

COMPREHENSIVE SCHOOL COUNSELING PROGRAM

STRENGTHS AND SELF-RECOMMENDATIONS

In developing the Comprehensive School Counseling Program Guide for the Sioux City Community School District's Secondary Schools, the writers deem it appropriate to share several specific strengths of the present program as well as share several recommendations for future programming.

PROGRAM STRENGTHS

1. Student centered
2. Multi-faceted
3. Articulated (Transition focused)

RECOMMENDATIONS FOR FUTURE PROGRAM IMPROVEMENTS AND EMPHASIS

1. Increase student contact time.
2. Decrease time spent on non-guidance activities
3. Increase the effective use of technology in educational planning (i.e. credit checks)
4. Promote and facilitate positive school climate for students, parents/guardians, faculty and staff.

Strand 1 – Academic Development

Academic Development: Standard A

Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Student Benchmarks

Students will:

1. display a positive interest in learning and pride in work
2. accept and learn from mistakes
3. apply time management and task management skills
4. use communication skills to know when and how to ask for help when needed
5. take responsibility and obligation for their actions
6. demonstrate the ability to work independently as well as the ability to work cooperatively with other students

Academic Development: Standard B

Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options.

Student Benchmarks

Students will:

1. learn and apply critical thinking skills
2. apply the study skills necessary for academic success at each level
3. become self-directed and independent learners
4. establish challenging academic goals in elementary, middle, and high school
5. use problem-solving and decision-making skills to assess progress toward educational goals
6. understand the relationship between assessment results, classroom performance and success in school and life
7. identify post-secondary options consistent with interests, financial aid, achievement, aptitude, and abilities (High School)

Academic Development: Standard C

Students will understand the relationship of academics to the world of work and to life at home and in the community.

Student Benchmarks:

Students will:

1. demonstrate the ability to balance school, studies, extracurricular activities, work, leisure time, and family life
2. seek co-curricular and community experiences to enhance the school experience
3. understand the relationship between learning and work
4. demonstrate an understanding of the value of lifelong learning as essential to maintaining life goals (Middle and High Schools)

Strand II – Career Development

Career Development: Standard A

Student will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Student Benchmarks

Students will:

1. acquire employability skills such as working on a team, problem-solving and organizational skills
2. learn to respect individual uniqueness in the workplace
3. understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace
4. demonstrate the importance of planning and its implications in making decisions and setting goals
5. develop skills to locate, interpret, and evaluate traditional and nontraditional career information

Career Development: Standard B

Students will employ strategies to achieve future career goals with success and satisfaction.

Student Benchmarks

Students will:

1. apply decision-making skills to career planning, course selection, and career transitions
2. identify personal skills, interests, and abilities and relate them to career choices, hobbies, and avocational choices
3. demonstrate awareness of the education and training needed to achieve career goals
4. maintain a career planning portfolio with a focus on the influences of personal, societal, and economic changes

Career Development: Standard C

Students will understand the relationship among personal qualities, education, training, and the world of work.

Student Benchmarks

Students will:

1. understand the importance of equity and access in career choice
2. understand that work is an important and satisfying means of personal expression
3. demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals

Strand III - Personal and Social Development

Personal and Social Development: Standard A

Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

Student Benchmarks

Students will:

1. develop a positive attitude toward self as a unique and worthy person
2. identify and express feelings, values, attitudes, and beliefs
3. recognize and understand rights, needs, responsibilities, and appropriate behavior
4. recognize, accept, and appreciate individual, family, ethnic, and cultural differences
5. adapt to and grow with changes in personal and social roles
6. use communication skills

Personal and Social Development: Standard B

Students will make decisions, set goals, and take necessary action to achieve goals.

Student Benchmarks

Students will:

1. use decision-making and problem-solving skills that include an understanding of the consequences of their decisions and choices
2. identify and develop short and long term goals
3. know when peer pressure is influencing a decision

Personal and Social Development: Standard C
Students will acquire emotional and physical coping skills
which will result in total well being.

Student Benchmarks

Students will:

1. learn to manage life events that can cause stress, conflict, or emotional and physical danger
2. recognize and use community and school resources when experiencing personal and social problems
3. demonstrate the ability to assert personal privacy in relationship with others