Belmont

Comprehensive

Guidance

Plan

EXPECT-PERSIST-SUCCEED

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**This document has been adapted from The Marion County Comprehensive Guidance Plan (2015), Florida's School Counseling and Guidance Framework: A Comprehensive Student Development Program Model (2001), and Florida's School Counseling Framework (2010).

Belmont Academy
Mission Statement

"**Excellence** for all students, through visionary leadership, empowered teachers, and involved parents."

Belmont Academy
Vision Statement

"Belmont Academy's high academic and social expectations will bring success for every student through continued persistence."

Belmont Academy Guidance Department Goal

The goal of the Belmont Academy Guidance Department is to provide a comprehensive guidance program to all students, Pre-Kindergarten to 12th grade, through individual, small group, large group, and crisis counseling while focusing on academic, career, and personal/social development in efforts to assist in the development of successful citizens.

RATIONALE

Guidance and school counseling programs play an integral part in the overall development of students as the child grows into a fully functional member of our present-day society. The Belmont Comprehensive Guidance plan will promote a safe learning environment, use data to determine the development of the guidance curriculum, and involve all members of the educational community. When fully implemented, students will be able to demonstrate competency in academic, career, and social/personal development as they become fully functioning members of society.

HOW CAN A COMPREHENSIVE GUIDANCE PLAN BENEFIT BELMONT ACADEMY?

- Provides school counseling services to ALL students, Pre-Kindergarten to 12th grade
- Promotes student achievement and citizenship
- Enhances decision making and life skills
- Promotes student academic and career planning
- Increases student knowledge of self and others
- Supports family needs
- Systematically provided prevention and intervention services
- Provides clearly defined roles and responsibilities for school counselors
- Aligns school counseling programs with the broader instructional programs
- Provides specific standards and structure for all students
- Provides for planning, accountability, and evaluation

HOW CAN A COMPREHENSIVE GUIDANCE PLAN BENEFIT BELMONT STUDENTS?

- Provides prevention as well as intervention services
- Develops appreciation, awareness, and competency in the areas of academic, career, and personal/social development with the goal of productive citizenship and community involvement
- Meets developmental needs of students
- Helps students develop skills needed to be successful and responsible citizens
- Provides individual, small group, large group, and crisis counseling
- Meets the developmental needs of all students
- Provides liaison services to students, families, community agencies, and school

"School counseling programs are collaborative efforts benefiting students, parents, teachers, administrators and the overall community."
--American School Counselor Association (ASCA) National Model

**The following pages have been adapted from Florida's School Counseling and Guidance Framework, pp 48-64.

PREK-12 STANDARDS, COMPENTENCIES, AND SAMPLE INDICATORS

<u>Standard</u>: Standards are those statements that provide a description of what a student should know and be able to do at the highest level of expectation. Standards specify the level or rate of performance the student will achieve against a particular competency or set of indicators.

<u>Competency</u>: A competency is a specific goal for students to achieve in the domains of academic, career, personal/social, and multicultural/global citizenship development, as well as community involvement.

<u>Indicator</u>: An indicator is a description of the specific abilities, knowledge, and skills that individuals develop to achieve and a specific competency.

ACADEMIC ACHIEVEMENT

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**	• Display pride in work and achievement • Describe strengths and weaknesses as a learner • Demonstrate a positive attitude about self
	4-5	• Demonstrate awareness of what contributes to an accurate self-concept Describe strengths an 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	• Understand the importance of individual effort, hard work, and persistence • Accept mistakes as part of the learning process
	9-12	• 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

ACADEMIC ACHIEVEMENT

Standard:	**1. Students will acquire the knowledge, skills, and attitudes that contribute to school success and lifelong learning.**	
Competency:	**1.2 Develop the skills and attitudes for improving effectiveness as a learner**	
Sample Indicators	**PreK-3**	- 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	- 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	- 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	- 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 cohort and for high school graduation

ACADEMIC ACHIEVEMENT

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**	• 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	• 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	• Demonstrate skills needed to develop a high school educational plan based on ability, interests, and achievement • Demonstrate the responsibility for actions to ensure a successful transition from middle school to high school
	9-12	• Establish challenging academic goals and course work in high school • Apply knowledge of interests and aptitudes to goal setting • Use standardized test (FSA, PSAT, PLAN, SAT, ACT) results in educational planning • Use problem-solving and decision-making skills to assess progress toward educational goals

CAREER DEVELOPMENT

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**	• 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	• Demonstrate skills in getting along with others, working in groups, and taking responsibility for actions
	6-8	• 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	• 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

CAREER DEVELOPMENT

Standard:	**3. Students will acquire the self-knowledge necessary to investigate the world of work and make informed career decisions.**	
Competency:	**3.2 Understand self in the world of work**	
Sample Indicators	**PreK-3**	• 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	• 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	• 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	• 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

CAREER DEVELOPMENT

Standard:	3. Students will acquire the self-knowledge necessary to investigate the world of work and make informed career decisions.	
Competency:	**3.3 Understand the relationship between work, society, and the economy**	
Sample Indicators	PreK-3	• List different jobs/workers and their contribution to the community
	4-5	• Identify the importance of all work that contributes to society
	6-8	• 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	• 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

CAREER DEVELOPMENT

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**

<table>
<tr><td rowspan="4">Sample Indicators</td><td>PreK-3</td><td>Identify ways that learning and jobs are connected
Identify ways that interests/hobbies and jobs are connected</td></tr>
<tr><td>4-5</td><td>Describe quality of life and factors that influence it
Recognize that work/career choices are influenced by interests and abilities</td></tr>
<tr><td>6-8</td><td>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</td></tr>
<tr><td>9-12</td><td>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, etc.) may affect career decisions</td></tr>
</table>

CAREER DEVELOPMENT

Standard:	**4. Students will use strategies for career and education planning.**	
Competency:	**4.2 Develop skills to locate, evaluate, and interpret career information**	
Sample Indicators	**PreK-3**	• Describe jobs that are present in the school
	4-5	• Describe work of family members and workers in the school • Describe jobs that are present in the local community
	6-8	• 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	• 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

CAREER DEVELOPMENT

Standard:	**4. Students will use strategies for career and education planning.**	
Competency:	**4.3 Experience the world of work**	
Sample Indicators	**PreK-3**	• Identify personal hobbies and interests • Perform classroom job responsibilities independently • Identify and describe responsibilities/jobs at home
	4-5	• Demonstrate positive behaviors and skills when performing classroom jobs
	6-8	• 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	• 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

SOCIAL AND PERSONAL DEVELOPMENT

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**	• List five personal characteristics • Name three things student likes about self • Develop self-advocacy skills, such as resiliency, responsibility, caring, and trustworthiness
	4-5	• 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	• 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	• 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

SOCIAL AND PERSONAL DEVELOPMENT

Standard:		**5. Students will develop the skills to understand and appreciate themselves and others.**
Competency:		**5.2 Demonstrate positive interpersonal and communication skills**
Sample Indicators	**PreK-3**	• 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	• 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	• 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	• Develop and use effective communication 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

SOCIAL AND PERSONAL DEVELOPMENT

Standard:		**5. Students will develop the skills to understand and appreciate themselves and others.**
Competency:		**5.3 Demonstrate skills for personal safety and self-care**
Sample Indicators	**PreK-3**	• 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	• 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	• Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact) • Identify the differences between appropriate and inappropriate physical contact • Demonstrates 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	• 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 of 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

SOCIAL AND PERSONAL 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**	• 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	• 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	• 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	• 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

SOCIAL AND PERSONAL DEVELOPMENT

Standard:		**6. Students will identify and utilize processes to set and achieve goals, make decisions, and solve problems.**
Competency:		**6.2 Demonstrate the ability to use skills for goal setting, decision making, and problem solving**
Sample Indicators	**PreK-3**	• Identify a personal goal related to school • Identify a problem or decision that needs to be made and explore possible solutions
	4-5	• 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	• 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	• 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

COMMUNITY INVOLVEMENT AND MULTICULTURAL/GLOBAL CITIZENSHIP DEVELOPMENT

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**	• Explore and define school and town communities • Identify volunteer services within the community
	4-5	• Explore volunteer services and opportunities within the community • Identify service activities in the school/community • Demonstrate leadership in elementary school activities
	6-8	• 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	• 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 of community service • Demonstrate evidence of leadership and responsibility in school and community

COMMUNITY INVOLVEMENT AND MULTICULTURAL/GLOBAL CITIZENSHIP DEVELOPMENT

	Standard:	7. Students will develop the knowledge and skills to become contributing citizens in a multicultural society and global community.
	Competency:	7.2 Demonstrate awareness and respect for cultural and ethnic diversity
Sample Indicators	PreK-3	• Identify similarities and differences between self and others • Describe customs of various cultures, including own • Recognize that there are different languages
	4-5	• 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	• 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	• Recognize, appreciate, and respect individual differences • 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