

**Randolph Township Schools
Department of School Counseling**

Grade 3-5 School Counseling Curriculum

“The object of education is to prepare the young to educate themselves throughout their lives.”

-Robert Hutchins

**Department of School Counseling
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Randolph Township Schools Department of School Counseling

Table of Contents

<u>Section</u>	<u>Page(s)</u>
Mission and Affirmative Action Compliance Statement	3
Educational Goals – District	4
Introduction – School Counseling Department	5
School Counseling Curriculum	6
Appendix A Role of the Elementary School Counselor	20
Appendix B Benefits of Comprehensive School Counseling Program	21
Appendix C Using Data	22

Randolph Township Schools

Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

Randolph Township Schools Affirmative Action Statement

Equality and Equity in Curriculum

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

RANDOLPH TOWNSHIP BOARD OF EDUCATION

EDUCATIONAL GOALS

VALUES IN EDUCATION

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

Randolph Township Schools

School Counseling Department

Grade 3-5 Curriculum

Introduction

The mission of the School Counseling Department is to empower all students to reach their full potential academically, socially and emotionally. Each school counselor has the unique ability to effect student growth and excellence through the development of academic self-concept, feelings of competence and confidence as learners, teaching and reinforcing academic and personal motivation, enriching communication skills and character values, demonstrating consistent support of every student, and developing partnerships with families, students and staff.

Our department focus is comprehensive across all twelve grades. Through the grade 3-5 curriculum, the school counselors begin to turn the focus from a readiness to learn to a readiness for success. The school counselors' services lean toward such things as academic self-concept and every child's feelings of competence and confidence as learners. Elementary school counselors promote an environment of personal inquiry and growth, nurture social responsibility and support academic success. By partnering with school administrators, teachers and parents/guardians, counselors aim to promote healthy student development in a safe and nurturing environment.

Each of our school counselors embrace the relationships they develop with their students and families. They understand that knowing students well is essential in helping them achieve academically. Each interaction starts with an understanding that the counseling relationship requires an atmosphere of trust and confidence between student and counselor. Counselors serve in a unique capacity as advocates for students, partners for teachers and liaisons for parent/guardians.

All school counselors within the Randolph Townships Schools believe:

A child's uniqueness is to be appreciated and respected.

All students can be successful in our school community and beyond.

Fostering a positive self-image is a collaborative effort of the school, home, and community.

The diverse needs of all students can be addressed through the school counseling program.

A comprehensive school counseling program is an integral part of the education program.

A developmentally appropriate, school counseling program benefits individual students by addressing their intellectual, emotional, social, physical, and psychological needs.

The K-12 School Counseling Curriculum has been closely aligned to the ASCA (American School Counseling Association) standards.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Curriculum Pacing Chart
School Counseling – Grade 3-5

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
13 Weeks/Ongoing	I	Personal and Social Development
13 Weeks/Ongoing	II	Academic Development
13 Weeks/Ongoing	III	Career Development

Domains based on American School Counseling Association. Each area of development is continual throughout a student's K-5 school years.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Grade 3-5 School Counseling
Unit I: Personal/Social Development

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p><u>ASCA National Standards</u></p> <p>Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.</p>	<p>Identifying and managing emotions enables students to cope with various life events in order for them to be present and ready to learn.</p>	<ul style="list-style-type: none"> • How can I effectively manage my emotions?
	<p>The ability to effectively manage interpersonal relationships is essential in establishing and maintaining positive relationships.</p>	<ul style="list-style-type: none"> • Who am I and how will I interact positively with others?
<p>PS:A1.5 Identify and express feelings PS:A1.8 Understand the need for self-control and how to practice it PS:A1.9 Demonstrate cooperative behavior in groups PS:A2.3 Recognize, accept, respect and appreciate individual differences PS:A2.8 Learn how to make and keep friends</p> <p>Standard B: Students will make decisions, set goals and take necessary action to achieve goals.</p> <p>PS:B1.2 Understand consequences of decisions and choices PS:B1.4 Develop effective coping skills for dealing with problems PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions PS:B1.6 Know how to apply conflict resolution skills</p>	<p style="text-align: center;">KNOWLEDGE</p> <p>Students will know:</p> <p>Expression of emotions is essential in recognizing and properly coping with feelings.</p> <p>Self-control is key in regulating behavior and identifying personal barriers.</p> <p>Cooperative group work, including problem-solving and conflict resolution skills, promote positive interpersonal relationships.</p> <p>Awareness of individual differences promotes acceptance, respect and appreciation.</p> <p>The ability maintain friendships is essential in establishing and fostering positive interpersonal relationships.</p> <p>The development of coping skills is essential in dealing with problems and overcoming challenges.</p>	<p style="text-align: center;">SKILLS</p> <p>Students will be able to:</p> <p>Properly express emotions and apply appropriate coping skills.</p> <p>Develop self-control behaviors.</p> <p>Apply conflict resolution skills with peers.</p> <p>Implement awareness and respect of individual differences.</p> <p>Examine and apply positive friendship qualities.</p> <p>Develop and apply appropriate coping skills.</p>

<p>Standard C: Students will understand safety and survival skills.</p> <p>PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help PS:C1.10 Learn techniques for managing stress and conflict PS:C1.11 Learn coping skills for managing life events</p> <p>NJSLS for ELA</p> <p>RL.3.3 Describe the characters in a story and explain how their actions contribute to the plot.</p> <p>RL.4.1 Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.1 Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Awareness of and how to use resources is essential in overcoming personal and social barriers.</p>	<p>Evaluate and demonstrate the when, where and how to seek help as needed.</p>
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Allow students to identify and express their feelings appropriately to others and apply conflict resolution skills. • Analyze a story such as <i>Each Kindness</i> by Jacqueline Woodson or <i>Just Kidding</i> by Trudy Ludwig and evaluate how the characters’ actions effected others. • Demonstrate how to effectively use resiliency and/or self-control skills. 		

KEY LEARNING EVENTS AND INSTRUCTION:

- Create a “peace table” in the classroom.
- Utilize a reflection sheet after activity.
- Share observations with small group and list suggestions of better decisions. Share how these decisions would impact other characters.
- Role-play different scenarios showing how to effectively use resiliency and/or self-control skills.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Grade 3-5 School Counseling
Unit I: Personal Emotional Awareness Resources

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
13 Weeks	Personal/Social Development	<p>American School Counselor Association (2004). <i>ASCA National Standards for Students</i>. Alexandria, VA: Author.</p> <p>American School Counselor Association. (2005). <i>American school counselor association national model: A framework for school counseling programs</i>. 2nd edition Alexandria, VA.</p> <p>American School Counselor Association (2014). <i>Mindsets and Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student</i>. Alexandria, VA: Author.</p> <p>Cook, Julia (2012). <i>Cliques Just Don't Make Cents</i>. National Center for Youth Issues.</p> <p>Cook, Julia (2014). <i>I Can't Believe You Said That!</i> National Center for Youth Issues.</p> <p>Cook, Julia (2011). <i>Soda Pop Head</i>. National Center for Youth Issues.</p> <p>Cook, Julia (2012). <i>Wilma Jean the Worry Machine</i>. National Center for Youth Issues.</p> <p>Dismondy, Maria (2008). <i>Spaghetti in a Hot Dog Bun</i>. Maria Cini Dismond.</p> <p>Frankel, Erin (2012). <i>Dare</i>. Free Spirit Publishing.</p>

		<p>Frankel, Erin (2012). <i>Tough</i>. Free Spirit Publishing.</p> <p>Frankel, Erin (2012). <i>Weird</i>. Free Spirit Publishing.</p> <p>Ludwig, Trudy (2006). <i>Just Kidding</i>. Random House Children’s Books.</p> <p>Ludwig, Trudy (2006). <i>Sorry</i>. Random House Children’s Books.</p> <p>Ludwig, Trudy (2008). <i>Trouble Talk</i>. Random House Children’s Books.</p> <p>McCain, Becky Ray (2001). <i>Nobody Knew What to Do: A Story About Bullying</i>. Becky Ray McCain.</p> <p>Pearson, Anthony (2015). <i>Guidance with Good Measure</i>. YouthLight, Inc.</p> <p>Ragona, Sandy (2011). <i>Please Stop, I Don’t Like That!</i> Youthlight, Inc.</p> <p>Woodson, Jacqueline (2012). <i>Each Kindness</i>. Penguin Young Readers Group.</p> <p>New Jersey Core Curriculum Content Standards for 21st Century Life and Careers. <i>Life and Career Education in the 21st Century</i>.</p> <p>Senn, Diane (2011). <i>Creative Approaches for Counseling Individual Children in the School Setting</i>. YouthLight, Inc.</p>
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RANDOLPH TOWNSHIP SCHOOL DISTRICT
Grade 3-5 School Counseling
Unit II: Academic Development

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p><u>ASCA National Standards</u></p> <p>Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.</p>	<p>Understanding the relationship between personal qualities, education, training, and the world of work will contribute to future success.</p>	<ul style="list-style-type: none"> • How do my personal qualities, education, and training influence my future endeavors?
<p>A:A1.4 Accept mistakes as essential to the learning process A:A1.5 Identify attitudes and behaviors which lead to successful learning A:A3.1 Take responsibility for their actions A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students</p> <p>Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.</p> <p>A:B1.4 Seek information and support from faculty, staff, family and peers A:B2.1 Establish challenging academic goals in elementary, middle, junior high and high school A:B2.5 Use problem-solving and</p>	<p style="text-align: center;">KNOWLEDGE</p> <p>Students will know:</p> <p>Accepting and learning from mistakes promotes a growth mindset and the ability to overcome challenging situations.</p> <p>The relationship between personal attitudes and behaviors and lifelong learning.</p> <p>Taking responsibility for actions is essential to maintain healthy relationships.</p> <p>Cooperative independent and group work contribute to success academically.</p> <p>Developing and working toward short- and long-term goals lead to academic and future success.</p> <p>Problem-solving and decision-making are essential skills when confronted with roadblocks to academic success.</p> <p>The ability to manage time is essential in maintaining balance in and out of school.</p>	<p style="text-align: center;">SKILLS</p> <p>Students will be able to:</p> <p>Demonstrate ability to use a growth mindset in adapting and adjusting to challenging situations.</p> <p>Analyze current attitudes in relation to learning.</p> <p>Develop the ability to take responsibility for actions.</p> <p>Evaluate ability to work successfully independently and in groups.</p> <p>Use leadership and teamwork skills to work effectively in diverse teams.</p> <p>Evaluate problems and develop action plan to overcome roadblocks.</p> <p>Implement skills necessary to balance school, studies, extracurricular activities, leisure time and family life.</p>

<p>decision-making skills to assess progress toward educational goals</p> <p>Standard C: Students will understand the relationship of the academics to the world of work and to life at home and in the community.</p> <p>A:C1.1 Demonstrate the ability to balance school, studies, extracurriculars activities, leisure time and family life</p> <p>A:C1.4 Demonstrate an understanding of the values of lifelong learning as essential to seeking, obtaining and maintaining life goals</p>		
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Describe different personal goals and list steps that you will take to achieve your goals.
- Monitor progress toward both short and long-term goals.
- Identify strategies that are individually helpful in supporting long and short-term goals. Consider a common problem effecting you or other students at school. Work cooperatively to design an action plan to find solutions and present action plan to class.

KEY LEARNING EVENTS AND INSTRUCTION:

- Create a collage highlighting personal strengths and positive attitudes.
- Keep a weekly planer listing progress towards goals and strategies that were helpful in supporting long and short-term goals.
- Discuss and share weekly planner with teacher and/or counselor.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Grade 3-5 School Counseling
Unit II: Academic Awareness Resources

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
13 Weeks	Academic Development	<p>American School Counselor Association (2014). <i>Mindsets and Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student</i>. Alexandria, VA: Author.</p> <p>A Pep Talk from Kid President http://soulpancake.com/portfolio_page/kidpresident/</p> <p>Cook, Julia. (2015). <i>Baditude! What to Do when Our Life Stinks!</i> Boys Town Press.</p> <p>Cook, Julia. (2017). <i>Bubble Gum Brain</i>. National Center for Youth Issues.</p> <p>Cook, Julia (2017). <i>The Procrastinator</i>. Boys Town Press, 2017.</p> <p>Cox, Lisa and Hockema, Lori (2017). <i>Not Yet</i>. Dog Ear Publishing.</p> <p>Deak, JoAnn (2010). <i>Your Fantastic Elastic Brain</i>. Little Pickle Press.</p> <p>Kenney, Daniel (2018). <i>I Won't Give Up</i>. Trendwood Press.</p> <p>Kenney, Daniel (2018). <i>You Can Face Your Fears</i>. Trendwood Press.</p> <p>Neimark, Jill (2015). <i>The Hugging Tree: A Story About Resilience</i>. Magination Press.</p>

		<p>Pearson, Anthony (2015). <i>Guidance with Good Measure</i>. YouthLight, Inc.,</p> <p>Reynolds, Peter H. (2004). <i>Ish</i>. Candlewick Press.</p> <p>Reynolds, Peter H. (2003). <i>The Dot</i>. Candlewick Press.</p> <p>Senn, Diane (2011). <i>Creative Approaches for Counseling Individual Children in the School Setting</i>. YouthLight, Inc.</p> <p>Smith, Bryan (2017). <i>Mindset Matters</i>. Boys Town Press.</p> <p>Yamada, Kobi (2014). <i>What to do With an Idea</i>. Comendium Inc.</p> <p>Yamada, Kobi (2016). <i>What to do With a Problem</i>. Comendium Inc.</p>
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RANDOLPH TOWNSHIP SCHOOL DISTRICT
Grade 3-5 School Counseling
Unit III: Career Development

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p><u>ASCA National Standards</u></p> <p>Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</p>	<p>Understanding the relationship between personal qualities, education, training, and the world of work will contribute to future success.</p>	<ul style="list-style-type: none"> • How do my personal qualities, education, and training influence my future endeavors?
	KNOWLEDGE	SKILLS
<p>C:A1.1 Develop skills to locate, evaluate, and interpret career information.</p> <p>C:A1.3 Develop awareness of personal abilities, skills, interests and motivations</p> <p>C:A1.4 Learn how to interact and work cooperatively with teams</p> <p>C:A1.5 Learn how to make decisions</p> <p>C:A1.6 Learn how to set goals</p> <p>C:A1.8 Pursue and develop competency in areas of interest.</p> <p>CA1.9 Develop hobbies and vocational interests.</p> <p>Standard B: Students will employ strategies to achieve future career goals with success and satisfaction</p> <p>C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice</p>	<p>Students will know:</p> <p>Matching interests and abilities to careers will promote individual success.</p> <p>Educational goals and success may relate to career choice.</p> <p>Teamwork, problem-solving, decision-making and organizational skills are necessary for success.</p> <p>Setting challenging and realistic goals that relate to interests, abilities and achievements promote success.</p>	<p>Students will be able to:</p> <p>Demonstrate career self-awareness by matching personal interests, abilities and goals to career choices.</p> <p>Apply necessary skills to collaborate with others, problem solve, make decisions and keep organized.</p> <p>Create and work toward goals.</p> <p>Develop ability to manage transitions and adapt to changing situations and responsibilities.</p> <p>Evaluate goals that match interests, abilities and achievements.</p> <p>Create an organized plan to achieve goals.</p>

<p>Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.</p> <p>C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals C:C2.2 Learn how to use conflict management skills with peers and adults C:C2.3 Learn to work cooperatively with others as a team member</p> <p>New Jersey Student Learning Standards - ELA</p> <p>RI.3.7 Use information gained from text features and the words in a text to demonstrate understanding of the text.</p>	<p>The ever-changing workplace requires lifelong learning and acquiring new skills.</p> <p>Using conflict resolution skills promotes healthy relationships with peers.</p>	<p>Reflect on abilities and achievements and evaluate determine which new skill will help attain goals.</p> <p>Pursue interests and education in new areas.</p> <p>Use effective conflict management skills with others.</p>
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Evaluate interests, strengths and challenges. Summarize and share results with small group.
- Describe the careers that you have researched that match your interests and strengths.
- Reflect on interests, strengths and challenges and describe how you will meet your future goals.

KEY LEARNING EVENTS AND INSTRUCTION:

- Complete an interest inventory and share results with teacher/counselor in a small group.
- Create a PowerPoint, poster or brochure including pictures, charts and information.
- Develop an organized plan to obtain goals. Plan with necessary steps will be included in the “Key to Success” display.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Grade 3-5 School Counseling
Unit III: Career Development Resources

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
13 Weeks	Career Development	<p>American School Counselor Association (2014). <i>Mindsets and Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student</i>. Alexandria, VA: Author.</p> <p>Beaty, Andrea (2016). <i>Iggy Peck, Architect</i>. Abrams Books for Young Readers.</p> <p>Beaty, Andrea (2013) <i>Rosie Revere, Engineer</i>. Abrams Books for Young Readers.</p> <p>Cook, Julia (2014). <i>What Shoes Will You Wear?</i> National Center for Youth Issues.</p> <p>Gerry, Lisa (2017). <i>100 Things to Be When You Grow Up</i>. National Geographic Children’s Books.</p> <p>Kid President: How to Change the World. https://www.youtube.com/watch?v=S1rtQ7E5C4E</p> <p>Pearson, Anthony (2015). <i>Guidance with Good Measure</i>. YouthLight, Inc.</p>

		<p>Reeves, Diane Linsey (2007). <i>Career Ideas for Kids Who Like Art</i>. Chekmark Books.</p> <p>Reeves, Diane Linsey (2007). <i>Career Ideas for Kids Who Like Science</i>. Chekmark Books.</p> <p>Reeves, Diane Linsey (2007). <i>Career Ideas for Kids Who Like Sports</i>. Chekmark Books.</p> <p>Research Careers, https://careerkids.com/pages/career-research. Provides information for students researching careers.</p> <p>Seuss, Dr. (1990). <i>Oh, the Places You'll Go!</i> Random House Children's Books.</p> <p>Tauszik, Karleen (2006). <i>When I Grow Up, I Want to Be...</i> Karleen Tauszik.</p>
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APPENDIX A

Role of the Elementary School Counselor

Direct Student Services

Individual Counseling: School counselors monitor the academic, social/emotional and career needs of every student. Counselors provide short term and goal focused counseling.

Small Group Counseling: School counselors identify the social/emotional, academic, and executive functioning skills needs of students. Counselors create small group counseling sessions based on these needs and develop specific goals.

Instruction: School counselors collaborate with teachers to coordinate and deliver classroom lessons. The lessons will promote personal/social, academic, executive functioning skill and acceptance of everyone's differences.

Crisis Response: School counselors provide support and assistance to students and families as they navigate crisis and emergency situations.

Advocacy: School counselors support and advocate for the needs of their students.

Indirect Student Services

Collaboration: School Counselors work closely with administrators, staff, parents and the community to support student success.

Resources: School Counselors provide community and outside resources to parents for additional academic and social/emotional needs.

Coordination: School Counselors coordinate academic and social/emotional interventions to help the student be successful.

Technology: School Counselors gather, analyze and interpret data to identify student needs.

APPENDIX B

Benefits of Comprehensive School Counseling in Randolph

Bulleted below are examples of how district stakeholders benefit from the implementation of a comprehensive and developmental counseling program:

Students

- Receive individual student planning, and responsive services
- Benefit from proactive strategies and responsive interventions to maximize growth and success
- Gain multiple opportunities to develop skills in the three counseling domains: academic, social/emotional, and career

Staff

- Foster collaborative and positive relationships with administrators, school counselors, students, parents, and colleagues
- Collaborate with teachers to support student needs

Administration

- Receive support from school counselors as a critical leader in the educational process
- Collect data to strengthen school climate and student performance/achievement
- Encourage participation in professional development opportunities

Parents and Guardians

- Attend educational and informational sessions
- Communicate with teachers, school counselors, and administrators
- Obtain access to available school and community resources

Community

- Partner with school stakeholders
- Offer helpful resources

APPENDIX C

School Counseling - USING DATA

To evaluate the program and demonstrate accountability, school counselors must collect and use data that link the program to both student achievement and counseling program improvement. This includes data collection as well as data evaluation.

Elementary school counselors monitor student progress toward achieving the ASCA National Standards. Counselors deliver strategies to support every student's academic, career, and personal social development. Progress is assessed by analyzing student achievement data and achievement-related data, monitoring through student self-reports, grades, teacher comments, and assessment data.

Collections include, but are not limited to:

Demographic Data: Ethnicity, language, socioeconomics, free/reduced lunch eligibility, special education placements

Academic Data: Test scores, patterns in grades

Climate Data: Discipline referrals, attendance rates, participation in afterschool and extracurricular activities

The elementary school counseling program uses a data-driven philosophy to affect change within the school system. Elementary school counselors are knowledgeable in the collection, analysis, and interpretation of data. School counselors monitor student progress through collection of various types of data:

Process Data: School counselors may present the number of students seen individually, in a group setting, or in the classroom.

Perception Data: Gathered from student and/or parent surveys

Results Data: Answers the question "so what?" and provides evidence that student competency is affected by knowledge attainment, attendance, behavior, and academic achievement

School Improvement Data: Presents an overall picture of student needs, accomplishments, and progress. Analyzing the results of an effective school counseling program is an important step in the accountability process. All stakeholders will have a deeper understanding of the contributions of the elementary school counseling program as a result. It is essential to our school's mission for counselors to demonstrate a willingness to be accountable for impacting critical data.

Through the use of data, elementary school counselors answer the question, "*How are students different because of what we do?*"

RMS school counselors use data to determine how our school counseling department positively impacts student academic achievement, personal/social and career development. The school counseling department's student growth objectives (SGO's) are based on SMART goals (specific, measurable, attainable, rigorous, time driven) suggested by the American School Counselor Association (ASCA).

Ways in which our school counseling department collects data:

- Genesis grade reports
- Genesis attendance reports
- Harassment Intimidation & Bullying (HIB) incidents
- Adjustments academically, socially, extra-curricular
- Discipline referrals
- Teacher Input
- Risk Assessments
- I&RS/504 Meetings
- Department of Child Protection and Permanency reports