

## Introduction

Goal Three of the Sunshine State Standards states, “Students successfully compete at the highest level, nationally and internationally, when they are prepared to make well-reasoned, thoughtful, and healthy lifelong decisions.” The guidance personnel of Santa Rosa District Schools provide programs, services, and activities that support and enhance student achievement. In collaboration with classroom teachers, parents and community agencies, counselors have the necessary knowledge, skills, and abilities to prepare all students for academic achievement.

In support of student development under Goal Three of the Sunshine State Standards, school counselors in Santa Rosa District Schools have developed a District Comprehensive Student Development Plan that includes: 1) standards, 2) benchmarks, and 3) performance descriptions from the following domains: Academic Achievement, Personal and Social Development, Career Development, and Community Involvement.

***The Student Development Plan*** incorporates Sunshine State Standards that reflect four developmental levels: Pre-Kindergarten through Grade 2, Grades 3-5, Grades 6-8, and Grades 9-12. Relevant Standards from Language Arts, Science, Social Studies, Foreign Languages, Theatre, Health and Physical Education Sunshine State Standards are referenced in the Plan. In addition, the Santa Rosa District’s Standards align with the National Standards from the American School Counselor Association. Special emphasis areas are:

- Integrated Services
- Career Development
- School-to-Work
- Scholarship Awareness
- 4-Year High School Planning
- College Planning
- Violence Prevention and Conflict Resolution
- Abuse and Neglect Prevention
- Tolerance Education
- Character Education and CHARACTER COUNTS! 

In accordance with the guidelines from *Florida’s School Counseling and Guidance Framework*, the District Plan is supported by an Advisory Committee. The Educational Subcommittee/Safe and Drug Free School Council for the Santa Rosa Chief Executive Officer (CEO) Roundtable includes district and school personnel, is chosen to reflect diversity of the community, and includes parents, business, and community leaders.

Counselors work with faculty, staff, students, parents, community members, and the District Student Services Director to plan, implement, and evaluate a comprehensive counseling and guidance program. Counselors, in conjunction with administrators and staff, plan a school calendar of guidance services and activities according to defined

needs and priorities in support of the School Improvement Plan. At the end of the year, the program is evaluated for objectives met and its contribution to the total educational program.

Appropriate staff and financial resources are provided at each school to carry out the full intent of the Comprehensive Student Development Plan. Financial resources include an annually reviewed budget. Curriculum materials, resources, and equipment are made available to counselors, teachers, and students. Facilities at each of the schools include a separate guidance area for individual and small group counseling. Some of the schools incorporate career centers, and all high schools guidance programs are augmented by the use of *Choices* software.

All students along with their parents/guardians are provided opportunities to develop, monitor, and manage their educational and career plans. These activities are usually delivered on an individual basis or by working with individuals in small groups or advisement groups. Activities may include interest assessment, career exploration and planning, and in some schools the development of portfolios.

All students and their parents/guardians have access to counseling services to assist them with problems or concerns related to academic, personal/social, and career development. These services include counseling, consultation, and referrals necessary to intervene on behalf of students whose immediate personal concerns or problems put their continued personal/social, career, and/or academic development at risk.

Santa Rosa District Schools use the state-approved Teacher Assessment System for evaluation of instructional staff including guidance counselors. To effectively evaluate counseling staff, the school counselor's job description (elementary, middle/high) are written to include the tasks that coordinate with the student development program.

School based and district personnel yearly assess the student development program using the program standards as evaluation measures. The Professional Development Protocol requires that guidance counselors deliver student outcomes based on student performance data. Competency-based counseling and guidance programs provide this student outcome focus by evaluating students on their knowledge, skills, and attitudes. The written program is examined and verified through documentation that the program is being implemented. These action plans are posted on the Internet at the end of the year to be available for students, parents, teachers, and the community.



CHARACTER COUNTS: is a service mark of the CHARACTER COUNTS! Coalition, a project of the Josephson Institute of Ethics.

