _____ With subject-area departments        |
| _____ Other (list): _____              |  |

**Office Organization**

Responsibilities for the support services provided the counseling team will be divided among the support staff:

The school counseling secretary will: \_\_\_\_\_  
\_\_\_\_\_

The clerk/receptionist will: \_\_\_\_\_

---

The student aides will: \_\_\_\_\_

---

Volunteers will: \_\_\_\_\_

**Materials and Supplies**

What materials and supplies are necessary for the implementation of the school counseling program? (Such as computers, copiers, website access, etc.)

---

**Goal for this school year:** Based on your school’s data, what change do you want to see happen? Who is a Target group? \_\_\_\_\_

**Division of Student Services**

**Deborah A. Montilla, District Director**

**305-995-7338**

**District Counseling Program Support Personnel**

Ms. Barbara Mallard, District Supervisor [bmallard@dadeschools.net](mailto:bmallard@dadeschools.net)

Ms. Angelica M. Yanez, Curriculum Support Specialist [amyanez@dadeschools.net](mailto:amyanez@dadeschools.net)

TBA, Curriculum Support Specialist

The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in educational programs/activities and employment and strives affirmatively to provide equal opportunity for all as required by:

**Title VI of the Civil Rights Act of 1964** - prohibits discrimination on the basis of race, color, religion, or national origin.

**Title VII of the Civil Rights Act of 1964**, as amended - prohibits discrimination in employment on the basis of race, color, religion, sex, or national origin.

**Title IX of the Education Amendments of 1972** - prohibits discrimination of the basis of gender.

**Age Discrimination in Employment Act of 1967 (ADEA)**, as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40.

**The Equal Pay Act of 1963**, as amended - prohibits sex discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

**Section 504 of the Rehabilitation Act of 1973** - prohibits discrimination against the disabled.

**Americans with Disabilities Act of 1990 (ADA)** - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations, and telecommunications.

**The Family and Medical Leave Act of 1993 (FMLA)** - requires covered employers to provide up to 12 weeks of unpaid, job-protected "leave" employees for certain family and medical reasons.

**The Pregnancy Discrimination Act of 1978** - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

**Florida Educational Equity Act (FEEA)** - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student, or employees.

**Florida Civil Rights Act of 1992** - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

**School Board Policies 1362, 3362, 4362, and 5517.01**

prohibit harassment and/or discrimination against a student or employee on the basis of gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference or disability.

*Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07, Florida Statutes, that stipulates categorical preferences for employment.*

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