

Dear Administrator/Evaluator:

With the adoption of the [Florida School Counseling Standards](#) in 2023, the state's expectation is for counseling duties to become more aligned with the state Standards which are related to the American School Counselor Association ([ASCA Professional Standards](#)), the [ASCA Ethical Standards for School Counselors](#), and the [ASCA Student Standards: Mindsets and Behaviors](#). Where there is disagreement between the Florida School Counseling Standards and ASCA, the Florida School Counseling Standards will take precedence.

This document was created with input by all counselors in the district, starting with 3 grade level representatives (Retha Paugh, Amy Dozier and Christine Mills) followed by additional input of all counselors/academic advisors in attendance during the December 16, 2024 workshop. This correlation of FEAPs to the Florida School Counseling Standards, adopted by DOE in May, 2023, is a first iteration. Therefore, feedback is appreciated from counselors/academic advisors and evaluators so this document can be refined for clarity. Any current mistakes or omissions are mine.

In the meantime, please be advised that since all counselors may not be responsible for the same duties at each school, there may be items listed that the counselor(s) at your school does(do) not do. Alternatively, there may be responsibilities that satisfy the FEAPs/Florida School Counseling Standards that are not included on this list. Therefore, **Counselors have been advised to review this document with their administrator to ensure agreement between the counselor and his/her evaluator.**

Thank you for your continued support of the School Counseling profession. For a review of research regarding the impact that School Counseling has on students and the school, please see: [Empirical Research Studies Supporting the Value of School Counseling](#).

United for Every Student to Succeed,

School Counseling Services Department

Ratings for each Standard's Descriptor shall be based on the following rubric:

Unsatisfactory	Needs Improvement	Effective	Highly Effective
Standard was not evident.	Standard was demonstrated inconsistently.	Standard was demonstrated satisfactorily on a frequent basis.	Standard was demonstrated in an exemplary manner on a consistent basis, which could be an example for others.

FEAP STANDARD 1: Instructional Design & Lesson Planning

1A	School Counseling Standard(s)	Effective	Highly Effective
Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity	SC 3 - School Counseling Program: Effective school counselors develop, implement, and evaluate programs that cultivate a school environment that promotes the academic success and well-being of all students.	Standard was demonstrated satisfactorily on a frequent basis.	Standard was demonstrated in an exemplary manner on a consistent basis, which could be an example for others.

School counselors:

SC 3(1). Apply evidence-based strategies that promote academic success; career readiness; and resiliency education, civic and character education, and life skill education as defined in Rule 6A-1.094124, F.A.C.

SC 3(2). Apply principles and practices of crisis planning, response, and preventative programs;

SC 3(3). Apply practices for identifying and closing gaps in student achievement; and

SC 3(4). Apply strategies for progress monitoring and sharing School Counseling Program outcomes.

Artifacts and/or Observations - Examples

Informing parents at events such as open house and orientation about the role of the school counselor

Using data, e.g., SIP, EWS, Standardized test results, needs assessments, etc. to inform the counseling goals for their school program, provide individual and/or small group and/or classroom lessons and show how addressing the non-academic needs of students impacts students' academic success

Individual meetings to assess needs, setting goals, discussing progression and/or graduation requirements in connection with postsecondary areas of interest/future goals

Upstander (anti-bullying) presentations; Xello (college & career readiness platform); PBIS (academic success); SEL Programs (Suite 360/Character Education/Sanford Harmony); positive engagement (parent nights); classroom resiliency training; Anchored for Life (Trevor Romain); Career Interest Inventory (ASVAB assessment); career focused field trips, e.g. George Stone, FPL, ST Engineering, Construction Trades field trip

Use of YMHFA training when working with teachers, families and students; Trauma Sensitive Classroom ideas; Zones of regulation; Capturing Kids Hearts ideas; addressing Go Guardian alerts, use of the Columbia Suicide Screener and the district risk assessment; participation in threat assessment process; collaborate with MRT if needed and/or direct hire LMHCs on a regular basis

Share results with administrators and other stakeholders F2F, via email

Collaboration with teachers on resiliency training, in particular PE and Health teachers

Lesson Plans, Needs Assessments (for teachers, parents and/or students), PowerPoint presentations, Counselor developed information brochures, spreadsheets showing monitored data for individual students or groups (e.g., grade level, specific classrooms), Emails showing collaboration with teachers, parents, admin, district personnel, Reports showing risk assessments, counselor notes, attendance notes, etc., Annual Outcome Goals documentation, Annual Conference documentation, etc. Pre/post tests to capture perception data, monitoring outcome data: attendance, behavior/referrals, grades/test scores (classroom and/or state)

1B	School Counseling Standard(s)	Effective	Highly Effective
Sequences lessons and concepts to ensure coherence and required prior knowledge	SC 3 - School Counseling Program: Effective school counselors develop, implement, and evaluate programs that cultivate a school environment that promotes the academic success and well-being of all students.	Standard was demonstrated satisfactorily on a frequent basis.	Standard was demonstrated in an exemplary manner on a consistent basis, which could be an example for others.

School counselors:

SC 3(3). Apply practices for identifying and closing gaps in student achievement

Artifacts and/or Observations - Examples

Use EWS to identify students to provide individual and/or small group and/or classroom lessons

Assess a student's starting point with resiliency or any other need and build on skills

Grade level specific lessons, parent nights, college and career nights; registration consultation

Use tiered system to share information e.g., required courses, GPA, scholarship info, college information, graduation plans, class visits, small groups and individual basis for those needing more assistance

Transition counseling

Data chats with students - may include grades, attendance, behavior concerns

Develop and promote groups e.g., anger-management, grief, divorce, coping skills, resiliency, life skills, college/career skills, etc.

Documentation of individualized academic interventions, e.g. in counselor notes or a google spreadsheet

Lesson plans, Agendas (Parent Nights, Career Day, Red Ribbon Week, etc.), Presentations/Powerpoints (Parent Nights, Code of Conduct, Grade level assemblies on bullying, character ed, etc.), Written plans/goals for counseling program to address data gleaned from surveys/needs assessments, Examples of student generated work in response to presentations, lessons, etc.

1C	School Counseling Standard(s)	Effective	Highly Effective
Designs instruction for students to achieve mastery	SC 3 - School Counseling Program: Effective school counselors develop, implement, and evaluate programs that cultivate a school environment that promotes the academic success and well-being of all students.	Standard was demonstrated satisfactorily on a frequent basis.	Standard was demonstrated in an exemplary manner on a consistent basis, which could be an example for others.

School counselors:

SC 3(3). Apply practices for identifying and closing gaps in student achievement

Artifacts and/or Observations - Examples

Use EWS to identify students to provide individual and/or small group and/or classroom lessons

Assess a student's starting point with resiliency or any other need and build on skills

Grade level specific lessons, parent nights, college and career nights; registration consultation

Use tiered system to share information e.g., required courses, GPA, scholarship info, college information, graduation plans, class visits, small groups and individual basis for those needing more assistance

Provide documentation of transition counseling

Data chats with students - may include grades, attendance, behavior concerns

Develop and promote groups e.g., anger-management, grief, divorce, coping skills, resiliency, life skills, college/career skills, etc.

Documentation of individualized academic interventions, e.g. in counselor notes or a google spreadsheet

Lesson plans, Agendas (Parent Nights, Career Day, Red Ribbon Week, etc.), Presentations/Powerpoints (Parent Nights, Code of Conduct, Grade level assemblies on bullying, character ed, etc.), Written plans/goals for counseling program to address data gleaned from surveys/needs assessments, Examples of student generated work in response to presentations, lessons, etc.

1D	School Counseling Standard(s)	Effective	Highly Effective
Selects appropriate formative assessments to monitor learning	SC 3 - School Counseling Program: Effective school counselors develop, implement, and evaluate programs that cultivate a school environment that promotes the academic success and well-being of all students.	Standard was demonstrated satisfactorily on a frequent basis.	Standard was demonstrated in an exemplary manner on a consistent basis, which could be an example for others.

School counselors:

SC 3(4). Apply strategies for progress monitoring and sharing School Counseling Program outcomes

Artifacts and/or Observations - Examples

Student surveys, Course Registration Forms, Credit Check Forms, Parent Contact/Collaboration, Attendance monitoring/Attendance Groups, Citizenship Monitoring, Student of the Month Identification, and Award certificates, Honor Roll certificates/prizes, Mood checks at the door (visual assessment); attendance check; check in/check out (RTI/MTSS); participation in RtI meetings

Documentation in counselor notes, phone call log,

Create survey to solicit feedback from parents and students on communication effectiveness

Develop a plan to evaluate the established counseling goals

Document the use of results of surveys to reflect on effectiveness of the counseling program and any revisions or adjustments that arose from the reflection process

Using counseling techniques, in individual and classroom settings

1E	School Counseling Standard(s)	Effective	Highly Effective
Uses diagnostic student data to plan lessons	SC 2 - Data Driven Planning: Effective school counselors utilize resources including available school data to guide decision making and counseling services.	Standard was demonstrated satisfactorily on a frequent basis.	Standard was demonstrated in an exemplary manner on a consistent basis, which could be an example for others.

School counselors:

SC 2(1). Gather and synthesize data from a variety of sources to inform the School Counseling Program;

SC 2(3). Apply appropriate use of data and technology in supporting student learning and development.

Artifacts and/or Observations - Examples

Collaboration with Administration/Teachers during Data Meetings and/or during Parent/Teacher Conferences; Satchel Pulse data, EWS data, Classroom lessons, small groups, and individual sessions based on: Needs assessment, ODR, attendance data, teacher need (classroom management ideas), Test results, Progress Reports; Knowledge of ESE and 504 accommodations when providing classroom instruction

Administer a post assessment survey to identify student beliefs and determine if perceptions have changed as a result of the school counseling intervention

1F	School Counseling Standard(s)	Effective	Highly Effective
Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies	SC 3 - School Counseling Program: Effective school counselors develop, implement, and evaluate programs that cultivate a school environment that promotes the academic success and well-being of all students.	Standard was demonstrated satisfactorily on a frequent basis.	Standard was demonstrated in an exemplary manner on a consistent basis, which could be an example for others.

School counselors:

SC 3(1). Apply evidence-based strategies that promote academic success; career readiness; and resiliency education, civic and character education, and life skill education as defined in Rule 6A-1.094124, F.A.C.

Artifacts and/or Observations - Examples

School counselor facilitates student opportunities to participate in extracurricular, community opportunities, elective choices which enables the student to use his/her skills and competencies

School counselor facilitates learning opportunities for all students, e.g., leadership groups, peer to peer mentoring groups, big sister/little sister groups, etc.

Guest speaker agenda, community brochures, sign in sheets, Xello lessons that incorporate skill building exercises

1G	School Counseling Standard(s)	Highly Effective
Provides classroom instruction to students in prekindergarten through grade 12 that is age and developmentally appropriate and aligned to the state academic standards as outlined in Rule 6A-1.090401, F.A.C. and is consistent with s. 1001.42(8)(c)3., F.S.	SC 5- Counseling Services: Effective school counselors provide direct and indirect services that support the safety, mental health, and well-being of all students. Yes or No	Highly Effective if standard is evident No evidence required for HE.

FEAP STANDARD 2: The Learning Environment

2A	School Counseling Standard(s)	Effective	Highly Effective
Organizes, allocates, and manages the resources of time, space, and attention.	SC 3 - School Counseling Program: Effective school counselors develop, implement, and evaluate programs that cultivate a school environment that promotes the academic success and well-being of all students.	Standard was demonstrated satisfactorily on a frequent basis.	Standard was demonstrated in an exemplary manner on a consistent basis, which could be an example for others.

Artifacts and/or Observations - Examples

Use of Google calendar or other calendar system, Google docs, Google spreadsheets, Google forms, Canvas Page, School Counseling department website, updating bulletin boards, organizing office so it is a safe and welcoming environment, school counseling items for student use readily available in office, creating safety plans; threat assessment meetings; scheduled classroom visits

Respond to counselor requests based on priority and in a timely manner

Counselors are visible to students and staff

Utilizing the campus and campus resources for meetings with students

2B	School Counseling Standard(s)	Effective	Highly Effective
Manages individual and class behaviors through a well-planned management system	SC 3 - School Counseling Program: Effective school counselors develop, implement, and evaluate programs that cultivate a school environment that promotes the academic success and well-being of all students.	Standard was demonstrated satisfactorily on a frequent basis.	Standard was demonstrated in an exemplary manner on a consistent basis, which could be an example for others.

Artifacts and/or Observations - Examples

School counselors reinforce school wide expectations regarding behavior, attendance, etc.,

School counselors participate in the development of PBIS/School Expectations, establish standards of conduct and contributes to the culture for student behavior throughout the school; participate in the RtI process as an advocate for students, create SEL Bulletin Boards, SEL Weekly School Lessons, model appropriate behavior in interactions with students, parents, faculty and administration, know and promote appropriate school wide behaviors (i.e. transition position, voice levels, hallway procedure, bathroom procedure, cafeteria procedure, dismissal procedure)

Assist teachers with understanding 504 accommodations

Check ins with RtI-B; pre/post assessments

Counselors are visible throughout the day; students, parents and faculty know how to contact counselors for assistance and promote consistency with school wide expectations and rules

Counselors are able to manage routines & procedures

Report to assigned duty stations

Attending school events and celebrations for PBIS

Students show positive regard for the importance of the counseling work, i.e., they seek out their counselor for assistance, are engaged in lessons, etc.

Interactions with all students to encourage hard work and support learning are observable.

2C	School Counseling Standard(s)	Effective	Highly Effective
Conveys high expectations to all students	SC 6: Effective school counselors cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students. SC 4: Effective school counselors utilize multiple means of communication to promote the academic success and well-being of all students.	Standard was demonstrated satisfactorily on a frequent basis.	Standard was demonstrated in an exemplary manner on a consistent basis, which could be an example for others.

School Counselors:

SC 6(1). Promote awareness of student progression, assessment requirements, appropriate educational placement, and high school graduation requirements;

SC 6(2). Assist all students with developing a path to effectively prepare for secondary and postsecondary educational and employment opportunities;

SC 6(3). Provide all students with opportunities for academic enrichment; and

SC 6(4). Support students who are identified as academically at-risk AND

SC 4(4). Utilize appropriate technologies and other forms of communication with parents or guardians, students, district and school personnel and families on student expectations and academic performance.

Artifacts and/or Observations - Examples

School counselors reinforce school wide expectations regarding behavior, attendance, etc.,

School counselors establish a culture for productive communication;

School counselors have high expectations for all students and provide differentiated and individualized instruction during counseling sessions

Class lessons where all students receive instruction on secondary and postsecondary options; document on college and career tab (individual sessions) and send recap to families on what was covered in lessons

Provide families with a list of counseling services available and activities by month via Canvas, Focus messenger, FB, website, newsletter, etc.

Create group lessons that reach different levels of learners and different student interest groups;

School counselors use empathic reminders, e.g., “Johnny, I don’t want to see you get into trouble, so if I were you, I would take off your hoodie”

Educating all students about promotion/graduation requirements, financial aid and scholarships and school choice/career academies;

Using FAST/EOC/AP testing data along with student interests for class placement;

Filling teachers in on the “background” actions for transition to 8th/9th grade

Data chats and parent phone logs

Counselors may promote rewards and lead various school wide programs/activities e.g., red ribbon week, manna food pantry, back pack projects, Attendance campaign etc at their school; for example; counselors may reward the whole class that has the highest ADA percentage, explain to the winning class the reasons they have won and the importance of attendance; use of bulletin boards, signs, classroom activities, announcements etc. to convey the message being delivered
Communication to students and families through Canvas, FOCUS, and emails to celebrate successes and share resources

2D	School Counseling Standard(s)	Effective	Highly Effective
Respects students' cultural linguistic and family background	SC 4: Effective school counselors utilize multiple means of communication to promote the academic success and well-being of all students. SC 6: Effective school counselors cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students.	Standard was demonstrated satisfactorily on a frequent basis.	Standard was demonstrated in an exemplary manner on a consistent basis, which could be an example for others.

School Counselors:

SC 6(1). Promote awareness of student progression, assessment requirements, appropriate educational placement, and high school graduation requirements;

SC 6(2). Assist all students with developing a path to effectively prepare for secondary and postsecondary educational and employment opportunities;

SC 6(3). Provide all students with opportunities for academic enrichment;

SC 6(4). Support students who are identified as academically at-risk; and

SC 4(4). Utilize appropriate technologies and other forms of communication with parents or guardians, students, district and school personnel and families on student expectations and academic performance.

Artifacts and/or Observations - Examples

School counselors may provide translated documents so that everyone is informed of school policies or translated emails when communicating with non English speaking families; school counselors exhibit awareness of cultural differences and provide student advocacy during ESOL meetings

School counselors have high expectations for all students and provide differentiated and individualized instruction during counseling sessions

Class lessons where all students receive instruction on secondary and postsecondary options; graduation requirements, document on college and career tab (individual sessions) and send recap to families on what was covered in lessons

Provide families with a list of counseling services available and activities by month via Canvas, Focus messenger, FB, website, newsletter, etc.

Create group lessons that reach different levels of learners and different student interest groups;

School counselors create an environment of respect & rapport

Providing flexibility for students with cultural expectations, providing alternative opportunities

Quarterly meetings with the ESOL department and administration

2E	School Counseling Standard(s)	Effective	Highly Effective
Models clear, acceptable oral and written communication skills	SC 4: Effective school counselors utilize multiple means of communication to promote the academic success and well-being of all students.	Standard was demonstrated satisfactorily on a frequent basis.	Standard was demonstrated in an exemplary manner on a consistent basis, which could be an example for others.

School counselors:

SC 4(1). Model and support respectful collaboration practices between school leaders, parents or guardians, district and school personnel and community partners;

SC 4(2). Maintain high visibility and accessibility, and actively listen to and respond to parents or guardians, students, district and school personnel and community partners;

SC 4(4). Utilize appropriate technologies and other forms of communication with parents or guardians, students, district and school personnel and families on student expectations and academic performance.

SC 4(6). Apply effective methods and skills for coordinating with community partners in the implementation of a school counseling program.

Artifacts and/or Observations - Examples

School counselors establish a culture of productive communication by using professional, clear and appropriate verbiage in both formal and informal written and oral communication.

School counselors provide timely responses to email and phone communication from/with stakeholders

School counselors appropriately use Canvas, Facebook, Focus and/or their website to provide frequent communication with students, families and other stakeholders; Newsletters, brochures, fliers, call-outs, etc.

Information is provided to parents in native language whenever possible; assisting with translations in meetings whenever possible

Parent/Teacher conference notes, 504 meeting notes, student reference letters; responses to parent/ teacher/ student emails; documentation on a phone log, documentation in counselor notes, self harm tab, attendance tab, MH referrals; lesson directions

Model effective communication during classroom visits and individual meetings

2F	School Counseling Standard(s)	Effective	Highly Effective
Maintains a climate of openness, inquiry, fairness and support	<p>SC 4: Effective school counselors utilize multiple means of communication to promote the academic success and well-being of all students.</p> <p>SC 5: Effective school counselors provide direct and indirect services that support the safety, mental health, and well-being of all students.</p> <p>SC 6: Effective school counselors cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students.</p>	Standard was demonstrated satisfactorily on a frequent basis.	Standard was demonstrated in an exemplary manner on a consistent basis, which could be an example for others.

School Counselors:

SC 4(2): 2. Maintain high visibility and accessibility, and actively listen to and respond to parents or guardians, students, district and school personnel and community partners

Artifacts and/or Observations - Examples

School counselors create an environment of respect and rapport with all students, parents, faculty, staff and other stakeholders; all students receive direct and/or indirect counseling services

School counselor interactions are observed to be professional, open and fair regardless of person or situation involved

Individualized support and feedback to ensure students feel heard, valued and supported

End of Year surveys to parents, teachers, students to obtain overall feedback on counseling program and areas of focus for following year

School counselors are observed during PBIS, 504, Attendance CST meetings, providing morning news announcements or videos on kindness, resiliency, etc.

Artifacts may include: End of Year Google or other type survey form

2G	School Counseling Standard(s)	Effective	Highly Effective
Integrates current information and communication technologies	SC 4: Effective school counselors utilize multiple means of communication to promote the academic success and well-being of all students.	Standard was demonstrated satisfactorily on a frequent basis.	Standard was demonstrated in an exemplary manner on a consistent basis, which could be an example for others.

School counselors:

SC 4(4). Utilize appropriate technologies and other forms of communication with parents or guardians, students, district and school personnel and families on student expectations and academic performance;

SC 4(5). Utilize state, local school board, and governing board policies and procedures to make appropriate community based referrals.

Artifacts and/or Observations - Examples

School counselors utilize appropriate technologies and other forms of communication with parents or guardians, students, district and school personnel and families on student expectations and academic performance.

Canvas use- checking “classroom” for student work; Focus use- counselor requests, messaging; Edgenuity progress; fliers for testing, parent nights, events

Assist families with setting up parent portal accounts

Using counseling techniques, in individual and classroom settings

Document efforts at communicating with families and communities; use of counselor notes, canvas posts and/or Facebook

Survey parents for concerns

Create classroom visit packets

Create monthly newsletters

Documented home visits

Create callouts to families

Organize family fun night to do Resiliency activities

Collaborate and consult with outside agencies for families who need services

Send home parent information letters

Maintain an information website and track "hits" on site

2H	School Counseling Standard(s)	Highly Effective
Adapts the learning environment to accommodate the differing needs and diversity of students while ensuring that the learning environment is consistent with s. 1000.071, F.S.* (Personal Titles & Pronouns). Statute verbiage at the end of this document.	SC 5: Effective school counselors provide direct and indirect services that support the safety, mental health, and well-being of all students. Yes or No	Highly Effective if standard is evident No evidence required for HE.

2I	School Counseling Standard(s)	Effective	Highly Effective
Utilizes current and emerging assistive technologies that enable students to participate in high quality communication interactions and achieve their educational goals	SC 4: Effective school counselors utilize multiple means of communication to promote the academic success and well-being of all students.	Standard was demonstrated satisfactorily on a frequent basis.	Standard was demonstrated in an exemplary manner on a consistent basis, which could be an example for others.

SC 4(4). Utilize appropriate technologies and other forms of communication with parents or guardians, students, district and school personnel and families on student expectations and academic performance.

Artifacts and/or Observations - Examples

Work with teacher to provide appropriate communication and counseling techniques to meet needs of all students during class lessons (Summit K-12, assistive technology, providing voice and choice);

Provide appropriate communication and counseling techniques to meet the needs of all students during group and/or individual counseling sessions

Use of Canvas; Focus; Google Workspace; Callouts

2J	School Counseling Standard(s)	Highly Effective
Creates a classroom environment where students are able to demonstrate resilience as outlined in Rule 6A-1.094124, F.A.C.** (Required Instruction & Planning) Verbiage at end of document	SC 5-Counseling Services: Effective school counselors provide direct and indirect services that support the safety, mental health, and well-being of all students. Yes or No	Highly Effective if standard is evident No evidence required for HE.

School counselors are observed providing classroom lessons/group or individual sessions on resiliency, character development, bullying, coping skills, problem solving, etc.

Participation in RtI meetings as advocate for student, attendance meetings to determine barriers and assist with providing suggestions/interventions, PBIS meetings, etc.

Work in collaboration with teachers to identify students who need resiliency support and encouragement.

Emphasize effort over outcome

Foster growth mindset

Teach coping skills and strategies

MOST IMPORTANT

Point Values Doubled as similar to Danielson Domain 3

✓ Because this Standard is double-weighted, it is important to apply the most important expectations of the position here.

✓ Tip: Use the previous Danielson Rubrics for the Media, Counselor, Specialist roles to modify descriptors to past practices.

✓ Tip: Allow these groups of employees to work on this together in a fill-in-the-blank format like below; and you will have the expectation in writing prior to the observation.

✓ Tip: The same piece of evidence may be used to cite multiple ratings.

FEAP STANDARD 3: Instructional Delivery & Facilitation

3A	School Counseling Standard(s)	Effective	Highly Effective
Deliver engaging and challenging lessons	SC 3 - School Counseling Program: Effective school counselors develop, implement, and evaluate programs that cultivate a school environment that promotes the academic success and well-being of all students. SC 5 - Counseling Services: Effective school counselors provide direct and indirect services that support the safety, mental health, and well-being of all students.	Standard was demonstrated satisfactorily on a frequent basis.	Standard was demonstrated in an exemplary manner on a consistent basis, which could be an example for others.

School counselors:

SC 3 (1). Apply evidence-based strategies that promote academic success; career readiness; and resiliency education, civic and character education, and life skill education as defined in Rule 6A-1.094124, F.A.C.

SC 3 (2). Apply principles and practices of crisis planning, response, and preventative programs;

SC 5(1). Apply counseling skills when delivering evidence-based, direct services to individual students and groups;

SC 5(2). Assist with the provision of resiliency education, civic and character education, and life skill education in the classroom setting; and

SC 5(3). Apply verbal de-escalation strategies to assist in the response and support of students in a crisis situation.

Artifacts and/or Observations - Examples

Provide lessons on resiliency, coping skills, character education, dangers of substance use/vaping etc. in individual or group sessions or in connection with teachers in the classroom

Create and deliver lessons on postsecondary options to include individual counseling (goal setting, life skills, etc) college/career choices, career interest inventories (XELLO), Ready to Work, Bright Futures, BigFutures, Parent info nights, AP, DE, FAFSA information

Deliver peer mentoring programs; leadership skills groups

Provide suggestions on Edgenuity placements for credit recovery, provide opportunities for college visits, create and provide college and career survey, assist in coordinating ASVAB testing

Deliver Florida Resiliency Education Standards through morning announcements (all students) for example

Conduct pretests and posttests for guidance small group and large groups to monitor progress and differentiate instructional needs and focuses for overall increased success to meet the needs of each student

Teach pertinent vocabulary, use counseling techniques including breathing techniques, open ended questions, paraphrasing for understanding (This is what I understood you to say...), reflection of feelings (It sounds like you feel...)

Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs.

Collaboration with colleagues, worksheet samples from counseling sessions

3B	School Counseling Standard(s)	Effective	Highly Effective
Deepen & enrich students' understanding through content area literacy strategies, verbalization of thought, & application of the subject matter.	SC 3 - School Counseling Program: Effective school counselors develop, implement, and evaluate programs that cultivate a school environment that promotes the academic success and well-being of all students. SC 5 - Counseling Services: Effective school counselors provide direct and indirect services that support the safety, mental health, and well-being of all students.	Standard was demonstrated satisfactorily on a frequent basis.	Standard was demonstrated in an exemplary manner on a consistent basis, which could be an example for others.

School counselors:

SC 3(1). Apply evidence-based strategies that promote academic success; career readiness; and resiliency education, civic and character education, and life skill education as defined in Rule 6A-1.094124, F.A.C.

SC 3(2). Apply principles and practices of crisis planning, response, and preventative programs;

SC 5(1). Apply counseling skills when delivering evidence-based, direct services to individual students and groups;

SC 5(2). Assist with the provision of resiliency education, civic and character education, and life skill education in the classroom setting; and

SC 5(3). Apply verbal de-escalation strategies to assist in the response and support of students in a crisis situation.

Artifacts and/or Observations - Examples

School counselors provide assistance with coping skills, resiliency and life education skills, self-advocacy skills to promote academic success of students

Teach character education language, positive body language, explain cause and effect, teach students how to use words to express feeling and self advocacy (verbalization of thought is critical to student growth and success)

Teach specific vocabulary (bullying, bystanding, etc.) helping to identify feelings and emotions through books or other means

Facilitate collaboration for placements into small groups to meet student needs, e.g., academic, social emotional

Providing opportunities for college visits with admissions counselors

Individual counseling sessions to create 4 year high school plan

Class or group lessons to plan for elementary to middle school or middle to high school transitions

Using pre/post surveys, school counselors check for understanding and comprehension during class/group sessions;

Teach communication strategies and verbalization of feelings during individual counseling sessions

Use books as a teaching tool

Utilize play therapy activities, feeling charts, use of scaling (1-10) techniques, breathing techniques etc., in individual counseling sessions, when de-escalating or responding to crisis situation

Demonstrate flexibility & responsiveness

Counselor notes, lesson plans, morning announcements (PSAs), bulletin boards, etc.

Use of pre/post tests and "homework" activities for students engaged in counseling

3C	School Counseling Standard(s)	Effective	Highly Effective
Identify gaps in students' subject matter knowledge	SC 3 - School Counseling Program: Effective school counselors develop, implement, and evaluate programs that cultivate a school environment that promotes the academic success and well-being of all students.	Standard was demonstrated satisfactorily on a frequent basis.	Standard was demonstrated in an exemplary manner on a consistent basis, which could be an example for others.

School counselors:

SC 3(1). Apply evidence-based strategies that promote academic success; career readiness; and resiliency education, civic and character education, and life skill education as defined in Rule 6A-1.094124, F.A.C.

SC 3(3). Apply practices for identifying and closing gaps in student achievement; and

Artifacts and/or Observations - Examples

School counselors communicate inconsistencies in students' actions and behaviors and provide strategies for improvement to students, teachers and families; for example, when behaviors are different at home vs school

Determine gaps through needs surveys (students, teachers, parents) in resiliency, character education, social and emotional development

Analyzing FAST testing results (data chats) - and addressing the underlying non academic issue

Supporting students at the high school level by credit recovery placement, FAFSA nights, DE application sessions

Supporting students at all grade levels in the areas of attendance, behavior and academics - appropriate activities would include assisting to address barriers in attendance, counseling students and families on strategies to address root causes of behavioral issues and working on life skills, personal coping skills, time management/study skills, etc to address academic difficulties

Provide documentation of transition counseling

Create survey to solicit feedback from parents and students on communication effectiveness

Administer teacher/student needs assessment

Mental Health Referrals, RtI referrals, collaboration with teachers (email, counselor notes or counselor request notes)

Use of EWS, Discipline reports

3D	School Counseling Standard(s)	Effective	Highly Effective
Modify instruction to respond to preconceptions or misconceptions	SC 3 - School Counseling Program: Effective school counselors develop, implement, and evaluate programs that cultivate a school environment that promotes the academic success and well-being of all students. SC 5 - Counseling Services: Effective school counselors provide direct and indirect services that support the safety, mental health, and well-being of all students.	Standard was demonstrated satisfactorily on a frequent basis.	Standard was demonstrated in an exemplary manner on a consistent basis, which could be an example for others.

School counselors:

SC 3(2). Apply principles and practices of crisis planning, response, and preventative programs;

SC 3(4). Apply strategies for progress monitoring and sharing School Counseling Program outcomes.

SC 5(1). Apply counseling skills when delivering evidence-based, direct services to individual students and groups;

SC 5(3). Apply verbal de-escalation strategies to assist in the response and support of students in a crisis situation.

Artifacts and/or Observations - Examples

Checking for understanding via check ins, needs assessments, scaling techniques; analyze and gather additional resources; meeting individual or small group to provide additional resources (code of conduct guidelines, facts on vaping, other counseling related/social-emotional guidance, college/career, financial aid, etc);

Conduct pretests and posttests for guidance small group and large groups to monitor progress and differentiate instructional needs and focuses for overall increased success to meet the needs of each student

Analyzing test scores and appropriately using them along with knowledge of student for advising

Demonstrating knowledge of counseling theory and techniques, e.g., individual consultations, group process

Demonstrating knowledge of child & adolescent development

3E	School Counseling Standard(s)	Effective	Highly Effective
Relate & integrate the subject matter with other disciplines and life experiences	<p>SC 3 - School Counseling Program: Effective school counselors develop, implement, and evaluate programs that cultivate a school environment that promotes the academic success and well-being of all students.</p> <p>SC 5 - Counseling Services: Effective school counselors provide direct and indirect services that support the safety, mental health, and well-being of all students.</p>	Standard was demonstrated satisfactorily on a frequent basis.	Standard was demonstrated in an exemplary manner on a consistent basis, which could be an example for others.

School counselors:

SC 3(1). Apply evidence-based strategies that promote academic success; career readiness; and resiliency education, civic and character education, and life skill education as defined in Rule 6A-1.094124, F.A.C.

SC 3(2). Apply principles and practices of crisis planning, response, and preventative programs;

School Counseling Standard 5: Counseling Services.

Effective school counselors provide direct and indirect services that support the safety, mental health, and well-being of all students. School counselors:

SC 5(1). Apply counseling skills when delivering evidence-based, direct services to individual students and groups;

SC 5(2). Assist with the provision of resiliency education, civic and character education, and life skill education in the classroom setting; and

SC 5(3). Apply verbal de-escalation strategies to assist in the response and support of students in a crisis situation.

Artifacts and/or Observations - Examples

Xello; Social stories; List of coping skills (which to use and when); collaborating with teachers/ co-teaching lessons that address mindsets and behaviors which affect academic performance, Use of Suite 360

Demonstrating knowledge of counseling theory and techniques, e.g., individual consultations, group process

Demonstrating knowledge of child & adolescent development

3F	School Counseling Standard(s)	Effective	Highly Effective
Employ higher-order questioning techniques	SC 5 - Counseling Services: Effective school counselors provide direct and indirect services that support the safety, mental health, and well-being of all students.	Standard was demonstrated satisfactorily on a frequent basis.	Standard was demonstrated in an exemplary manner on a consistent basis, which could be an example for others.

School counselors:

1. Apply counseling skills when delivering evidence-based, direct services to individual students and groups;
2. Assist with the provision of resiliency education, civic and character education, and life skill education in the classroom setting; and
3. Apply verbal de-escalation strategies to assist in the response and support of students in a crisis situation.

Artifacts and/or Observations - Examples

Varying counseling techniques depending upon the situation and environment e.g., open ended questioning; active listening, use of confrontation to point out thought discrepancies, use of scales/ratings, magic question, etc.

Using appropriate questioning techniques when determining suicide and/or threat assessment

Utilizing open ended questioning techniques and application during classroom lessons

3G	School Counseling Standard(s)	Effective	Highly Effective
Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction and to teach for student understanding	SC 3 - School Counseling Program: Effective school counselors develop, implement, and evaluate programs that cultivate a school environment that promotes the academic success and well-being of all students. SC 5 - Counseling Services: Effective school counselors provide direct and indirect services that support the safety, mental health, and well-being of all students.	Standard was demonstrated satisfactorily on a frequent basis.	Standard was demonstrated in an exemplary manner on a consistent basis, which could be an example for others.

School counselors:

SC 3(1). Apply evidence-based strategies that promote academic success; career readiness; and resiliency education, civic and character education, and life skill education as defined in Rule 6A-1.094124, F.A.C.

SC 3(2). Apply principles and practices of crisis planning, response, and preventative programs;

SC 3(4). Apply strategies for progress monitoring and sharing School Counseling Program outcomes.

SC 5(1). Apply counseling skills when delivering evidence-based, direct services to individual students and groups;

SC 5(2). Assist with the provision of resiliency education, civic and character education, and life skill education in the classroom setting; and

SC 5(3). Apply verbal de-escalation strategies to assist in the response and support of students in a crisis situation.

Artifacts and/or Observations - Examples

Utilize a variety of counseling techniques e.g., scaling, magic question, active listening, worksheets, reflective activities, etc. during individual, group and/or classroom lessons

Utilize appropriate techniques in the classroom e.g., technology, grouping, think-pair-share, kahoot, exit tickets, pre/post surveys, etc. to keep students engaged and check for understanding

Use and explain EWS and other reports to students and families to promote understanding of the connection between non academic related concerns and academic/life success

Utilize Canvas postings to aid in teaching your subject matter content (advising information, college/career readiness activities, social/emotional/resiliency/life skills techniques, dealing with crisis, etc.)

Facilitating events on campus to increase student engagement and provide information on resources available e.g., DE and AP information, financial aid, important dates and timelines for each grade level

Providing orientations for families and students prior to enrolling in new grade level and/or during transition years (5th to 6th, 8th to 9th, 12th to postsecondary)

3H	School Counseling Standard(s)	Effective	Highly Effective
Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students.	<p>SC 2 - Data-Driven Planning: Effective school counselors utilize resources including available school data to guide decision making and counseling services.</p> <p>SC 3 - School Counseling Program: Effective school counselors develop, implement, and evaluate programs that cultivate a school environment that promotes the academic success and well-being of all students.</p> <p>SC 5 - Counseling Services: Effective school counselors provide direct and indirect services that support the safety, mental health, and well-being of all students.</p>	Standard was demonstrated satisfactorily on a frequent basis.	Standard was demonstrated in an exemplary manner on a consistent basis, which could be an example for others.

School counselors:

SC 2(1). Gather and synthesize data from a variety of sources to inform the School Counseling Program;

SC 2(3). Apply appropriate use of data and technology in supporting student learning and development;

SC 3(3). Apply practices for identifying and closing gaps in student achievement; and

SC 5(1). Apply counseling skills when delivering evidence-based, direct services to individual students and groups

Artifacts and/or Observations - Examples

Using data, e.g., SIP, EWS, Standardized test results, needs assessments, etc. to inform the counseling goals for their school program, provide individual and/or small group and/or classroom lessons

Individual meetings to assess needs, setting goals, discussing progression and/or graduation requirements in connection with postsecondary areas of interest/future goals

Analyze feedback from any surveys and use the information to differentiate future instruction

Individual counseling to plan high school experience based on grades, test scores, future goals, etc.

Assist ELL and ESE departments with appropriate scheduling of students receiving these services to ensure progression to next grade level and in high school, an on time graduation

Provide documentation of transition counseling, Data chats

Create survey to solicit feedback from parents and students on effectiveness of counseling services

Based on data reviewed and analyzed: Develop and promote an anger-management group, Design PowerPoints for use in classrooms on Bullying, with follow-up discussion and pre/post assessments of the group, or administer a preliminary perception survey to determine student beliefs on bullying and create lesson to address misunderstandings

Assist students in generating announcements regarding academic, career, personal/resiliency, postsecondary options, etc. to share on the intercom system or in-school closed circuit TV

Develop YouTube clips into videos for use in group counseling

Solicit classes/students to create anti-bullying comic books to distribute

Use school news show videography to broadcast and the drama class to create and perform skits on anti-bullying

3I	School Counseling Standard(s)	Effective	Highly Effective
Support, encourage, and provide immediate and specific feedback to students to promote student achievement	<p>SC 2 - Data-Driven Planning: Effective school counselors utilize resources including available school data to guide decision making and counseling services.</p> <p>SC 3 - School Counseling Program: Effective school counselors develop, implement, and evaluate programs that cultivate a school environment that promotes the academic success and well-being of all students.</p> <p>SC 5 - Counseling Services: Effective school counselors provide direct and indirect services that support the safety, mental health, and well-being of all students.</p> <p>SC 7 - Career Development and Postsecondary Planning. Effective school counselors provide opportunities for all students to develop the behaviors necessary to learn work-related skills, resilience, perseverance, an understanding of lifelong learning as a part of long-term career success, the value of volunteerism and mentorship, and a strong work ethic.</p>	Standard was demonstrated satisfactorily on a frequent basis.	Standard was demonstrated in an exemplary manner on a consistent basis, which could be an example for others.

School Counselors:

SC 2(2). Communicate data from a variety of sources to students and parents or guardians; and

SC 2(3). Apply appropriate use of data and technology in supporting student learning and development.

SC 3(2). Apply principles and practices of crisis planning, response, and preventative programs;

SC 5(1). Apply counseling skills when delivering evidence-based, direct services to individual students and groups;

SC 5(3). Apply verbal de-escalation strategies to assist in the response and support of students in a crisis situation.

SC 7(6). Apply counseling services to address the challenges experienced by students.

Artifacts and/or Observations - Examples

Failure, grades report; Crisis intervention; Attendance meetings, 504 meetings - documentation in Focus

Conduct field trips to George Stone and Construction Career Days for students for workforce development

Counselor interaction with students is based on presenting needs at start of meeting

Grief counseling, family counseling, dealing with conflicts (teacher and peer to peer), schedule changes

Assisting students in establishing a designated homework space and study time at home.

Data chats/student encouragement meetings; appropriate placement in course/credit recovery

Incentives/Rewards/PBIS

Artifacts: Emails, calls home, letters to parents with successes as well as to address issues regarding attendance, behaviors, course work, documentation in Focus

3J	School Counseling Standard(s)	Effective	Highly Effective
Utilize student feedback to monitor instructional needs & to adjust instruction	<p>SC 4 - Consultation, Collaboration, and Coordination: Effective school counselors utilize multiple means of communication to promote the academic success and well-being of all students.</p> <p>SC 6 - Academic Advising and Planning: Effective school counselors cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students.</p> <p>SC 7 - Career Development and Postsecondary Planning. Effective school counselors provide opportunities for all students to develop the behaviors necessary to learn work-related skills, resilience, perseverance, an understanding of lifelong learning as a part of long-term career success, the value of volunteerism and mentorship, and a strong work ethic.</p>	Standard was demonstrated satisfactorily on a frequent basis.	Standard was demonstrated in an exemplary manner on a consistent basis, which could be an example for others.

School counselors:

SC 4(2). Maintain high visibility and accessibility, and actively listen to and respond to parents or guardians, students, district and school personnel and community partners;

SC 6(4). Support students who are identified as academically at-risk

SC 7(6). Apply counseling services to address the challenges experienced by students.

Artifacts and/or Observations - Examples

Needs assessment; pre/post surveys, exit tickets, open ended questioning in the areas of academic advising, career/college readiness, resiliency/life skills/social/emotional issues

Use anecdotal evidence (notes), observations, teacher collaborations and student self-evaluation to monitor student progress and adjust social emotional instruction based on student needs

Middle and End of Year surveys to parents, teachers, students to obtain overall feedback on counseling program and areas of focus for following year

Notes/email communication from student counseling sessions, teacher collaboration and interventions (both successful and unsuccessful)

FEAP STANDARD 4: Assessment

4A	School Counseling Standard(s)	Effective	Highly Effective
Analyzes and applies data from multiple assessments and measures to diagnose students learning needs, informs instruction based on those needs, and drives the learning process	SC 2 - Data-Driven Planning: Effective school counselors utilize resources including available school data to guide decision making and counseling services.	Standard was demonstrated satisfactorily on a frequent basis.	Standard was demonstrated in an exemplary manner on a consistent basis, which could be an example for others.

School counselors:

SC 2(1). Gather and synthesize data from a variety of sources to inform the School Counseling Program;

SC 2(2). Communicate data from a variety of sources to students and parents or guardians; and

SC 2(3). Apply appropriate use of data and technology in supporting student learning and development.

Artifacts and/or Observations - Examples

School counselors analyze Early Warning System data, SIP, FAST data, BEST data, RtI/MTSS data, discipline reports, attendance reports, etc. to create counseling groups; the use of data informs the counseling program; counselors advise students and families on appropriate class progression (based on student progression as well as students' levels, needs, knowing student's background); collaboration with teachers to ensure correct academic placement; use of credit recovery Pre/post surveys, needs assessments, classroom lesson plans, small group lesson plans

This can be tied to our Reading and Math testing requirements and the different resources we provide students to ensure they have multiple opportunities for different platforms to create more plans for success.

4B	School Counseling Standard(s)	Effective	Highly Effective
Designs & aligns formative & summative assessments that match learning objectives and lead to mastery	SC 2 - Data-Driven Planning: Effective school counselors utilize resources including available school data to guide decision making and counseling services. SC 3 - School Counseling Program: Effective school counselors develop, implement, and evaluate programs that cultivate a school environment that promotes the academic success and well-being of all students.	Standard was demonstrated satisfactorily on a frequent basis.	Standard was demonstrated in an exemplary manner on a consistent basis, which could be an example for others.

School counselors:

SC 2(1). Gather and synthesize data from a variety of sources to inform the School Counseling Program;

SC 2(2). Communicate data from a variety of sources to students and parents or guardians; and

SC 2(3). Apply appropriate use of data and technology in supporting student learning and development.

SC 3(1). Apply evidence-based strategies that promote academic success; career readiness; and resiliency education, civic and character education, and life skill education as defined in Rule 6A-1.094124, F.A.C.

SC 3(3). Apply practices for identifying and closing gaps in student achievement; and

4. Apply strategies for progress monitoring and sharing School Counseling Program outcomes.

Artifacts and/or Observations - Examples

Assessing student needs; Pre/post assessments; designing school counseling program based on SIP, EWS, needs assessments to ensure all students have access to counseling support

School counselors use pre/post test and perception data; design self assessments that correlate with counseling objectives; for example, an Anger management self assessment rating scale”

Use of Kahoot, thumbs up/down - observable in class lessons, group sessions, etc.

Use of exit tickets or questions for class lessons, small groups and individual sessions

Behaviors observed during counseling or small group sessions, use of scaling techniques, questioning techniques to gauge learning; small group lesson plans, individual counseling worksheet samples

This can be tied to our Reading and Math testing requirements and the different resources we provide students to ensure they have multiple opportunities for different platforms to create more plans for success.

Using counseling techniques, in individual and classroom settings

4C	School Counseling Standard(s)	Effective	Highly Effective
Uses a variety of assessment tools to monitor student progress, achievement and learning gains	<p>SC 2 - Data-Driven Planning: Effective school counselors utilize resources including available school data to guide decision making and counseling services</p> <p>SC 5 - Counseling Services: Effective school counselors provide direct and indirect services that support the safety, mental health, and well-being of all students</p> <p>SC 6 - Academic Advising and Planning: Effective school counselors cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students.</p> <p>SC 7 - Career Development and Postsecondary Planning. Effective school counselors provide opportunities for all students to develop the behaviors necessary to learn work-related skills, resilience, perseverance, an understanding of lifelong learning as a part of long-term career success, the value of volunteerism and mentorship, and a strong work ethic.</p>	Standard was demonstrated satisfactorily on a frequent basis.	Standard was demonstrated in an exemplary manner on a consistent basis, which could be an example for others.

School Counselors:

SC 2(3). Apply appropriate use of data and technology in supporting student learning and development.

SC 5(1). Apply counseling skills when delivering evidence-based, direct services to individual students and groups;

SC 6(2). Assist all students with developing a path to effectively prepare for secondary and postsecondary educational and employment opportunities;

SC 7(2). Apply school counseling strategies and activities that address students' college and career readiness across developmental levels, including decision-making approaches for students in various stages of career development;

SC 7(3). Apply procedures of formal and informal career inventories and data-driven methods for evaluating students' college and career readiness;

SC 7(4). Apply college and career readiness counseling services and schoolwide approaches across all levels that promote lifelong learning and career success;

SC 7(5). Utilize resources that provide students with personalized information about postsecondary and career and technical educational opportunities and sources of financial assistance; and

SC 7(6). Apply counseling services to address the challenges experienced by students.

Artifacts and/or Observations - Examples

Utilizing grades and test scores while participating in 504 plans, IEP meetings, RTI/MTSS meetings

Tracks EWS data (attendance, behavior and coursework (grades/test scores) outcome data

Edgenuity can be used to track student progress (reports)

Maintains the number of students seen over the year, each week, etc.

Use of charts, spreadsheets, scales, worksheets to monitor student progress before and after tier 2 and 3 interventions

Identify student needs and provide counseling based on teacher/parent/student input, provide academic advising based on test scores, grades; monitor weekly progress reports

Identify student interests through Xello or other interest inventories to determine postsecondary opportunities and college/career awareness; use of xello reports as artifact

Career Interest Inventory (ASVAB assessment); career focused field trips, e.g. George Stone, FPL, ST Engineering,

Construction Trades field trip, host College/Career Days or lunch meetings

4D	School Counseling Standard(s)	Effective	Highly Effective
Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge.	SC 6 - Academic Advising and Planning: Effective school counselors cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students.	Standard was demonstrated satisfactorily on a frequent basis.	Standard was demonstrated in an exemplary manner on a consistent basis, which could be an example for others.

School Counselors:

SC 6(3). Provide all students with opportunities for academic enrichment; and

SC 6(4). Support students who are identified as academically at-risk.

Artifacts and/or Observations - Examples

Providing gifted testing in a timely manner, modifying testing conditions based on student's documented accommodations.

Assisting teachers to understand what an accommodation could/should look like on an assessment via training; advocating for students in regards to alternative ways to present work (based on possible documented disability, mental health issue, etc)

Collaboration with ESE department and teachers

Counselors can modify group presentations to meet the needs of the specific group of students they are working with

Assessing student needs and/or collaborating with teacher prior to presenting classroom lesson

Using counseling techniques, in individual, group and classroom settings that fits students' learning styles

4E	School Counseling Standard(s)	Effective	Highly Effective
Shares the importance and outcomes of student assessment data with the student and the student's parent /caregiver(s)	SC 4 - Consultation, Collaboration and Coordination: Effective school counselors utilize multiple means of communication to promote the academic success and well-being of all students.	Standard was demonstrated satisfactorily on a frequent basis.	Standard was demonstrated in an exemplary manner on a consistent basis, which could be an example for others.

School counselors:

SC 4(1). Model and support respectful collaboration practices between school leaders, parents or guardians, district and school personnel and community partners;

SC 4(4). Utilize appropriate technologies and other forms of communication with parents or guardians, students, district and school personnel and families on student expectations and academic performance.

Artifacts and/or Observations - Examples

Participation in parent teacher conferences, 504 meetings, IEP meetings and RTI/MTSS meetings; collaborating with parents on an individual basis to provide strategies for improvement and success; data chats with ESSA subgroups; promotion/graduation requirements; CTE certifications/ career pathways; risk assessment communication to parent; follow up to parent or teacher notifying about concerning behavior, failing grades, attendance issues

Notifying parents of need for counseling services, suicidal ideation or any other concerns

Shares positive notes with families

Sharing paper/pencil grad checks to confirm grad report

Utilizing Focus form letters e.g., grad status, non-grad letter, cum review letter etc

Provides FAST parent reports

Create monthly newsletters

Create callouts to families

Send home parent information letters

4F	School Counseling Standard(s)	Highly Effective
Applies technology to organize and integrate assessment information	School Counseling Program: Effective school counselors provide a school counseling program as defined in Rule 6A-5.079, Florida School Counseling Standards. The key aspects of the program include academic advisement and planning, career guidance and postsecondary planning, responsive mental health counseling services, community partnerships, and support with the provision of resiliency education, civic and character education, and life skill education. Yes or No	Highly Effective if standard is evident No evidence required for HE.

Use of the Early Warning System; district reports (grades, ODR); RTI/MTSS graphs/data collection; Canvas and/or Focus for communication and documentation

FEAP STANDARD 5: Continuous Improvement

5A	School Counseling Standard(s)	Effective	Highly Effective
Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs	SC 1 - Professional, Legal, and Ethical Expectations: Effective school counselors act ethically and according to professional standards to promote the academic success and well-being of all students.	Standard was demonstrated satisfactorily on a frequent basis.	Standard was demonstrated in an exemplary manner on a consistent basis, which could be an example for others.

School counselors:

SC 1(3). Seek opportunities for professional learning applicable to the role of a school counselor.

Artifacts and/or Observations - Examples

PDP goals

Monitoring those students who are “high flyers”, ie., on the radar

Utilizing the SIP and other Focus reports to guide what students needs may be and counselors own professional development to address said needs.

Document the use of a reflective tool and how it was used to modify or enhance your counseling program or services

Utilize parent/student perception survey results to improve counseling services

Participate in parenting workshops

Create flyers, websites to advertise service events

Participate as a PBS coach and leader, plan rewards, coordinate events

Document leadership role in cohort training

Document attendance/participation in school events

Participate in weekly grade level meetings

Present workshops and training for teachers, parents, and district staff

Provides documentation of participation in professional development

Documents use of strategy implementation from training

Documents contributions to profession by offering to serve as trainer or presenter in workshops

Use of Closing the Gap Action Plan and sharing Results with stakeholders

Use of Annual and Weekly calendars of appointments/indiv sessions/group and class lessons

5B	School Counseling Standard(s)	Effective	Highly Effective
Examines and uses data-informed research to improve instruction and student achievement	<p>SC 1 - Professional, Legal, and Ethical Expectations: Effective school counselors act ethically and according to professional standards to promote the academic success and well-being of all students.</p> <p>SC 2 - Data-Driven Planning: Effective school counselors utilize resources including available school data to guide decision making and counseling services.</p>	Standard was demonstrated satisfactorily on a frequent basis.	Standard was demonstrated in an exemplary manner on a consistent basis, which could be an example for others.

School counselors:

SC 1(3). Seek opportunities for professional learning applicable to the role of a school counselor.

SC 2(3). Apply appropriate use of data and technology in supporting student learning and development.

Artifacts and/or Observations - Examples

Professional development using data informed research and provides documentation of participation in professional development (registration or transcript, coursework example)

Documents use of strategy implementation from training

Counselors use feedback from students including pre/post tests on needed topics to monitor progress

Reviewing grad reports/ referral information, attendance data, progression checks

Counselors participate in data meetings, PLT/PLC, to provide support in core areas;

Document the use of a reflective tool and how it was used to modify or enhance your counseling program or services

Utilize parent/student perception survey results to improve counseling services

School counselors use attendance, behavior and coursework (grades) data in leadership meetings

Use of pre/post surveys and ELM

Use of academic reports, gifted testing results, needs assessments, Vanderbilts, RtI and 504 processes, results from psycho-educational testing to provide counseling services

5C	School Counseling Standard(s)	Effective	Highly Effective
Uses a variety of data independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons.	SC 2 - Data-Driven Planning: Effective school counselors utilize resources including available school data to guide decision making and counseling services. SC4 - Consultation, Collaboration, and Coordination: Effective school counselors utilize multiple means of communication to promote the academic success and well-being of all students.	Standard was demonstrated satisfactorily on a frequent basis.	Standard was demonstrated in an exemplary manner on a consistent basis, which could be an example for others.

School counselors:

SC 2(1). Gather and synthesize data from a variety of sources to inform the School Counseling Program;

SC 4(1). Model and support respectful collaboration practices between school leaders, parents or guardians, district and school personnel and community partners;

Artifacts and/or Observations - Examples

Counselors participate in data meetings, PLT/PLC, to provide support in core areas and provide additional resources

Faculty meetings to discuss student growth

Demonstrating knowledge of counseling theory and techniques, e.g., individual consultations, group process

Use of Pre/Post test results, monitoring data on particular groups of students, e.g., those with 504s or IEPs, lowest quartile, SIP target group, etc.

Use of PBIS referral data

Collaboration with mental health counselors when providing Tier 2 to Tier 3 counseling

Monitoring STAR/FAST/BEST results, academic grades

5D	School Counseling Standard(s)	Effective	Highly Effective
Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement	SC4 - Consultation, Collaboration, and Coordination: Effective school counselors utilize multiple means of communication to promote the academic success and well-being of all students.	Standard was demonstrated satisfactorily on a frequent basis.	Standard was demonstrated in an exemplary manner on a consistent basis, which could be an example for others.

School counselors:

SC 4(1). Model and support respectful collaboration practices between school leaders, parents or guardians, district and school personnel and community partners;

SC 4(2). Maintain high visibility and accessibility, and actively listen to and respond to parents or guardians, students, district and school personnel and community partners;

SC 4(3). Recognize parents or guardians, students, district and school personnel and community partners for contributions and engagement that enhance the school community;

SC 4(6). Apply effective methods and skills for coordinating with community partners in the implementation of a school counseling program.

Artifacts and/or Observations - Examples

Attendance and potential barriers, Navigator referrals, discipline issues; Family nights, orientations, CTE nights

Continue to gather the most up to date information to help reach all the different audiences that counselors are exposed to each day for the highest chance of success and promotion.

Parent/teacher conferences, ESSA meetings, RtI, 504 and/or Attendance CST meetings, attendance at Truancy court

School counselors are able to use Dojo, Canvas, Videos, Facebook, Parent calls, flyers etc., to collaborate and communicate with stakeholders outside of the school

Support extracurricular activities by attendance at games or participating as a sponsor which provides opportunities for building relationships and rapport with students and families

Creating videos, e.g., for attendance, coping skills, any counseling topic and sharing them with families, stakeholders

Title 1 Parent Nights, College and Career Fairs (yes this can be done in a simplified manner at the elementary school level)

Survey parents for concerns

Participate in grade level assemblies

Create classroom visit packets for parents to stay connected

Create monthly newsletters

Saturday workshops for ACT prep/tutoring

Create callouts to families

Organize family fun night to do resiliency activities

Contact agencies for families who need services

Send home parent information letters

Maintain an information website and track "hits" on site

Organize, plan, and hold a college night for parents and students to attend

Provide surveys for feedback on college night activities

5E	School Counseling Standard(s)	Effective	Highly Effective
Engages in targeted professional growth opportunities & reflective practices.	SC 1 - Professional, Legal, and Ethical Expectations: Effective school counselors act ethically and according to professional standards to promote the academic success and well-being of all students.	Standard was demonstrated satisfactorily on a frequent basis.	Standard was demonstrated in an exemplary manner on a consistent basis, which could be an example for others.

School counselors:

SC 1(3). Seek opportunities for professional learning applicable to the role of a school counselor.

Artifacts and/or Observations - Examples

Threat assessment teams (training); Quarterly counselor meetings; Pre & Post evaluation conference

Participate in other professional development opportunities to increase professional capacity, e.g., webinars (ACT, FSCA, ASCA, College Board etc.), book studies, additional safe schools videos, counselor meetings, etc.

Maintain membership in professional organizations, e.g., American School Counselor Association (ASCA), Florida School Counseling Association (FSCA), American Counseling Association (ACA), etc.

Community trainings, e.g., Suicide Prevention, QPR, Studer or United Way trainings on counseling topics, Thrive Conference

Document the use of a reflective tool and how it was used to modify or enhance your counseling program or services

Utilize parent/student perception survey results to improve counseling services

Provides documentation of participation in professional development and documents use of strategy implementation from training

Documents contributions to profession by offering to serve as trainer or presenter in workshops

5F	School Counseling Standard(s)	Effective	Highly Effective
Implements knowledge and skills learned in professional development in the teaching and learning process.	SC 1 - Professional, Legal, and Ethical Expectations: Effective school counselors act ethically and according to professional standards to promote the academic success and well-being of all students.	Standard was demonstrated satisfactorily on a frequent basis.	Standard was demonstrated in an exemplary manner on a consistent basis, which could be an example for others.

School counselors:

SC 1(3). Seek opportunities for professional learning applicable to the role of a school counselor.

Artifacts and/or Observations - Examples

Receives training in a variety of activities and then shares this knowledge with students and faculty, e.g., Xello training; Mandatory reporter training; Capturing Kids Hearts (social contract for students); counselor trainings; financial aid workshops, College Board and ACT workshops/webinars for counselors

Documents use of strategy implementation from training

Documents contributions to profession by offering to serve as trainer or presenter in workshops

School counselors share what they've learned in faculty meetings or with their colleagues or students

School counselors utilize what they've learned with students during small group and individual sessions, class lessons; document in counselor notes, on college/career tab, etc.

Emails to students/families about resources

Create flyers, brochures, websites, Canvas postings, etc. to share knowledge learned with students and families

Participate as a PBS coach and leader, plan rewards, coordinate events

Participate in weekly grade level meetings

Present workshops and training for teachers, parents, and district staff

FEAP STANDARD 6: Professional Responsibility & Ethical Conduct

6A	School Counseling Standard(s)	Highly Effective
Guidelines for student welfare adopted pursuant to Section 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect as defined in Section 39.01, F.S.	SC 1 - Professional, Legal, and Ethical Expectations: Effective school counselors act ethically and according to professional standards to promote the academic success and well-being of all students. Yes or No	Highly Effective if standard is evident No evidence required for HE.

Artifacts and/or Observations - Examples

While no evidence is required, some looks fors might include:

Go Guardian alerts are handled in a timely manner, parents are notified, asked for input and offered resources and documentation is provided in Focus

Following process when students screen at a high risk level

Providing parent notification form/group counseling form; uploading into counselor notes

Provide parents outside resources/tools for home

6B	School Counseling Standard(s)	Highly Effective
The rights of students and parents enumerated in ss. 1002.20 and 1014.04, F.S. (Parents Bill of Rights) Verbiage at end of document	SC 1 - Professional, Legal, and Ethical Expectations: Effective school counselors act ethically and according to professional standards to promote the academic success and well-being of all students. Yes or No	Highly Effective if standard is evident No evidence required for HE.

Artifacts and/or Observations - Examples

While no evidence is required some look fors might include:

Need to be aware of what's included and have it readily available as a resource; includes attendance requirements, transportation rights, etc. to either inform parents directly or provide them with the best person to assist their needs.

Procedural safeguards and parent rights presented in IEP or 504 meetings

6C	School Counseling Standard(s)	Effective	Highly Effective
The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C.	SC 1 - Professional, Legal, and Ethical Expectations: Effective school counselors act ethically and according to professional standards to promote the academic success and well-being of all students.	Standard was demonstrated satisfactorily on a frequent basis.	Standard was demonstrated in an exemplary manner on a consistent basis, which could be an example for others.

School counselors:

SC 1(1). Hold self accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, F.A.C., and adhere to guidelines for student welfare pursuant to Section 1001.42(8), F.S., the rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S., local school board, and governing board policies;

Artifacts and/or Observations - Examples

Keep up to date on confidential rules and regulations to ensure that ethics are being upheld in the counseling environment
 Keep up to date on resources available both within the district and in the community; sharing this information with families as needed

Use appropriate & complete information in signature line in emails, use Mr/Ms etc., in emails when communicating with parents; use correct language for voicemail message; keep student information confidential

Coordinate with admin when made aware of any issues that may need advisement beyond the school level

Participate in workshops and online training to learn and update knowledge of regulations

Provide evidence of assistance to families of students and community

Guidance resources for parents to check out

Provide newsletter, keep Canvas/website updated on services provided by school district

Keep the Student Progression Plan on hand

Keep FDLE resources on hand (including Florida Counseling for Future Education Handbook)

Be able to explain regulations to parents and teachers in conferences and phone calls

Attend PTA meetings to share pertinent information

Maintaining records, and submitting them in a timely fashion

Provide evidence that required forms and paperwork are filed on time

Provide documentation of the effectiveness of your systematic record keeping that serves as a model for your colleagues

Create and maintain detailed communication logs

Demonstrate proactive approach to attendance monitoring by viewing weekly attendance reports

Create ESE profile sheets for accommodations

Develop RTI checklist and spreadsheet

Provide updates to teachers on meetings regarding their students

Standards, Statutes and Board Rules of Interest

School Counseling Standards

School Counseling Standards Collaboration

1000.071 Personal titles and pronouns.—

(1) It shall be the policy of every public K-12 educational institution that is provided or authorized by the Constitution and laws of Florida that a person's sex is an immutable biological trait and that it is false to ascribe to a person a pronoun that does not correspond to such person's sex. This section does not apply to individuals born with a genetically or biochemically verifiable disorder of sex development, including, but not limited to, 46, XX disorder of sex development; 46, XY disorder of sex development; sex chromosome disorder of sex development; XX or XY sex reversal; and ovotesticular disorder.

(2) An employee, contractor, or student of a public K-12 educational institution may not be required, as a condition of employment or enrollment or participation in any program, to refer to another person using that person's preferred personal title or pronouns if such personal title or pronouns do not correspond to that person's sex.

(3) An employee or contractor of a public K-12 educational institution may not provide to a student his or her preferred personal title or pronouns if such preferred personal title or pronouns do not correspond to his or her sex.

(4) A student may not be asked by an employee or contractor of a public K-12 educational institution to provide his or her preferred personal title or pronouns or be penalized or subjected to adverse or discriminatory treatment for not providing his or her preferred personal title or pronouns.

(5) The State Board of Education may adopt rules to administer this section.

(6) The limitations of this section only apply to the actions of an employee or contractor acting within the scope of their employment duties with the public K-12 educational institution.

History.—s. 2, ch. 2023-105; s. 7, ch. 2023-245.

6A-1.094124 Required Instruction Planning and Reporting.

(NOTE:) Sections pertaining to Resiliency Education, Child Trafficking only have been copied here. Please see the Rule in its entirety for more information.

(4) Resiliency Education: Civic and Character Education and Life Skills Education.

(a) Civic and character education, and life skills education that builds confidence and supports mental health, are combined to develop and prepare more resilient students. The purpose of aligning these two components of statutorily required instruction is to initiate a first in the nation approach to connecting the concepts of students' readiness, resiliency and, when necessary, response and recovery.

(b) School districts must annually provide a minimum of five (5) hours of data-driven instruction to students in grades 6-12 related to civic and character education and life skills education through resiliency education using the health education standards adopted in Rule 6A-1.09401, F.A.C., Student Performance Standards. The instruction will advance each year through developmentally appropriate instruction and skill building and must address, at a minimum, the following topics:

1. Strategies specific to demonstrating resiliency through adversity, including the benefits of service to the community through volunteerism;
2. Strategies to develop healthy characteristics that reinforce positive core values and foster resiliency such as:
 - a. Empathy, perseverance, grit, gratitude and responsibility;
 - b. Critical thinking, problem solving and responsible decision-making;
 - c. Self-awareness and self-management;
 - d. Mentorship and citizenship; and
 - e. Honesty.
3. Recognition of signs and symptoms of mental health concerns;
4. Promotion of resiliency to empower youth to persevere and reverse the harmful stigma of mental health by reframing the approach from mental health education to resiliency education;
5. Strategies to support a peer, friend, or family member through adversity;
6. Prevention of suicide;
7. Prevention of the abuse of and addiction to alcohol, nicotine, and drugs; and
8. Awareness of local school and community resources and the process for accessing assistance.

(5) Substance Use and Abuse Health Education.

(a) School districts must annually provide instruction to students in grades K-12 related to youth substance use and abuse health education.

(b) Using the health education standards adopted in Rule 6A-1.09401, F.A.C., Student Performance Standards, the instruction for substance use and abuse education will advance each year through developmentally appropriate instruction and skill building.

(6) Child Trafficking Prevention Education.

(a) It is the intent of the State Board of Education that every school in Florida be a "Child Trafficking Free Zone."

- (b) School districts must annually provide instruction to students in grades K-12 related to child trafficking prevention and awareness.
- (c) Using the health education standards adopted in Rule 6A-1.09401, F.A.C., Student Performance Standards, the instruction for child trafficking prevention will advance each year through developmentally appropriate instruction and skill building.
- (d) Age-appropriate elements of effective and evidence-based programs and instruction to students in grades K-12 related to child trafficking prevention and awareness and must address, at a minimum, the following topics:

1. Recognition of signs of human trafficking;
2. Awareness of resources, including national, state and local resources;
3. Prevention of the abuse of and addiction to alcohol, nicotine, and drugs;
4. Information on the prevalence, nature, and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance; and
5. Information on how social media and mobile device applications are used for human trafficking.

(e) In order to assist with instruction, the department will maintain a human trafficking webpage, located at <http://www.fldoe.org/schools/healthy-schools/human-trafficking.html>, with information about the education described in this rule; resources on abuse, including sexual abuse, and human trafficking prevention for professional learning purposes; and materials for parents, guardians, and other caretakers of students.

1002.20 K-12 student and parent rights.—Parents of public school students must receive accurate and timely information regarding their child’s academic progress and must be informed of ways they can help their child to succeed in school. K-12 students and their parents are afforded numerous statutory rights including, but not limited to, the following:

(1) **SYSTEM OF EDUCATION.**—In accordance with s. 1, Art. IX of the State Constitution, all K-12 public school students are entitled to a uniform, safe, secure, efficient, and high quality system of education, one that allows students the opportunity to obtain a high quality education. Parents are responsible to ready their children for school; however, the State of Florida cannot be the guarantor of each individual student’s success.

(2) **ATTENDANCE.**—

(a) **Compulsory school attendance.**—The compulsory school attendance laws apply to all children between the ages of 6 and 16 years, as provided in s. 1003.21(1) and (2)(a), and, in accordance with the provisions of s. 1003.21(1) and (2)(a):

1. A student who attains the age of 16 years during the school year has the right to file a formal declaration of intent to terminate school enrollment if the declaration is signed by the parent. The parent has the right to be notified by the school district of the district’s receipt of the student’s declaration of intent to terminate school enrollment.

2. Students who become or have become married or who are pregnant and parenting have the right to attend school and receive the same or equivalent educational instruction as other students.

(b) **Regular school attendance.**—Parents of students who have attained the age of 6 years by February 1 of any school year but who have not attained the age of 16 years must comply with the compulsory school attendance laws. Parents have the option to comply with the school attendance laws by attendance of the student in a public school; a parochial, religious, or denominational school; a private school; a home education program; or a private tutoring program, in accordance with the provisions of s. 1003.01(16).

(c) **Absence for religious purposes.**—A parent of a public school student may request and be granted permission for absence of the student from school for religious instruction or religious holidays, in accordance with the provisions of s. 1003.21(2)(b)1.

(d) **Absence for treatment of autism spectrum disorder.**—A parent of a public school student may request and be granted permission for absence of the student from school for an appointment scheduled to receive a therapy service provided by a licensed health care practitioner or behavior analyst certified pursuant to s. 393.17 for the treatment of autism spectrum disorder pursuant to ss. 1003.21(2)(b)2. and 1003.24(4).

(e) **Dropout prevention and academic intervention programs.**—The parent of a public school student has the right to receive written notice by certified mail or other method agreed to by the parent before placement of the student in a dropout prevention and academic intervention program and shall be notified in writing and entitled to an administrative review of any action by school personnel relating to the student’s placement, in accordance with s. 1003.53(5).

(3) HEALTH ISSUES.—

(a) *School-entry health examinations.*—The parent of any child attending a public or private school shall be exempt from the requirement of a health examination upon written request stating objections on religious grounds in accordance with the provisions of s. 1003.22(1) and (2).

(b) *Immunizations.*—The parent of any child attending a public or private school shall be exempt from the school immunization requirements upon meeting any of the exemptions in accordance with the provisions of s. 1003.22(5).

(c) *Biological experiments.*—Parents may request that their child be excused from performing surgery or dissection in biological science classes in accordance with the provisions of s. 1003.47.

(d) *Reproductive health and disease education.*—A public school student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, in accordance with s. 1003.42(5).

1. Each school district shall, on the district's website homepage, notify parents of this right and the process to request an exemption. The homepage must include a link for a student's parent to access and review the instructional materials, as defined in s. 1006.29(2), used to teach the curriculum.

2. Each school district shall annually review and confirm that the information provided on the district's website homepage under subparagraph 1. is accurate and up to date and shall notify parents by physical or electronic means any time revisions are made to such information.

(e) *Contraceptive services to public school students.*—In accordance with the provisions of s. 1006.062(7), students may not be referred to or offered contraceptive services at school facilities without the parent's consent.

(f) *Career education courses involving hazardous substances.*—High school students must be given plano safety glasses or devices in career education courses involving the use of hazardous substances likely to cause eye injury.

(g) *Substance abuse reports.*—The parent of a public school student must be timely notified of any verified report of a substance abuse violation by the student, in accordance with the provisions of s. 1006.09(8).

(h) *Short-acting bronchodilator use.*—

1. As used in this paragraph, the term:

a. "Administer" means to give or directly apply a short-acting bronchodilator or components to a student.

b. "Asthma" means a chronic lung disease that inflames and narrows the airways, which can manifest as wheezing, chest tightness, shortness of breath, and coughing.

c. "Authorized health care practitioner" means a physician licensed under chapter 458 or chapter 459, a physician assistant licensed under chapter 458 or chapter 459, or an advanced practice registered nurse licensed under chapter 464.

d. “Components” means devices used as part of clinically recommended use of short-acting bronchodilators, which may include spacers, valved holding chambers, or nebulizers.

e. “Respiratory distress” refers to an individual experiencing difficulty breathing, which can be caused by a multitude of medical factors, including chronic diseases such as asthma.

f. “Short-acting bronchodilator” means a beta-2 agonist, such as albuterol, used for the quick relief of asthma symptoms and recommended by the National Heart, Lung, and Blood Institute’s National Asthma Education and Prevention Program Guidelines for the Treatment of Asthma. These bronchodilators may include an orally inhaled medication that contains a premeasured single dose of albuterol or albuterol sulfate delivered by a nebulizer or compressor device or by a pressured metered-dose inhaler used to treat respiratory distress, including, but not limited to, wheezing, shortness of breath, and difficulty breathing, or another dosage of a short-acting bronchodilator recommended in the Guidelines for the Treatment of Asthma.

2. Asthmatic students whose parent and physician provide their approval to the school principal may carry a short-acting bronchodilator and components on their person while in school. The school principal shall be provided a copy of the parent’s and physician’s approval.

3. An authorized health care practitioner may prescribe short-acting bronchodilators and components in the name of a public school for use in accordance with this section, and a licensed pharmacist may dispense short-acting bronchodilators and components pursuant to a prescription issued in the name of a public school for use in accordance with this section.

4. A public school may acquire and stock a supply of short-acting bronchodilators and components from a wholesale distributor as defined in s. 499.003 or may enter into an arrangement with a wholesale distributor or manufacturer as defined in s. 499.003 for short-acting bronchodilators and components at fair-market, free, or reduced prices pursuant to a prescription issued in accordance with this section. The short-acting bronchodilators and components must be maintained in a secure location on a school’s premises.

5. A participating public school must adopt a protocol developed by a physician licensed under chapter 458 or chapter 459 for the administration of short-acting bronchodilators or components by school personnel who are trained to recognize symptoms of respiratory distress and to administer a short-acting bronchodilator or components. The school district and the protocol must provide guidance for administering short-acting bronchodilators or components in instances of respiratory distress for a student with a known diagnosis of asthma and, if approved by the school district, for students with no known diagnosis of asthma.

6. The supply of short-acting bronchodilators and components may be provided to and used by a trained school personnel member or a student authorized to self-administer a short-acting bronchodilator and components.

7. A public school may accept short-acting bronchodilators and components as a donation or transfer if they are new, unexpired, manufacturer-sealed, not subject to recall, unadulterated, and in compliance with relevant regulations adopted by the United States Food and Drug Administration.

8. A school nurse or trained school personnel shall only administer short-acting bronchodilators and components to students if they have successfully completed training and believe in good faith that the student is experiencing respiratory distress, regardless of whether the student has a prescription for a short-acting bronchodilator and components or has previously been diagnosed with asthma.

9. The school district or school shall provide written notice to the parent of each student enrolled in the school district or school of the school's adopted protocol. The public school must receive prior permission from the parent or guardian to administer a short-acting bronchodilator or components to a student.

10. Notwithstanding any other provision of law to the contrary, a school nurse or school personnel of a school district trained in the administration of short-acting bronchodilator and components who administers or attempts to administer a short-acting bronchodilator or components in compliance with this section and s. 768.13 and the school district that employs the school nurse or the trained school personnel are immune from civil or criminal liability as a result of such administration or attempted administration of a short-acting bronchodilator or components.

11.a. An authorized health care practitioner, acting in good faith and exercising reasonable care, is not subject to discipline or other adverse action under any professional licensure statute or rule and is immune from any civil or criminal liability as a result of prescribing a short-acting bronchodilator or components in accordance with this section.

b. A dispensing health care practitioner or pharmacist, acting in good faith and exercising reasonable care, is not subject to discipline or other adverse action under any professional licensure statute or rule and is immune from any civil or criminal liability as a result of dispensing a short-acting bronchodilator or components in accordance with this section.

(i) *Epinephrine use and supply.*—

1. A student who has experienced or is at risk for life-threatening allergic reactions may carry an epinephrine auto-injector and self-administer epinephrine by auto-injector while in school, participating in school-sponsored activities, or in transit to or from school or school-sponsored activities if the school has been provided with parental and physician authorization. The State Board of Education, in cooperation with the Department of Health, shall adopt rules for such use of epinephrine auto-injectors that shall include provisions to protect the safety of all students from the misuse or abuse of auto-injectors. A school district, county health department, public-private partner, and their employees and volunteers shall be indemnified by the parent of a student authorized to carry an epinephrine auto-injector for any and all liability with respect to the student's use of an epinephrine auto-injector pursuant to this paragraph.

2. A public school may purchase a supply of epinephrine auto-injectors from a wholesale distributor as defined in s. 499.003 or may enter into an arrangement with a wholesale distributor or manufacturer as defined in s. 499.003 for the epinephrine auto-injectors at fair-market, free, or reduced prices for use in the event a student has an anaphylactic

reaction. The epinephrine auto-injectors must be maintained in a secure location on the public school's premises. The participating school district shall adopt a protocol developed by a licensed physician for the administration by school personnel who are trained to recognize an anaphylactic reaction and to administer an epinephrine auto-injection. The supply of epinephrine auto-injectors may be provided to and used by a student authorized to self-administer epinephrine by auto-injector under subparagraph 1. or trained school personnel.

3. The school district and its employees, agents, and the physician who provides the standing protocol for school epinephrine auto-injectors are not liable for any injury arising from the use of an epinephrine auto-injector administered by trained school personnel who follow the adopted protocol and whose professional opinion is that the student is having an anaphylactic reaction:

- a. Unless the trained school personnel's action is willful and wanton;
- b. Notwithstanding that the parents or guardians of the student to whom the epinephrine is administered have not been provided notice or have not signed a statement acknowledging that the school district is not liable; and
- c. Regardless of whether authorization has been given by the student's parents or guardians or by the student's physician, physician assistant, or advanced practice registered nurse.

(j) *Diabetes management.*—A school district may not restrict the assignment of a student who has diabetes to a particular school on the basis that the student has diabetes, that the school does not have a full-time school nurse, or that the school does not have trained diabetes personnel. Diabetic students whose parent and physician provide their written authorization to the school principal may carry diabetic supplies and equipment on their person and attend to the management and care of their diabetes while in school, participating in school-sponsored activities, or in transit to or from school or school-sponsored activities to the extent authorized by the parent and physician and within the parameters set forth by State Board of Education rule. The written authorization shall identify the diabetic supplies and equipment that the student is authorized to carry and shall describe the activities the child is capable of performing without assistance, such as performing blood-glucose level checks and urine ketone testing, administering insulin through the insulin-delivery system used by the student, and treating hypoglycemia and hyperglycemia. The State Board of Education, in cooperation with the Department of Health, shall adopt rules to encourage every school in which a student with diabetes is enrolled to have personnel trained in routine and emergency diabetes care. The State Board of Education, in cooperation with the Department of Health, shall also adopt rules for the management and care of diabetes by students in schools that include provisions to protect the safety of all students from the misuse or abuse of diabetic supplies or equipment. A school district, county health department, and public-private partner, and the employees and volunteers of those entities, shall be indemnified by the parent of a

student authorized to carry diabetic supplies or equipment for any and all liability with respect to the student's use of such supplies and equipment pursuant to this paragraph.

(k) *Use of prescribed pancreatic enzyme supplements.*—A student who has experienced or is at risk for pancreatic insufficiency or who has been diagnosed as having cystic fibrosis may carry and self-administer a prescribed pancreatic enzyme supplement while in school, participating in school-sponsored activities, or in transit to or from school or school-sponsored activities if the school has been provided with authorization from the student's parent and prescribing practitioner. The State Board of Education, in cooperation with the Department of Health, shall adopt rules for the use of prescribed pancreatic enzyme supplements which shall include provisions to protect the safety of all students from the misuse or abuse of the supplements. A school district, county health department, public-private partner, and their employees and volunteers shall be indemnified by the parent of a student authorized to use prescribed pancreatic enzyme supplements for any and all liability with respect to the student's use of the supplements under this paragraph.

(l) *Notification of involuntary examinations.*—

1. Except as provided in subparagraph 2., the public school principal or the principal's designee shall make a reasonable attempt to notify the parent of a student before the student is removed from school, school transportation, or a school-sponsored activity to be taken to a receiving facility for an involuntary examination pursuant to s. 394.463. For purposes of this subparagraph, "a reasonable attempt to notify" means the exercise of reasonable diligence and care by the principal or the principal's designee to make contact with the student's parent, guardian, or other known emergency contact whom the student's parent or guardian has authorized to receive notification of an involuntary examination. At a minimum, the principal or the principal's designee must take the following actions:

a. Use available methods of communication to contact the student's parent, guardian, or other known emergency contact, including, but not limited to, telephone calls, text messages, e-mails, and voice mail messages following the decision to initiate an involuntary examination of the student.

b. Document the method and number of attempts made to contact the student's parent, guardian, or other known emergency contact, and the outcome of each attempt.

A principal or his or her designee who successfully notifies any other known emergency contact may share only the information necessary to alert such contact that the parent or caregiver must be contacted. All such information must be in compliance with federal and state law.

2. The principal or the principal's designee may delay the required notification for no more than 24 hours after the student is removed if:

a. The principal or the principal's designee deems the delay to be in the student's best interest and a report has been submitted to the central abuse hotline, pursuant to s. 39.201, based upon knowledge or suspicion of abuse, abandonment, or neglect; or

b. The principal or principal's designee reasonably believes that such delay is necessary to avoid jeopardizing the health and safety of the student.

3. Before a principal or his or her designee contacts a law enforcement officer, he or she must verify that de-escalation strategies have been utilized and outreach to a mobile response team has been initiated unless the principal or the principal's designee reasonably believes that any delay in removing the student will increase the likelihood of harm to the student or others. This requirement does not supersede the authority of a law enforcement officer to act under s. 394.463.

Each district school board shall develop a policy and procedures for notification under this paragraph.

(m) *Sun-protective measures in school.*—A student may possess and use a topical sunscreen product while on school property or at a school-sponsored event or activity without a physician's note or prescription if the product is regulated by the United States Food and Drug Administration for over-the-counter use to limit ultraviolet light-induced skin damage.

(n) *Face covering mandates and quarantine mandates in response to COVID-19.*—

1. A district school board, a district school superintendent, an elected or appointed local official, or any district school board employee may not:

a. Require a student to wear a face mask, a face shield, or any other facial covering that fits over the mouth or nose. However, a parent, at the parent's sole discretion, may allow his or her child to wear a face mask, a face shield, or any other facial covering that fits over the mouth or nose. This prohibition does not apply to safety equipment required as part of a course of study consistent with occupational or laboratory safety requirements.

b. Prohibit a student from attending school or school-sponsored activities, prohibit a student from being on school property, or subject a student to restrictions or disparate treatment, based on an exposure to COVID-19, so long as the student remains asymptomatic and has not received a positive test for COVID-19 as defined in s. 381.00319(1).

A parent of a student, a student who is an emancipated minor, or a student who is 18 years of age or older may bring an action against the school district to obtain a declaratory judgment that an act or practice violates this subparagraph and to seek injunctive relief. A prevailing parent or student, as applicable, must be awarded reasonable attorney fees and court costs.

2. A district school board, a district school superintendent, an elected or appointed local official, or any school district employee may not prohibit an employee from returning to work or subject an employee to restrictions or disparate treatment based on an exposure to COVID-19 so long as the employee remains asymptomatic and has not received a positive test for COVID-19 as defined in s. 381.00319(1).

(o) *Naloxone use and supply.*—

1. A public school may purchase a supply of the opioid antagonist naloxone from a wholesale distributor as defined in s. 499.003 or may enter into an arrangement with a wholesale distributor or manufacturer as defined in s. 499.003 for naloxone at fair-market,

free, or reduced prices for use in the event that a student has an opioid overdose. The naloxone must be maintained in a secure location on the public school's premises.

2. A school district employee who administers an approved emergency opioid antagonist to a student in compliance with ss. 381.887 and 768.13 is immune from civil liability under s. 768.13.

(p) *Use and possession of headache medications.*—A student may possess and use a medication to relieve headaches while on school property or at a school-sponsored event or activity without a physician's note or prescription if the medication is regulated by the United States Food and Drug Administration for over-the-counter use to treat headaches.

(4) DISCIPLINE.—

(a) *Suspension of public school student.*—In accordance with the provisions of s. 1006.09(1)-(4):

1. A student may be suspended only as provided by rule of the district school board. A good faith effort must be made to immediately inform the parent by telephone of the student's suspension and the reason. Each suspension and the reason must be reported in writing within 24 hours to the parent by United States mail or other method agreed to by the parent. A good faith effort must be made to use parental assistance before suspension unless the situation requires immediate suspension.

2. A student with a disability may only be recommended for suspension or expulsion in accordance with State Board of Education rules.

(b) *Expulsion.*—Public school students and their parents have the right to written notice of a recommendation of expulsion, including the charges against the student and a statement of the right of the student to due process, in accordance with the provisions of s. 1006.08(1).

(c) *Corporal punishment.*—

1. In accordance with the provisions of s. 1003.32, corporal punishment of a public school student may only be administered by a teacher or school principal within guidelines of the school principal and according to district school board policy. Another adult must be present and must be informed in the student's presence of the reason for the punishment. Upon request, the teacher or school principal must provide the parent with a written explanation of the reason for the punishment and the name of the other adult who was present.

2. A district school board having a policy authorizing the use of corporal punishment as a form of discipline shall review its policy on corporal punishment once every 3 years during a district school board meeting held pursuant to s. 1001.372. The district school board shall take public testimony at the board meeting. If such board meeting is not held in accordance with this subparagraph, the portion of the district school board's policy authorizing corporal punishment expires.

(5) SAFETY.—In accordance with the provisions of s. 1006.13(6), students who have been victims of certain felony offenses by other students, as well as the siblings of the student victims, have the right to be kept separated from the student offender both at school and during school transportation.

(6) EDUCATIONAL CHOICE.—

(a) *Public educational school choices.*—Parents of public school students may seek any public educational school choice options that are applicable and available to students throughout the state. These options may include controlled open enrollment, single-gender programs, lab schools, virtual instruction programs, charter schools, charter technical career centers, magnet schools, alternative schools, special programs, auditory-oral education programs, advanced placement, dual enrollment, International Baccalaureate, International General Certificate of Secondary Education (pre-AICE), CAPE digital tools, CAPE industry certifications, early college programs, Advanced International Certificate of Education, early admissions, credit by examination or demonstration of competency, the New World School of the Arts, the Florida School for the Deaf and the Blind, and the Florida Virtual School. These options may also include the public educational choice option of the Opportunity Scholarship Program.

(b) *Private educational choices.*—Parents of public school students may seek private educational choice options under certain programs established under this chapter.

(c) *Home education.*—The parent of a student may choose to place the student in a home education program in accordance with the provisions of s. [1002.41](#).

(d) *Private tutoring.*—The parent of a student may choose to place the student in a private tutoring program in accordance with the provisions of s. [1002.43\(1\)](#).

(7) NONDISCRIMINATION.—All education programs, activities, and opportunities offered by public educational institutions must be made available without discrimination on the basis of race, ethnicity, national origin, gender, disability, religion, or marital status, in accordance with the provisions of s. [1000.05](#).

(8) STUDENTS WITH DISABILITIES.—Parents of public school students with disabilities and parents of public school students in residential care facilities are entitled to notice and due process in accordance with the provisions of ss. [1003.57](#) and [1003.58](#). Public school students with disabilities must be provided the opportunity to meet the graduation requirements for a standard high school diploma as set forth in s. [1003.4282](#) in accordance with the provisions of ss. [1003.57](#) and [1008.22](#).

(9) BLIND STUDENTS.—Blind students have the right to an individualized written education program and appropriate instructional materials to attain literacy, in accordance with provisions of s. [1003.55](#).

(10) LIMITED ENGLISH PROFICIENT STUDENTS.—In accordance with the provisions of s. [1003.56](#), limited English proficient students have the right to receive ESOL (English for Speakers of Other Languages) instruction designed to develop the student's mastery of listening, speaking, reading, and writing in English as rapidly as possible, and the students' parents have the right of parental involvement in the ESOL program.

(11) STUDENTS WITH READING AND MATHEMATICS DEFICIENCIES.—The parent of any K-3 student who exhibits a substantial reading deficiency or the characteristics of dyslexia pursuant to s. [1008.25\(5\)](#) or any K-4 student who exhibits a substantial deficiency in

mathematics or the characteristics of dyscalculia pursuant to s. 1008.25(6) shall be immediately notified of the student's deficiency and consulted in the development of a plan, as described in s. 1008.25(4)(b).

(12) **PLEDGE OF ALLEGIANCE.**—A public school student must be excused from reciting the pledge of allegiance upon written request by the student's parent, in accordance with the provisions of s. 1003.44.

(13) **STUDENT RECORDS.**—

(a) *Parent rights.*—Parents have rights regarding the student records of their children, including right of access, right of waiver of access, right to challenge and hearing, and right of privacy, in accordance with the provisions of s. 1002.22.

(b) *Student rights.*—In accordance with the provisions of s. 1008.386, a student is not required to provide his or her social security number as a condition for enrollment or graduation.

(14) **STUDENT REPORT CARDS.**—Students and their parents have the right to receive student report cards on a regular basis that clearly depict and grade the student's academic performance in each class or course, the student's conduct, and the student's attendance, in accordance with the provisions of s. 1003.33.

(15) **STUDENT PROGRESS REPORTS.**—Parents of public school students shall be apprised at regular intervals of the academic progress and other needed information regarding their child, in accordance with the provisions of s. 1003.02(1)(h)2.

(16) **SCHOOL ACCOUNTABILITY AND SCHOOL IMPROVEMENT RATING REPORTS; FISCAL TRANSPARENCY.**—Parents of public school students have the right to an easy-to-read report card about the school's grade designation or, if applicable under s. 1008.341, the school's improvement rating, and the school's accountability report, including the school financial report as required under s. 1010.215. The school financial report must be provided to the parents and indicate the average amount of money expended per student in the school, which must also be included in the student handbook or a similar publication.

(17) **ATHLETICS; PUBLIC HIGH SCHOOL.**—

(a) *Eligibility.*—Eligibility requirements for all students participating in high school athletic competition must allow a student to be immediately eligible in the school in which he or she first enrolls each school year, the school in which the student makes himself or herself a candidate for an athletic team by engaging in practice before enrolling, or the school to which the student has transferred, in accordance with s. 1006.20(2)(a).

(b) *Medical evaluation.*—Students must satisfactorily pass a medical evaluation each year before participating in athletics, unless the parent objects in writing based on religious tenets or practices, in accordance with the provisions of s. 1006.20(2)(d).

(18) **EXTRACURRICULAR ACTIVITIES.**—In accordance with the provisions of s. 1006.15:

(a) *Eligibility.*—Students who meet specified academic and conduct requirements are eligible to participate in extracurricular activities.

(b) *Home education students.*—Home education students who meet specified academic and conduct requirements are eligible to participate in extracurricular activities at the public school to which the student would be assigned or could choose to attend according to district school board policies, or may develop an agreement to participate at a private school.

(c) *Charter school students.*—Charter school students who meet specified academic and conduct requirements are eligible to participate in extracurricular activities at the public school to which the student would be assigned or could choose to attend according to district school board policies, or may develop an agreement to participate at a private school, unless such activity is provided by the student's charter school.

(d) *Florida Virtual School full-time students.*—Florida Virtual School full-time students who meet specified academic and conduct requirements are eligible to participate in extracurricular activities at the public school to which the student would be assigned or could choose to attend according to district school board policies, or may develop an agreement to participate at a private school.

(e) *Discrimination prohibited.*—Organizations that regulate or govern extracurricular activities of public schools shall not discriminate against any eligible student based on an educational choice of public, private, or home education.

(19) INSTRUCTIONAL MATERIALS.—

(a) *Core courses.*—Each public school student is entitled to sufficient instructional materials in the core courses of mathematics, language arts, social studies, science, reading, and literature, in accordance with the provisions of ss. [1003.02\(1\)\(d\)](#) and [1006.40\(2\)](#).

(b) *Curricular objectives.*—The parent of each public school student has the right to receive effective communication from the school principal as to the manner in which instructional materials are used to implement the school's curricular objectives, in accordance with the provisions of s. [1006.28\(4\)\(a\)](#).

(c) *Sale of instructional materials.*—Upon request of the parent of a public school student, the school principal must sell to the parent any instructional materials used in the school, in accordance with the provisions of s. [1006.28\(4\)\(c\)](#).

(d) *Dual enrollment students.*—Instructional materials purchased by a district school board or Florida College System institution board of trustees on behalf of public school dual enrollment students shall be made available to the dual enrollment students free of charge, in accordance with s. [1007.271\(17\)](#).

(20) JUVENILE JUSTICE PROGRAMS.—Students who are in juvenile justice programs have the right to receive educational programs and services in accordance with the provisions of s. [1003.52](#).

(21) PARENTAL INPUT AND MEETINGS.—

(a) *Meetings with school district personnel.*—Parents of public school students may be accompanied by another adult of their choice at a meeting with school district personnel. School district personnel may not object to the attendance of such adult or discourage or attempt to discourage, through an action, statement, or other means, the parents of students

with disabilities from inviting another person of their choice to attend a meeting. Such prohibited actions include, but are not limited to, attempted or actual coercion or harassment of parents or students or retaliation or threats of consequences to parents or students.

1. Such meetings include, but are not limited to, meetings related to: the eligibility for exceptional student education or related services; the development of an individual family support plan (IFSP); the development of an individual education plan (IEP); the development of a 504 accommodation plan issued under s. 504 of the Rehabilitation Act of 1973; the transition of a student from early intervention services to other services; the development of postsecondary goals for a student with a disability and the transition services needed to reach those goals; and other issues that may affect the educational environment, discipline, or placement of a student with a disability.

2. The parents and school district personnel attending the meeting shall sign a document at the meeting's conclusion which states whether any school district personnel have prohibited, discouraged, or attempted to discourage the parents from inviting a person of their choice to the meeting.

(b) *District school board educational facilities programs.*—Parents of public school students and other members of the public have the right to receive proper public notice and opportunity for public comment regarding the district school board's educational facilities work program, in accordance with the provisions of s. 1013.35.

(22) **TRANSPORTATION.**—

(a) *Transportation to school.*—Public school students shall be provided transportation to school, in accordance with s. 1006.21(3)(a). Public school students may be provided transportation to school in accordance with the controlled open enrollment provisions of s. 1002.31(2).

(b) *Hazardous walking conditions.*—K-6 public school students shall be provided transportation if they are subjected to hazardous walking conditions, in accordance with the provisions of ss. 1006.21(3)(b) and 1006.23.

(c) *Parental consent.*—Each parent of a public school student must be notified in writing and give written consent before the student may be transported in a privately owned motor vehicle to a school function.

(23) **ORDERLY, DISCIPLINED CLASSROOMS.**—Public school students shall be in orderly, disciplined classrooms conducive to learning without the distraction caused by disobedient, disrespectful, violent, abusive, uncontrollable, or disruptive students, in accordance with s. 1003.32.

(24) **SAFE SCHOOLS.**—

(a) *School safety and emergency incidents.*—Parents of public school students have a right to timely notification of threats, unlawful acts, and significant emergencies pursuant to s. 1006.07(4) and (7).

(b) *School environmental safety incident reporting.*—Parents of public school students have a right to access school safety and discipline incidents as reported pursuant to s. 1006.07(9).

History.—s. 92, ch. 2002-387; s. 6, ch. 2003-118; s. 32, ch. 2003-391; s. 33, ch. 2004-41; s. 5, ch. 2004-42; s. 77, ch. 2004-357; s. 2, ch. 2005-75; s. 1, ch. 2005-196; s. 14, ch. 2006-74; s. 170, ch. 2007-5; s. 2, ch. 2008-26; s. 2, ch. 2008-147; s. 1, ch. 2009-53; s. 4, ch. 2009-108; s. 13, ch. 2010-24; s. 2, ch. 2010-57; s. 1, ch. 2010-184; s. 25, ch. 2011-5; s. 3, ch. 2011-128; s. 12, ch. 2011-137; s. 4, ch. 2011-175; s. 2, ch. 2012-22; s. 1, ch. 2012-188; s. 4, ch. 2012-191; s. 1, ch. 2012-192; s. 6, ch. 2012-195; s. 41, ch. 2013-35; s. 2, ch. 2013-63; s. 1, ch. 2013-236; s. 173, ch. 2014-17; s. 20, ch. 2014-39; s. 2, ch. 2015-6; s. 3, ch. 2015-67; s. 22, ch. 2016-11; s. 2, ch. 2016-235; s. 4, ch. 2016-237; s. 53, ch. 2017-116; s. 1, ch. 2017-177; s. 87, ch. 2018-106; s. 3, ch. 2019-23; s. 2, ch. 2019-59; s. 12, ch. 2020-107; s. 1, ch. 2021-69; s. 6, ch. 2021-160; s. 4, ch. 2021-176; s. 5, ch. 2021-272; s. 4, ch. 2022-28; s. 6, ch. 2022-72; s. 140, ch. 2023-8; s. 13, ch. 2023-16; s. 2, ch. 2023-39; s. 8, ch. 2023-43; s. 1, ch. 2023-97; s. 3, ch. 2023-108; s. 1, ch. 2023-113; s. 72, ch. 2024-2; s. 244, ch. 2024-6; s. 1, ch. 2024-53; s. 6, ch. 2024-159.