

SCHOOL GUIDANCE CURRICULUM

The School Guidance Curriculum consists of structured developmental experiences presented systematically through classroom and small group activities for all students in grades K-12. Successful implementation depends upon school-wide support and cooperation. The purpose of this curriculum is to provide students with knowledge of normal growth and development, to promote positive mental health and to assist them in acquiring and using life skills. The curriculum is organized to help students acquire, develop, and demonstrate competency within the three domains. Curriculum is provided to all students, which is proactive, preventative, and developmental. While school counselors are responsible for designing, planning, implementing and evaluating the curriculum, a number of student outcomes are best met through the involvement and participation of teachers and parents/guardians.

Curriculum Criteria

- Written curriculum has been adopted based on data, research, and needs
- Materials, equipment, and facilities are sufficient to support program delivery
- All students receive curriculum content, in a systemic way
- Content is measurable by pre/post tests, product creation or other appropriate methods
- Effectiveness of curriculum is evaluated annually
- Curriculum priorities are a result of data driven decisions

RESPONSIVE SERVICES

Responsive services are short-term counseling interventions to resolve immediate conflicts/problems, respond to crisis events, and intervene in school-specific situations that disrupt learning. School staff, parents/guardians, community members and students can initiate responsive services. School counselors work in partnership with administrators, teachers and school and community mental health professionals to provide services via a delivery system that benefits the most students while maximizing counselors' time. Responsive Services and implementation strategies include:

Consultation: Counselors consult and work collaboratively with school psychologists, adjustment counselors, parents, teachers and community-based mental health professionals to develop a broad base of support for students. School counselors serve as student advocates.

Individual/Small Group Counseling: Counseling students with identified needs/concerns to clarify needs and provide immediate, short-term interventions. Personal counseling assists students with school success. Counseling on a small group or individual basis may be provided. Personal counseling assists students in identifying problems, causes, alternatives, and possible consequences so that appropriate action can be taken. Such counseling is normally short-term in nature. School counselors do not provide therapy. When necessary, appropriate referral sources are used. The school counselor acts in accordance with all federal, state and local laws and policies with respect to confidentiality, suspected cases of abuse, and threats of harm or violence.

Preventative Interventions: Ongoing interventions to reduce the need for crisis management and remediation. Intervention goals include the development of attitudes, knowledge and skills that build students' self-worth, resiliency, optimism, and future orientation. Community

service learning projects and peer support groups are examples of such interventions.

Outside Referrals: Counselors refer students and their parents/guardians to community agencies to deal with long-term situations that may include suicide, violence, emotional abuse, physical and sexual abuse, neglect, substance abuse, teen pregnancy, and divorce. To assure support, counselors need to maintain ongoing communication with involved agencies and referred students. Referral sources may include mental health agencies, vocational rehabilitation, social services, employment and training programs, and juvenile justice services.

Outside Referrals: Referring students and families to community agencies to assist them in managing crises outside the scope of the school counseling program.

Crisis Counseling

Crisis counseling provides prevention, intervention and follow-up. Counseling and support are provided to students and their families facing crisis situations. Such counseling is normally short-term in nature. When necessary, appropriate referral sources are used. School counselors should provide a leadership role in the district's crisis intervention team process.

Crisis/Safety Plans and School Response Teams: Developing school crisis plans and establishing teams to implement school safety, preventative interventions and crisis response. Staff crisis training is conducted to establish readiness to meet student/school needs in emergency situations.

Responsive Services Criteria

- Every student K-12 receives prevention education to address life choices in academic, career, and personal/social development
- Students are assisted in solving immediate problems that interfere with career, academic, personal, and social development
- A referral plan and a referral resource is available for persons seeking community agencies for assistance such as mental health, employment, and training programs, juvenile services, education, or social services
- Individual and small group counseling is available
- Crisis response plan is in place and used
- Consultation/collaboration is used
- There is a plan for interventions when needed