

Comprehensive Developmental Guidance Program

Archdiocese of Galveston-Houston

Catholic Schools

Mission

The mission of the Archdiocese of Galveston-Houston comprehensive developmental guidance program is to foster a student's spiritual, social, emotional, academic, and physical growth. It provides opportunities for all to learn and live creatively, and to relate to God, self, family, peers, and others in responsible ways. Through this program students will learn to manage their emotions, build self-awareness, maintain positive relationships, show empathy and understanding for others, and make decisions based on their faith.

Vision

The *Religious Dimension of Education in a Catholic School* states the Catholic School "must help each student to actually become the 'new creation' that each one is potentially and at the same time prepare them for the responsibility of an adult member of society".

Catholic schools in the Archdiocese of Galveston-Houston are committed to enhancing the development of the 'new creation' through a strong guidance program, which enables students to grow and mature in love and realize their full potential as a child of God. To reach full human potential the student must grow their relationship with God, as well as their relationship with self and with others and all creation. The Catholic school comprehensive developmental guidance program systematically assists students to develop the skills they need to enhance their spiritual, physical, social, emotional, and educational development.

Catholic School Guidance Program Defined

A Catholic school guidance program is developmental, systemic, sequential, clearly defined, and accountable. A comprehensive developmental program is vital to the academic success for all students. It is developmental by design and sequentially organized and implemented by Catholic schools with the support of teachers, administrators, students, and parents.

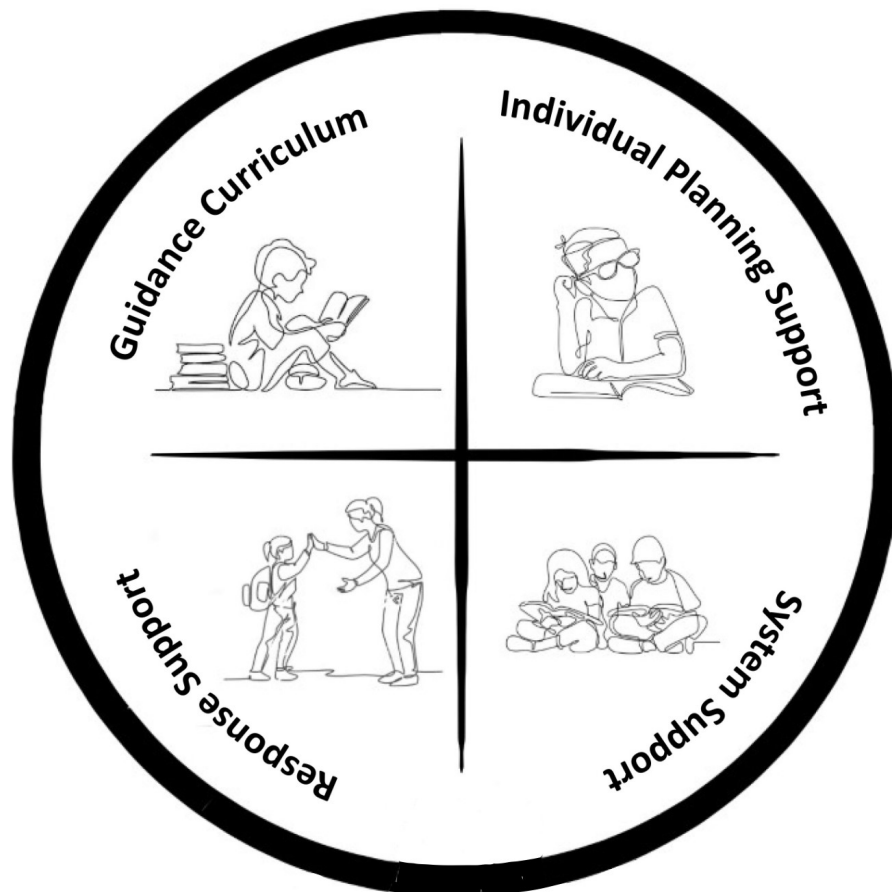
Texas Catholic Conference of Bishops Education Department (TCCB ED)

TCCB ED defines a guidance program as lessons/activities conducted throughout all grade levels and taught separately or integrated into other curriculum areas. Content addressed by a classroom teacher, or a counselor would include the student's spiritual, physical, social, emotional, and educational development. Weekly guidance lessons should be taught in grades PK – 8.

4 Core Elements

The Catholic school shall collaborate with the administrator, counselor, staff, students, parents, and community to plan, implement, evaluate, and design a comprehensive developmental guidance to include 4 core elements:

- A **Guidance Curriculum** with integrated Catholic identity to support student's educational program.
- A **Response Support** component to provide intervention for any concerns to a student's academic, social, and emotional learning.
- An **Individual Planning Support** to guide student academic planning, monitoring, and social emotional learning.
- **System Support** supports a Catholic school to plan, organize, implement, manage, and evaluate their guidance program to increase the efficiency and efficacy of direct services that are provided.



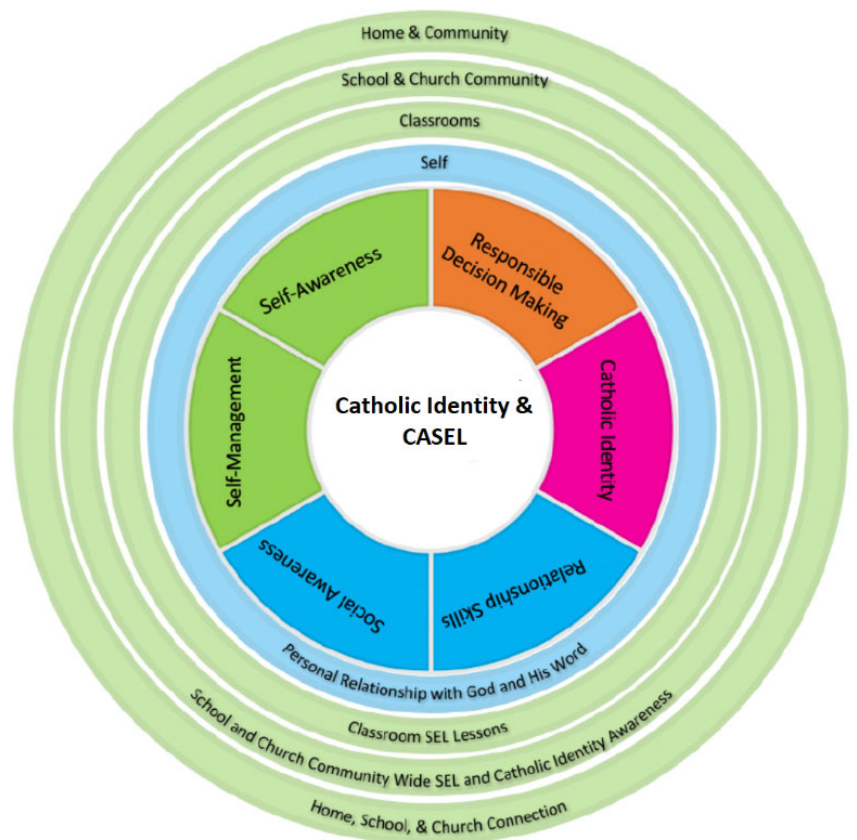
Guidance Curriculum

Guidance curriculum is taught through learning activities and planned lessons designed to foster student spiritual, social, emotional, academic, and physical growth. It provides opportunities for all children to learn and live creatively, and to relate to God, themselves, families, peers, and others in responsible ways.

FRAMEWORK

In supporting student social and emotional learning, we have adopted a framework from The Collaborative for Academic, Social, and Emotional Learning (CASEL) that fosters knowledge, skills, and mindsets across six areas of competence and multiple key settings to establish positive learning environments.

CASEL has five interrelated sets of cognitive, affective, and behavioral competencies: *Self-Awareness*, *Self-Management*, *Social Awareness*, *Relationship Skills*, and *Responsible Decision-Making*. These five competencies support Catholic schools to build a social emotional learning environment that provides planned lessons through which children and adults acquire and effectively apply the knowledge and skills necessary to understand and manage emotions, achieve, and set positive goals, feel, and show empathy for others, establish, and maintain positive relationships, and make responsible decisions. The sixth area, Catholic Identity, is intertwined in all lessons and is not a stand-alone competency. We ask our children, students, and fellow adults to understand that building the competencies of social emotional learning (SEL) is a process. Through reflection and daily practice, we are able to grow as people and walk closer with God on our journey of self-discovery.



SELF-AWARENESS

The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

- Identifying emotions
- Self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

SELF-MANAGEMENT

The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal setting
- Executive functioning skills

SOCIAL AWARENESS

The ability to understand the perspective of and empathize with others, including those from diverse backgrounds, cultures, and contexts. This includes the capacities to feel compassion for others, understand social norms for behavior in different settings, and recognize family, school, and community resources and support.

- Perspective taking
- Empathy
- Appreciating diversity
- Recognizing strengths in others
- Expressing gratitude
- Understanding influences of behavior

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

- Communication
- Social engagement
- Cultural competency
- Teamwork & Collaborative Problem Solving
- Social Pressures
- Leadership skills
- Supporting peers

RESPONSIBLE DECISION-MAKING

The ability to make constructive and respectful choices across different situations. This includes the capacity to consider safety concerns, evaluate consequences of various actions for personal, social, and collective well-being. Identifying solutions to problems

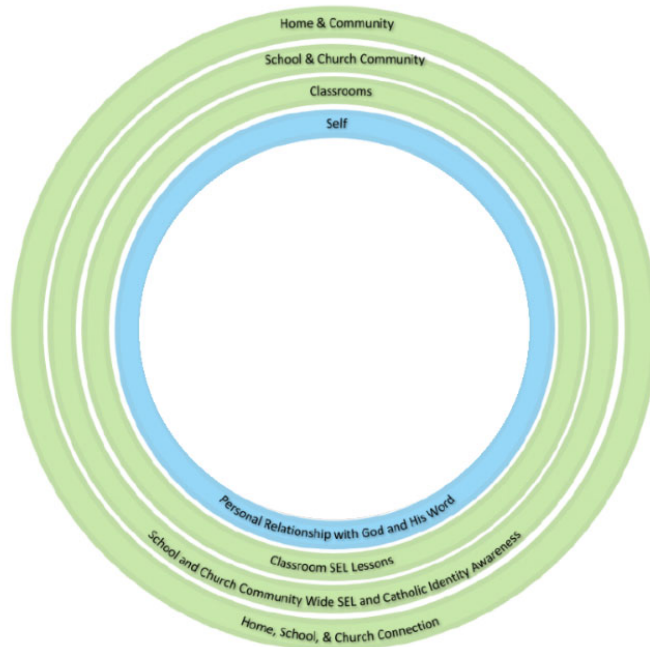
- Analyzing situations
- Curiosity and open-mindedness
- Evaluating one's actions
- Recognizing critical thinking skills
- Community contributions and impacts

CATHOLIC IDENTITY

All lessons are rooted in and call upon the teachings of God through Bible passages and faith-based activities. We know that to follow in Jesus footsteps is to grow in love and compassion towards ourselves, families, and communities.

KEY SETTINGS

The CASEL framework takes a systemic approach that emphasizes the importance of establishing and coordinating Social Emotional Learning (SEL) practices across key settings to enhance all students' physical, social, emotional, spiritual, and academic learning. It is most beneficial to integrate SEL throughout the school's academic curricula and culture and through ongoing collaboration with families and community organizations. These coordinated efforts foster student engagement, establish supportive classroom and school climates and approaches to discipline, enhance adult SEL competence and establish family and community partnerships. Students, families, schools, churches, and communities are all part of broader systems that shape learning, development, and experiences.



CLASSROOMS

Social emotional learning can be enhanced using a variety of classroom-based approaches such as:

- (a) explicit instruction through which social and emotional skills are taught and practiced.
- (b) Integration of SEL and academic curriculum such as language arts, math, science, social studies, religion, health, and performing arts.

SEL instruction is carried out most effectively in nurturing, safe environments characterized by positive, caring relationships among students and teachers. To facilitate age-appropriate instruction teachers must understand and appreciate the unique strengths and needs of each student. When teachers incorporate students' personal experiences and cultural backgrounds and seek their input, they create an inclusive classroom environment where students are partners in the educational process. Strong relationships between teachers and students can facilitate co-learning, foster student, and teacher growth, and generate collaborative solutions to shared concerns.

SCHOOL & CHURCH COMMUNITY

Effectively integrating SEL schoolwide involves ongoing planning, implementation, evaluation, and continuous improvement by all members of the school and church community. Community partners often provide safe and developmentally rich settings for learning development, have deep understanding of community needs, are seen as trusted partners by families and students, and have connections to additional supports and services that school, and families may need.

HOME & COMMUNITY

When schools and families form partnerships, they can build strong connections that reinforce students' social and emotional development. Families and caregivers are student's primary educators, and bring a deep expertise about their child's development, experiences, culture, and learning needs. These insights and perspectives are critical to informing, supporting, and sustaining SEL Catholic school efforts and add an extension into the child's home.

Responsive Services

Response support provides specific interventions for a student with immediate concerns or circumstances that require direct support. The purpose of the response support is to intervene on behalf of those students whose immediate personal circumstances, concerns, or problems interfere with their spiritual, physical, social, emotional, and educational development. Based on the individual's need, response support may be preventative or a crisis.

Preventative Response

A preventative response provides support before concerns become a crisis. A student may receive support for the development or enhancement of foundational skills, or before making an unhealthy decision.

Crisis Response

A crisis response suggests that a critical incident has occurred, and the most immediate level of intervention is necessary. Depending on the severity of the situation, this may involve a specific protocol to follow and may include adherence to school policy. Interventions and actions are taken to ensure that the health, well-being, and safety of students are maintained. Under response support, a school may help individuals or groups of students, identify problems or solutions, consult with teachers and parents, recommend referrals, and follow-up with students to monitor their progress.

Request for assistance may be initiated by the student or teacher. The counselor may be a resource person or may provide direct services to teachers, parents, or students.

The school counselor counsels individuals or small groups of students, consults with teachers and parents, refers students and/or their parents and teachers to other specialists or special programs. The counselor monitors student progress towards resolution support. The counselor trains and supervises peer facilitators/mediators and often conducts guidance sessions or class presentations in response to teachers' requests to address particular CASEL competencies.

Individual Planning

The purpose of individual planning is to guide the students as they plan, monitor and manage their own educational, personal-social development and career choices. Counselor may be a resource person to the teacher in the areas of test interpretation, student goal setting and assessment of student progress or career development. They may also assist teacher in the referral procedures of students who are having extreme academic difficulties.

System Support

System support is essential to the total Catholic school guidance program. It identifies and coordinates resources and activities on campus and in the community that indirectly benefit students. The purpose of system support is to assess student and campus data to support effective Catholic school guidance program balance in all four core elements. Through system support a Catholic school will plan, organize, implement, manage, and evaluate their guidance program to increase the efficiency and efficacy of direct services that are provided.

System support is the foundation of the school guidance program. Through system support schools:

- Consult with teachers, administrators, community members, parents, support specialists, on the needs of the students or total Catholic school guidance program.
- Provide support for parent education and community relation efforts.
- Participate in the school improvement plans and goals.
- Participate in activities to advocate on behalf of student's spiritual, physical, social, emotional, and academic development.
- Collect, summarize, and interpret data generated by the *Catholic School Guidance Program Tracker*
- Manage the Catholic school guidance program.
- Pursue professional development, implementation, and coordination of guidance related activities.

Guidance Program Tracker

This Guidance Program Tracker supports schools in developing, monitoring, and organizing the Catholic school guidance program. It identifies how Catholic schools are allocating time within the 4 core elements and non-counseling duties and where they are providing services to students. Additionally, it can be used to track and indicate the number of students who have participated in a guidance activity. Based on data results (weekly, monthly, or annually), Catholic schools are able to initiate a plan of action in order to reallocate time and create a structured program balance for their guidance program. If the Catholic school identifies that there is a disproportionate amount of time being allocated in other areas, they may modify the tracker to focus more intentionally on the areas requiring change.

Guidance Program Questionnaire

A Guidance Program Questionnaire may assist Catholic schools in evaluating any gaps and potential target areas for the school guidance program. The questionnaire is an instrument to collect data from teachers, parents, administrators, and students to assist with planning.

Program Balance

Program balance refers to the allocation of delivery to each of the guidance program 4 core elements. A comprehensive developmental guidance program includes all four core elements, but the relative emphasis of each component will vary from Catholic school to Catholic school, depending on the developmental and assessed needs of the students served. Some general recommendations can be made when a guidance program is assessed out of balance. Some consistencies in decisions regarding program balance:

- The balance between the 4 core elements shifts as students mature and accept more responsibility for their own growth and development.
- The Guidance Curriculum is a larger program core area at the elementary level than at the secondary level.
- Individual Planning Support is a larger percentage at the secondary level than at the elementary level.
- The needs for response support and system support stay fairly constant, thus, these two program core elements maintain a similar share of the program throughout.

Elementary (K-5) Program Balance: Through the recommendations of the American School Counselor Association (ASCA) and American Counseling Association (ACA) an appropriate guidance program balance for elementary (K-5) is:

❖ Guidance Curriculum	35-45%
❖ Individual Planning Support	5-10%
❖ Response Support	30-40%
❖ System Support	10-15%

Middle School (6-8) Program Balance: Through the recommendations of the American School Counselor Association (ASCA) and American Counseling Association (ACA) an appropriate guidance program balance for middle school (6-8) is:

❖ Guidance Curriculum	35-45%
❖ Individual Planning Support	15-25%
❖ Response Support	30-40%
❖ System Support	10-15%

Guidance Resource

Catholic Resources- www.catholicteacherresources.com