

Sioux City Community School District
Administrative Service Center
1221 Pierce Street

BOARD OF DIRECTORS

Doug Batcheller	President
Ronald Jorgensen	Vice President
John Meyers	Director
James Daane	Director
Walt Johnson	Director
Nancy Mounts	Director
Judith Peterson	Director

CENTRAL ADMINISTRATION

Larry D. Williams	Superintendent
Linda Madison	Associate Superintendent
Mary Jo Salem	Director of Elem. Ed. & K-12 Curriculum
LuAnn Richardson	Director of Secondary Ed. & Prof. Development
Marilyn Charging	Equity Director
Pete Garlinghouse	Assessment Director

ELEMENTARY SCHOOL PRINCIPALS

BRYANT	Mary Kay Kollars	CLARK	Cynthia Turner
CR PARK	Michael Bartek	EMERSON	Jean Carlson
EVERETT	Mette Malek	HUNT	Michael Rogers
IRVING	Richard McGrath	JOY	Dawn Stansbury
LEEDS	Rita Vannatta	LINCOLN	Angela Banks
LONGFELLOW	Mary Motz	LOWELL	Rita Vannatta
MCKINLEY	Michael Rogers	RIVERSIDE	Doug Robbins
ROOSEVELT	Lennard Hansen	SMITH	Linda Steele
SUNNYSIDE	Karen Hess	WASHINGTON	John Beeck
WHITTIER	Linda Waugh	NODLAND	Karen Hess
HAWTHORNE	Rita Vannatta		

SIoux CITY ELEMENTARY SCHOOL COUNSELORS
AND CURRICULUM WRITERS

Sioux City Elementary Schools

Steve Cunningham	Bernie Hess
Jeanne Grohn	Darrell Langley
Pam Hansen	Kelly Nelson

ACKNOWLEDGEMENTS

Special recognition is given to the school counselors who developed and wrote this guide. This guide is a result of their dedication, expertise, commitment, leadership, and shared passion for a standard based comprehensive school counseling program.

All Sioux City Community School District Elementary Counselors

SIoux CITY COMMUNITY SCHOOL DISTRICT'S NONDISCRIMINATION POLICY

It is the policy of the Sioux City Community School District not to discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, religion, age, physical or mental disability in its programs, activities, or employment practices as required by the Iowa Code sections 216.9 and 19B.11, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. 206, et seq.), Title IX (Educational Amendments, 20 U.S.C. 1681-1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. 794), and the Americans with Disabilities Act (42 U.S.C. 12101, et seq.). Inquiries or grievances regarding compliance may be directed to the Director of Educational Equity, Marilyn Charging, Educational Equity Office, Education Service Center, Sioux City Community Schools, 1221 Pierce Street, Sioux City, IA 51105-1497, (712) 279-6075.

Strand III – Personal and Social Development

Standard A – Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.

Student Benchmark 4 – Recognize, accept, and appreciate individual, family, ethnic and cultural differences.

The Multi-Cultural Gender Fair is one of the five areas that is incorporated into the counselor curriculum.

FORWARD

The purpose of this guide is to provide the elementary school counselors in the Sioux City Community Schools with a kindergarten through 5th grade resource for the guidance and counseling program.

This document will provide the elementary school counselor an overview of the various guidance components being utilized in the Sioux City Elementary Schools.

Committee members took particular care to incorporate Standards and Benchmarks into the program which would meet the needs of students in grades kindergarten through 5th. The four main program components covered in this guide are Guidance Curriculum, Counseling Services, Educational Planning and Assessment, and Program Management.

INTRODUCTION

This curriculum guide and program of services will outline the Sioux City Community Elementary School's Guidance Program as related to the four major categories listed below.

SCHOOL GUIDANCE CURRICULUM: The guidance curriculum focuses on topics which are developmental in nature. The delivery system varies according to need.

RESPONSIVE SERVICES: The counseling activities include individual counseling, group counseling and consultation with parents, faculty, resource personnel, agencies and resources.

INDIVIDUAL STUDENT PLANNING: All testing activities are included in this major component of the guidance program.

SYSTEM SUPPORT: Activities which focus on the smooth operation and planning of a guidance program.

This curriculum guide and program of services will address each of these major categories and will give the Guidance Program direction and meaning in meeting the needs of the students in the Sioux City Community Schools.

Mission Statement School Counseling Program

The Sioux City Community Schools' Comprehensive School Counseling Program promotes understanding so all students can identify and realize their potential and become positive contributors to society.

Guidance is an identifiable and integral part of the total educational program. It assists all students in developing positive self-concepts, effective human relationships, and decision-making competencies. It provides opportunities for students to develop an awareness of life roles and transitions from one setting to another. Guidance assists to focus the efforts of the school and community as they relate to each student's present and future living.

Belief Statements

1. Counseling and guidance enhances the educational, emotional and personal development of students.
2. Career development is a lifelong process that is for all students, promotes lifelong learning and is across the curriculum.
3. School counseling is for all students at all grade levels.
4. Counseling and guidance are proactive and preventive.
5. The school counseling program involves curriculum, counseling and consultation.
6. School counseling programs empower students to make healthy career (life) choices.
7. Counseling and guidance is a collaborative effort involving parents, school, family and community.
8. Counseling involves personal relationships.
9. Counseling and guidance programs improve student learning and attainment of district performance standards.
10. Counseling and guidance programs are an integral part of each school curriculum- elementary, middle and high school.
11. Counseling and guidance programs promote understanding and adjustment to life transitions and change.

Professional school counselors are advocates who serve as liaisons between student(s), teacher(s), administrator(s), family and community. Professional school counselors uphold the standards of ethical and legal practices outlined in the American School Counselor Association Code of Conduct.

**CODE OF IOWA REQUIREMENTS
DIRECTLY RELATED TO GUIDANCE AND COUNSELING**

- I. 12.5 (7) Career Education:** The board shall provide a comprehensive career education program. Curricular and co-curricular teaching and learning experiences from the pre-kindergarten level through grade twelve shall be provide for all students. The career education program shall infuse into the total education program. The program shall include, but need not be limited to, awareness of self in relation to others and the needs of society; exploration of employment opportunities; experiences in personal decision making; and experiences to help students integrate work values and work skills into their lives. In the implementation of this standard, the board shall comply with Iowa Code section 280.9.
- II. 12.5 (8) Multicultural approaches to the educational program.**
- a. These shall be defined as approaches which foster knowledge of, and respect and appreciation for, the historical and contemporary contributions of diverse cultural groups, including race, color, national origin, gender, disability, religion, creed, and socioeconomic background. The contributions and perspectives of Asian Americans, African Americans, Hispanic Americans, American Indians, European Americans, and persons with disabilities shall be included in the program.
- b. Gender fair approaches the educational program. These shall be defined as approaches which foster knowledge of, and respect and appreciation for, the historical and contemporary contributions of women and men to society. The program shall reflect the wide variety of roles open to both women and men and shall provide equal opportunity to both sexes.
- III. 12.5 (13) Provision for at-risk students.** Each school district shall include in its comprehensive school improvement plan the following provisions for meeting the needs of at-risk students: valid and systemic procedures and criteria to identify at-risk students throughout the school district's school-age population, determination of appropriate ongoing educational strategies for alternative options education programs as required in Iowa Code section 280.19A, and review and evaluation of the effectiveness of provisions for at-risk students.
to both women and men and shall provide equal opportunity to both sexes.
- IV. 12.5 (16) Educational Program defined.**
- V. 12.5 (17) Curriculum defined.**

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 vocational 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