CHAPTER 6 (Revised 10/28/14)

6.9   Comprehensive School Counseling Program

This policy sets the requirements for Pre-K-12 Comprehensive School Counseling Programs and reflects the West Virginia Student Success Standards. It has legal basis in W. Va. Constitution, Article XII, §2 and W. Va. Code §18-2-5 and §18-5-18b and other relevant policies of the WV Board of Education.

6.9.1   Purpose

This policy defines the components of a comprehensive school counseling program based on the West Virginia Student Success Standards linking the school counseling program to the Board of Education Mission statement.

A. The **MISSION** of the Marshall County School System is to plan, deliver, evaluate and maintain the educational programs and related services necessary to implement a thorough, efficient, and effective high quality system of public education. We affirm the right of each student to receive equal education opportunities and we are committed to excellence in teaching and learning for all students. Marshall County Schools will provide effective instructional leadership, responsible fiscal management, and quality learning environments, which improve student achievement. We believe that education is a basic means whereby a given society perpetuates, improves and transmits its cultural heritage. It is our obligation to develop students who will function effectively and constructively in a democracy; therefore, Marshall County Schools holds high expectations for its students and staff. We share with our community the responsibility for the education of all students so that they will be prepared to live and work in a rapidly changing world.

B. The policy incorporates the direct and indirect counseling services and program service delivery and monitoring guidelines as defined in WV Policy 2315 to be implemented by each school in the county. This includes universal prevention for all students, targeted interventions for at-risk students, and intensive interventions for the most at-risk students.

C. The policy stresses the importance of the comprehensive school counseling program in the total educational program as a proactive, systemic approach to assist students with the acquisition of attitudes, knowledge, skills, and behaviors necessary to maximize student success and preparation for a variety of postsecondary options.

6.9.2   Application

A. The county's comprehensive school counseling program is designed to impact specific skills and learning opportunities in a proactive, preventive manner,

ensuring that every student can achieve school success through academic, career and personal/ social development experiences.

B. The Comprehensive School Counseling Program provides an organized, integrated, and planned approach that is sequential, needs-based and integral to the educational process. This Program utilizes student, school, and community data to identify student needs and implement evidence-based practices to address identified needs.

C. Comprehensive School Counseling is delivered for all students, PK-12, and is aligned with the West Virginia School Counseling Model, a three-tier model providing universal prevention, targeted, and intensive interventions. It is coordinated by a certified school counselor and delivered collaboratively with school and community professionals. It includes the four program delivery components, adheres to FERPA guidelines, the American School Counselor Association Ethical Standards, and confidentiality laws/guidelines, and informed consent.

D. The Comprehensive School Counseling Program is supported and monitored by the building principal who ensures the school counselor and leadership team develop an Annual CSCP Plan.

6.9.3   Definitions

A. Annual CSCP Plan – Each school annually develops a CSCP plan to outline priority goals and strategies to attain goals. The counselor(s), school leadership and school counseling advisory council members review relevant data to guide development of the annual plan. This data will include results of the CSCP Audit, the school counselor self-reflection completed by the counselor as part of the performance evaluation, student and staff needs assessments, other school data (various student assessments, attendance, discipline, dropout rates, etc.) and community data (disasters, crime, poverty, domestic violence rates, etc.). The annual plan addresses the five school counselor performance standards: Program Planning, Design and Management; Program Delivery; Data Driven Accountability and Program Evaluation; Leadership and Advocacy and Professional Growth and Responsibilities. The CSCP Plan identifies priority student WVSSS objectives to be addressed in each of the four program delivery systems described in Section 5.

B. Collaboration – Collaboration is a partnership in which two or more individuals or organizations actively work together on a project or problem. School counselors collaborate with various educational stakeholders to develop and deliver the CSCP to support the success of all students.

C. Confidentiality – Each student and family has the right to privacy and the expectation that the school counselor/student relationship complies with all laws, policies and ethical standards pertaining to confidentiality in the school setting. The counselor has a duty to ensure that personal information shared by the student and/or parents/guardians with the counselor remains confidential unless the information pertains to harm to self or others. School counselors are required to adhere to FERPA guidelines and the ASCA Code of Ethics to protect confidential student information.

D. Consultation – Consultation refers to a process in which parents or guardians, teachers, other educators and community agencies receive information regarding strategies and resources to help students and families. Counselors exchange strategies, information and resources with stakeholders to meet individual student needs. During the consultation process, school counselors serve as advocates for students to promote well-being and success in school.

E. Crisis Response – Crisis response provides prevention, intervention and follow-up to individual and school-wide crises that impact students, staff, or families. Crisis response is normally temporary in nature and includes a variety of research-based interventions to support individuals or group needs. School counselors should adhere to W. Va. Code §18-9F-1 in relation to the school crisis plan. Long term reactions to a crisis may result in a referral to appropriate community or school-based resources and follow-up interventions.

F. Early Identification – A systemic, structured process in which schools use various data points to identify at-risk students early in order to refer for screening or support services.

G. **Equity and Access** – A process to ensure that all students have equal access to relevant programs, courses, resources and activities regardless of ethnicity, social class, family background, ability, sexual orientation or gender.

H. **Ethical Standards** – School counselors are bound to behave ethically, exhibiting the highest standards of practice. WV school counselors must align their practices with the American School Counselor Association ethical standards.

I. **Family Education Rights and Privacy Act (FERPA)** – FERPA provides legal guidance for disclosure of personally identifiable student information, including education records. Individuals, including school officials, without a "legitimate educational interest" may not access student records without parental consent. School Counselors shall be knowledgeable of and follow federal guidelines of the Family Policy Compliance Office in the U.S. Department of Education 20 U.S.C. §1232g; 34 CRF Part 99.

J. **Global Citizenship** – Global citizenship is a voluntary association with the global community that identifies with the universalities of the human experience. It promotes intercultural competency, principled decision-making and responsible participation in various types of communities. Global citizens act in the spirit of understanding that all individuals and groups have equal rights to freedom, privileges, respect and resources without regard to such distinctions as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth, sexual orientation or other status. The global citizen standard in this policy describes attitudes, knowledge, skills and behaviors students need to succeed in a global society.

K. **Group Counseling** – Counseling is provided for small groups of students experiencing similar difficulties that impede school success and may include relationships or other personal concerns, behavioral issues, school adjustment issues, attendance problems, academic concerns, or developmental issues. Small-group counseling is skills-based, aimed at helping students with similar concerns develop strategies that improve personal and school success. Small group counseling normally occurs during non-instructional time or is staggered between class periods, minimizing absences during instruction while building coping and school success skills. Group counseling in schools is short term in nature and normally occurs for 30-50 minutes once a week for 4-7 weeks. Students needing more intensive therapeutic counseling should be referred to school and/or community mental health professionals.

L. **Individual Counseling** – Individual counseling refers to a helping process implemented

by a professional with a certification in counseling who uses a variety of evidence-based techniques and strategies to help individual students explore academic, career and personal/social issues impeding healthy development or academic progress. Individual counseling aims to assist students with addressing barriers and improving school success, home and community living. Individual counseling in the school setting is short term in nature. Students requiring more frequent or intensive counseling should be referred to appropriate mental health professionals.

M. **Informed Consent** – Informed consent involves seeking written permission from parents of minors for services typically not provided by certified school staff and is required when students receive services from non-school employees. Students under the age of consent may assent to school counseling services without parent permission because the comprehensive school counseling program is a required school component as per WVBE Policy 2510. Therefore, school counselors are not required to seek parental permission for students to benefit from any component of the school counseling program as defined in this policy. As best practice, counselors may inform parents if students will be missing significant, ongoing instructional time for such activities as group counseling, educational programs outside the school, or peer helping training programs.

N. **Postsecondary** – Postsecondary includes options available to students after high school (e.g., two and four-year colleges, certificate programs, employment, on-the-job training, apprenticeship programs and the military).

O. **Stakeholders** – Any person who assists with or benefits from the school counseling program and may include students, school staff and leadership, parents, community members, higher education and workforce leaders.

P. **Certified School Counselor** – WV school counselors hold a master's degree in school counseling from an accredited university and certification in school counseling from the WVDE as per WVBE Policy 5202.

Q. **West Virginia School Counselor Performance Standards** – The West Virginia School Counselor Performance Standards describe the essential skills, knowledge, dispositions and behaviors all West Virginia school counselors must possess. These performance standards describe evidence-based best practices and guide school counselors to improve program effectiveness, student success and career readiness. The standards include performance level rubrics that guide school counselors in becoming accomplished in all the major facets of effective school counseling practice.

6.9.4   Delivery Components of Comprehensive School Counseling Programs

A.   **Personalized Student Planning** – Personalized student planning includes providing opportunities for students to discover their interest in emerging careers. Ongoing opportunities at all programmatic levels are provided during the school day for career exploration and self-discovery. Personalized planning allows student to develop academic skills, identify interests, maximize strengths, minimize weaknesses, set and reach personal/educational goals and realize their career aspirations. A Personalized Education Plan (hereinafter PEP) is developed collaboratively, involving students, parents/guardians and school staff.

1. During the 8th grade year, each student's PEP is developed to identify course selections for the 9th and 10th grade based on each student's identified career aspirations. Prior to development of the PEP, the school shall provide ongoing opportunities during the school day for career exploration and self-discovery involving student needs assessments, career and interest inventories, learning style inventories, self-reflections and career inquiry. When finalizing the PEP, the counselor and/or student advisor will meet with the student and parents/guardians to secure signatures documenting involvement. The student and parents/guardians are provided a copy of the PEP.

2. During the 9th grade and each subsequent year each student reviews and updates his or her PEP in collaboration with the school counselor, teachers, advisors and parents/guardians. Review of the PEP will include academic offerings, career plans, review of various interests, learning styles, career and academic assessments (e.g., ACT EXPLORE, interests and learning styles inventories, aptitude tests, multiple intelligence inventories) to guide changes to course selections.

3. During the 10th grade year the second phase of the PEP is developed. Students identify course selections for grades 10-12 and postsecondary plans for the first year after high school. To assist with development of the three-year PEP, the school will provide ongoing opportunities during the school day for career exploration and self-discovery involving completing student needs assessments, career and interest inventories, learning style inventories, self-reflections and multi-faceted opportunities for career inquiry. Each student's individual assessments will be reviewed to ensure academic planning maximizes individual strengths and interests. Career exploration and planning and the development of the PEP is a shared responsibility between the school counselor, teachers, advisors and parents/guardians.

4. The PEP is reviewed annually in grades 9-12 with the student and his or her parents/guardians and is signed and dated during each annual review conference. Students may amend his or her PEP at the end of any semester as long as it does not interfere with the completion of graduation requirements based on availability of courses.

B. **Integrated Delivery of WV Student Success Standards** – The WVSSS (see incorporated documents) describe the attitudes, knowledge, skills and behaviors all students shall develop in relation to academic and learning development; career and life planning; personal and social development; and global citizenship. The WVSSS are critical to the holistic development of all students and require integration into all aspects of each student's educational experience utilizing a variety of delivery modalities. The WVSSS are the foundational standards for each CSCP. The integrated delivery of these standards is coordinated by the school leadership team, the school counselor and teachers.

C. **Responsive Services** – Events and situations in students' lives and the school climate and culture often impede student success. Responsive services offer preventive activities and programs to address the identified needs of students in each school, as well as evidence-based interventions to address

targeted student needs. The services include working with at-risk students to provide the help and support needed to ensure grade level success. Usually short-term in nature, responsive services include individual and small group counseling; academic and behavior intervention plans, crisis prevention and response; consultation with parents/guardians and other school staff; and referrals to school and community resources. Some students may require an immediate and expert response to assist with an academic, emotional or behavioral crisis of a severe nature. In cases where students require ongoing support or therapy, the counselor makes appropriate referrals and works with families to secure appropriate resources within the school or community. Schools identify who will coordinate and follow-up on each referral. The school counselor collaborates with stakeholders to create a school-wide, prevention-based approach to individual and school crises and has a crisis plan in place to address the mental health component of common school-wide crises. The school crisis team educates other stakeholders to assist with school-wide crisis preparedness, prevention, intervention and response, outlining responsibilities and best practices in the school crisis planning and response.

D. **Student Supports** –The student support component of the CSCP consists of a systemic, coordinated approach of developing and implementing programs and activities within the school and community aimed at supporting the success of all students. High quality education programs provide well-designed student support systems, ensuring that the learning environment is safe and supportive and that the academic, social and emotional, and career development needs of students are identified and addressed. The school counselor collaborates with stakeholders to ensure school-wide coordination of the CSCP and other student support programs. Schools design and identify programs and resources that address identified student needs and enhance the success of each child. Additionally, students and families may seek support to address their unique academic, career and personal-social needs.

6.9.5 Counselor Qualifications, Use of Time, and Program Monitoring

A. School counselors possess a master's degree in school counseling and a school counseling certificate valid in West Virginia.

B. School counselors spend their time planning, designing, managing, facilitating, and evaluating a comprehensive school counseling program that benefits all students in accordance with the WV School Counseling Model, WVBE Policy 5100, and W.V.A. Code §18-5-18b.

C. The CSCP is monitored by the county board of education, and each school's principal evaluates the school counselor in accordance with WVBE Policy 5310.

6.9.6 Summary of West Virginia Student Success Standards

A. The West Virginia Student Success Standards and objectives outline the knowledge, skills, and dispositions essential to support all students being college- and career-ready through an integrated, embedded process involving all school staff at each programmatic level. The section includes the overarching standards, competencies, and leaning outcomes of the West Virginia Student Success Standards. Specific developmental objectives are

provided in three programmatic levels: Early Leaning Programming, Middle Level Programming, and Adolescent Level Programming.

B. West Virginia Student Success Standards Pre-K-12

Standard 1: **Academic and Learning Development -** Students will acquire attitudes, knowledge, skills, and behaviors to experience academic success, maximize learning through commitment, produce high quality work and be prepared for a full range of career options and opportunities after high school.

Competency 1.**1   Self-Directed Learning:** Students will acquire attitudes, knowledge, and skills that contribute to self-directed learning and success in school and across the lifespan.

Learning Outcomes: Develop Academic Motivation, Develop Learning Skills, Achieve School Success

Competency 1.2   Postsecondary Preparation: Students will complete school with the academic preparation to achieve success in an array of postsecondary options including tow- and four-year colleges, certificate programs, employment, on-the-job training, apprenticeship programs and the military.

Learning Outcomes: Prepare for Postsecondary Success, Plan to Achieve Goals

Standard 2: Career Development and Life Planning – Students will acquire attitudes, skills, knowledge, and behaviors to make informed career and life decisions.

Competency 2.1   Career Exploration and Planning – Students will make informed career decisions using knowledge of self and the world of work.

Learning Outcomes: Develop Career Awareness, Develop Career/Life Plan, Achieve Career and Life Success

Standard 3: Personal and Social Development – Students will acquire attitudes, knowledge, skills, and behaviors that support school success and prepare them for adulthood.

Competency 3.1   Respect for Self and Others: Students will acquire the attitudes, knowledge, skills, and behaviors to

understand and respect self and others, maintaining positive relationships.

Learning Outcomes: Understand Self and Others, Maintain Positive Relationships, Exhibit Respectful Behavior

Competency 3.2   Goal Setting and Attainment: Students will make decisions, set goals and take necessary actions to attain goals.

Learning Outcomes: Decision Making and Personal Responsibility

Competency 3.3   Self-Directed Learning: Students will acquire attitudes, knowledge, skills, and behaviors to ensure the emotional and physical safety of self and others and develop basic survival skills.

Learning Outcomes: Protect Emotional Safety, Protect Physical Safety, and Plan for Survival

Standard 4: Global Citizenship – Students will acquire knowledge, skills, attitudes, and behaviors regarding the social/cultural, economic, and environmental issues associated with being a globally responsible and successful citizen.

Competency 4.1   Intercultural Perspectives: students will acquire knowledge, skills, attitudes, and behaviors of an intercultural perspective that contributes to civil and considerate living in a modern society and global community.

Learning Outcomes: Acquire a Diverse and Knowledgeable World View, Interact Respectfully With Diverse Cultures

Competency 4.2   Democratic Principles: Students will acquire knowledge, skills, attitudes, and behaviors to contribute to a just, peaceful and sustainable global democracy.

Learning Outcomes: Promote Social Justice, Assume Responsible Leadership, Practice Financial Responsibility

C. From the total list of content standards and student competencies as found in WV Policy 2315 and within this policy, the annual focus on identified specific student competencies will be determined through the needs assessment and review of the county/school data as part of the Annual CSCP Plan and School Strategic Plan development.

6.9.7   West Virginia Student Success Standards By Programmatic Level

West Virginia Student Success Standards for Early Learning Programming (Pre-K-Fifth Grade)

Student success standards for **Early Learning Programming (Pre-K-Fifth Grade)** focus on students' social and emotional development to lay the foundation for all learning. Progressive physical, cognitive and academic development depends on a student's ability to intentionally engage in learning activities through a variety of modalities. Essential to this process is the student's ability to self-regulate and persist in activities when challenged with new experiences. Active learning is achieved through a student's ability to solve problems within the context of positive relationships, communicate their needs effectively and evaluate themselves. Effective teaching strategies help students develop strong self-regulation, which in turn prepares students to succeed in school.

Early Learning Readiness (Pre-K and Kindergarten)	
Standards 1: Academic and Learning Development	
Competency 1.1	Self-Directed Learning:
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:
Learning Outcome:	*Develop Academic Motivation*
ELR.SS.1.1.1	identify personal skills, interests and accomplishments.
ELR.SS.1.1.2	approach tasks and activities with flexibility, imagination and inventiveness.
Learning Outcome:	*Develop Learning Skills*
ELR.SS.1.1.3	demonstrate growing confidence in a range of abilities and express pride in accomplishments.
ELR.SS.1.1.4	engage in cooperative group play.
ELR.SS.1.1.5	participate in a variety of classroom experiences and tasks.
ELR.SS.1.1.6	with guidance, maintain increasing amounts of concentration over a reasonable amount of time despite distractions and interruptions.
Learning Outcome:	*Achieve School Success*
ELR.SS.1.1.7	develop growing capacity for independence in a range of activities, routines and tasks.
ELR.SS.1.1.8	accept guidance and direction from a variety of familiar adults.
ELR.SS.1.1.9	develop increased ability to make choices from identified options.
Competency 1.2	Postsecondary Preparation
Learning Outcome:	*Prepare for Postsecondary Success (begins in Grade 3-5)*
Learning Outcome:	*Plan to Achieve Goals (begins in Grade 3-5)*
Standards 2: Career Development and Life Planning	
Competency 2.1	Career Exploration and Planning
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:
Learning Outcome:	*Develop Career Awareness*
ELR.SS.2.2.1	identify and describe roles and relationships among community members.
Learning Outcome:	*Develop Career and Life Plan (begins in Grades 3-5)*
Learning Outcome:	*Achieve Career and Life Success*
ELR.SS.2.2.3	identify and begin using expected dispositions, skills and behaviors in school (e.g., attendance, punctuality, communication, relationships, attitudes, perseverance, collaboration, critical thinking and leadership).

Standards 3: Personal and Social Development	
Competency 3.1	Reflection of Self and Others
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:
Learning Outcome:	*Understand Self and Others*
ELR.SS.3.1.1	describe self by using several basic characteristics.
Learning Outcome:	*Maintain Positive Relationships*
ELR.SS.3.1.2	develop positive relationships with children and adults.
Learning Outcome:	*Exhibit Respectful Behavior*
ELR.SS.3.1.3	show respectful and caring behavior toward others.
ELR.SS.3.1.4	use appropriate communication skills to initiate or join classroom activities.
ELR.SS.3.1.5	with guidance, begin to use and accept negotiation, compromise and discussion to resolve conflicts.
Competency 3.2	Goal Setting and Attainment
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:
Learning Outcome:	*Decision Making and Personal Responsibility*
ELR.SS.3.2.1	with guidance, set goals, develop a plan and follow it through to completion.
Competency 3.3	Safety and Survival Skills
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:
Learning Outcome:	*Protect Emotional and Physical Safety*
ELR.SS.3.3.1	demonstrate progress in expressing needs, wants and feelings appropriately.
ELR.SS.3.3.2	develop respect for physical boundaries, rights and personal privacy in relation to personal safety.
ELR.SS.3.3.3	begin to develop an understanding of the appropriate use of 911 and knowledge of parents' names, phone number and address.
Standards 4: Global Citizenship	
Competency 4.1	Intercultural Perspectives
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:
Learning Outcome:	*Acquire a Diverse and Knowledgeable World View*
ELR.SS.4.1.1	understand and describe the interactive roles and relationships among family members and classroom community.
ELR.SS.4.1.2	identify themselves as a member of groups within a community.
Learning Outcome:	*Interact Respectfully with Diverse cultures*
ELR.SS.4.1.3	understand similarities and respect differences among people, such as gender, race, disability, culture, language and family structure.
Competency 4.2	Democratic Principles
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:
Learning Outcome:	*Promote Social Justice*
ELR.SS.4.2.1	demonstrate increasing capacity to follow rules and routines and use materials purposefully and respectfully.
Learning Outcome:	*Assume Responsible Leadership*
ELR.SS.4.2.2	demonstrate an increasing ability to provide leadership during collaborative tasks.
Learning Outcome:	*Practice Financial Responsibility (begins in grade 3-5)*

Early Learning Primary (Grades 1-2)

Standards 1: Academic and Learning Development	
Competency 1.1	Self-Directed Learning:
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:
Learning Outcome:	*Develop Academic Motivation*
ELP.SS.1.1.1	use personal skills, interests and accomplishments to support learning.
ELP.SS.1.1.2	begin to independently and collaboratively approach tasks and activities with flexibility, imagination and inventiveness.
Learning Outcome:	*Develop Learning Skills*
ELP.SS.1.1.3	demonstrate confidence in a range of abilities and express pride in accomplishments.
ELP.SS.1.1.4	engage in cooperative group play and work collaboratively.
ELP.SS.1.1.5	participate in a variety of classroom experiences and tasks.
ELP.SS.1.1.6	maintain concentration over a reasonable amount of time despite distractions and interruptions.
Learning Outcome:	*Achieve School Success*
ELP.SS.1.1.7	extend capacity for independence in a range of activities, routines and tasks.
ELP.SS.1.1.8	accept guidance and direction from a variety of adults.
ELP.SS.1.1.9	develop increased ability to make choices from identified options.
Competency 1.2	Postsecondary Preparation
Learning Outcome:	*Prepare for Postsecondary Success (begins in Grade 3-5)*
Learning Outcome:	*Plan to Achieve Goals (begins in Grade 3-5)*
Standards 2: Career Development and Life Planning	
Competency 2.1	Career Exploration and Planning
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:
Learning Outcome:	*Develop Career Awareness*
ELP.SS.2.2.1	interact with community members under the facilitation of an adult.
Learning Outcome:	*Develop Career and Life Plan (begins in Grade 3-5)*
Learning Outcome:	*Achieve Career and Life Success*
ELP.SS.2.2.3	identify and begin using expected dispositions, skills and behaviors in school (e.g., attendance, punctuality, communication, relationships, attitudes, perseverance, collaboration, critical thinking and leadership).
Standards 3: Personal and Social Development	
Competency 3.1	Reflection of Self and Others
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:
Learning Outcome:	*Understand Self and Others*
ELP.SS.3.1.1	relate self to others.
Learning Outcome:	*Maintain Positive Relationships*
ELP.SS.3.1.2	develop positive relationships with children and adults.
Learning Outcome:	*Exhibit Respectful Behavior*
ELP.SS.3.1.3	show respectful and caring behavior toward others.
ELP.SS.3.1.4	use appropriate communication skills to initiate or join classroom activities.
ELP.SS.3.1.5	with guidance, begin to use and accept negotiation, compromise and discussion to resolve conflicts.
Competency 3.2	Goal Setting and Attainment
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:
Learning Outcome:	*Decision Making and Personal Responsibility*

ELP.SS.3.2.1	with guidance, set goals, develop a plan and follow it through to completion.
Competency 3.3	Safety and Survival Skills
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:
Learning Outcome:	*Protect Emotional and Physical Safety*
ELP.SS.3.3.1	express needs, wants and feelings appropriately.
ELP.SS.3.3.2	exhibit respect for physical boundaries, rights and personal privacy in relation to personal safety.
ELP.SS.3.3.3	demonstrate appropriate use of 911 and knowledge of parents' name, phone number and address.
Standards 4: Global Citizenship	
Competency 4.1	Intercultural Perspectives
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:
Learning Outcome:	*Acquire a Diverse and Knowledgeable World View*
ELP.SS.4.1.1	understand and describe the interactive roles and relationships among family members, classroom community and the local community.
ELP.SS.4.1.2	participate as members of groups within a community.
Learning Outcome:	*Interact Respectfully with Diverse Cultures*
ELP.SS.4.1.3	understand similarities and respect differences among people, such as gender, race, disability, culture, language and family structure.
Competency 4.2	Democratic Principles
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:
Learning Outcome:	*Promote Social Justice*
ELP.SS.4.2.1	demonstrate increasing capacity to follow rules and routines and use materials purposefully and respectfully.
Learning Outcome:	*Assume Responsible Leadership*
ELP.SS.4.2.2	assume leadership roles in collaborative tasks within the classroom.
Learning Outcome:	*Practice Financial Responsibility (begins in Grade 3-5)*

Early Learning Intermediate (Grades 3-5)	
Standards 1: Academic and Learning Development	
Competency 1.1	Self-Directed Learning:
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:
Learning Outcome:	*Develop Academic Motivation*
ELI.SS.1.1.1	use personal skills, interests and accomplishments to support present and future learning.
ELI.SS.1.1.2	independently and collaboratively approach tasks and activities with flexibility, imagination and inventiveness.
Learning Outcome:	*Develop Learning Skills*
ELI.SS.1.1.3	use abilities and accomplishments to maximize learning opportunities.
ELI.SS.1.1.4	work collaboratively to solve problems, complete tasks, and/or investigate topics of interest.
ELI.SS.1.1.5	explore a variety of learning opportunities inside and outside of the classroom.
ELI.SS.1.1.6	maintain concentration over a reasonable amount of time despite distractions and interruptions.
Learning Outcome:	*Achieve School Success*

ELI.SS.1.1.7	independently complete routines and learning tasks.
ELI.SS.1.1.8	accept guidance and direction from a variety of adults.
ELI.SS.1.1.9	independently make choices.
Competency 1.2	Postsecondary Preparation
Learning Outcome:	*Prepare for Postsecondary Success*
ELI.SS.1.2.1	begin to develop an understanding of how academic performance in elementary school impacts future learning and preparedness for postsecondary preparedness and career success.
ELI.SS.1.2.2	explore how performance in specific academic content areas impacts middle and adolescent level course performance and postsecondary choices.
Learning Outcome:	*Plan to Achieve Goals*
ELI.SS.1.2.3	investigate the importance of early academic planning to prepare for postsecondary success and reaching career goals.
Standards 2: Career Development and Life Planning	
Competency 2.1	Career Exploration and Planning
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:
Learning Outcome:	*Develop Career Awareness*
ELI.SS.2.2.1	interact with varied community members.
Learning Outcome:	*Develop Career and Life Plan*
ELI.SS.2.2.2	interact with local and national professionals and/or experts to extend personal knowledge of various career opportunities.
Learning Outcome:	*Achieve Career and Life Success*
ELI.SS.2.2.3	use expected workplace dispositions, skills and behaviors in the school and community (e.g., attendance, punctuality, communication, relationships, attitudes, perseverance, collaboration, critical thinking and leadership.)
Standards 3: Personal and Social Development	
Competency 3.1	Reflection of Self and Others
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:
Learning Outcome:	*Understand Self and Others*
ELI.SS.3.1.1	demonstrate an awareness as to how their words impact others.
Learning Outcome:	*Maintain Positive Relationships*
EL.I.SS 3.1.2	develop positive relationships with peers, other children and adults.
Learning Outcome:	*Exhibit Respectful Behavior*
ELI.SS.3.1.3	show respectful and caring behavior toward others.
ELI.SS.3.1.4	use appropriate communication skills to initiate and join activities and complete varied learning tasks.
ELI.SS.3.1.5	use and accept negotiation, compromise and discussion to resolve conflicts.
Competency 3.2	Goal Setting and Attainment
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:
Learning Outcome:	*Decision Making and Personal Responsibility*
ELI.SS.3.2.1	set goals, develop a plan and follow it through to completion.
Competency 3.3	Safety and Survival Skills
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:
Learning Outcome:	*Protect Emotional and Physical Safety*
ELI.SS.3.3.1	express needs, wants and feelings appropriately.

ELI.SS.3.3.2	describe how situations such as teasing, bullying, harassment, breaking rules, threats, intimidation, and damaging other's property impact emotional safety.
ELI.SS.3.3.3	exhibit respect for physical boundaries, rights and personal privacy in relation to personal safety.
ELI.SS.3.3.4	demonstrate knowledge of emergency contact information (e.g., emergency [police, fire, medical, 911] and family phone numbers, addresses, contact names).
Standards 4: Global Citizenship	
Competency 4.1	Intercultural Perspectives
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:
Learning Outcome:	*Acquire a Diverse and Knowledgeable World View*
ELI.SS.4.1.1	investigate aspects of various communities and discuss how these contribute to each individual's perspective of local, state and world events.
ELI.SS.4.1.2	identify themselves as members of varied groups within the local, state, national and international community.
Learning Outcome:	*Interact Respectfully with Diverse Cultures*
ELI.SS.4.1.3	interact respectfully with all individuals regardless of gender, race, disability, culture, language and family structure.
Competency 4.2	Democratic Principles
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:
Learning Outcome:	*Promote Social Justice*
ELI.SS.4.2.1	follow rules and routines and use materials purposefully and respectfully.
Learning Outcome:	*Assume Responsible Leadership*
ELI.SS.4.2.2	assume leadership roles in collaborative tasks within the classroom and school community.
Learning Outcome:	*Practice Financial Responsibility*
ELI.SS.4.2.3	evaluate financial choices based on one's own needs and wants.
ELI.SS.4.2.4	create a budget with income from incidental funds to save for desired goals.

West Virginia Student Success Standards for Middle Level Programming (6-8)

The WVSSS for Middle Level Programming (6-8) focus on academic, career, social and emotional development. Students need support in developing the knowledge, skills and dispositions to navigate a socially complex environment and the creation of a vision for their future. The WVSSS support students to achieve school success, establish the foundation for high school and become globally competent citizens. The standards will be delivered within the programmatic level in a sequence designed by the school leadership team.

Middle Level Programming (6-8)	
Standards 1: Academic and Learning Development	
Competency 1.1	Self-Directed Learning:
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:
Learning Outcome:	*Develop Academic Motivation*
MLP.SS.1.1.1	identify and develop competence in areas of interest.
MLP.SS.1.1.2	apply multiple intelligence principals to identify personal strengths and improve school focus.
MLP.SS.1.1.3	understand the relationship between school success, academic achievement and future career success.
MLP.SS.1.1.4	demonstrate the motivation to be a self-directed learner and achieve individual potential.
Learning Outcome:	*Develop Learning Skills*
MLP.SS.1.1.5	improve executive function skills (e.g., effort, paying attention, flexibility, memory, self-control, communication, focus and perseverance).
MLP.SS.1.1.6	identify personal learning style(s) and establish habits that enhance personalized learning.
MLP.SS.1.1.7	work collaboratively in groups or independently, as appropriate.
Learning Outcome:	*Achieve School Success*
MLP.SS.1.1.8	exhibit personal responsibility.
MLP.SS.1.1.9	identify how thoughts and emotions impact level of motivation and actions and redirect focus.
MLP.SS.1.1.10	evaluate the impact of positive and negative choices on school success and implement a plan to improve outcomes.
MLP.SS.1.1.11	apply goal setting techniques to develop self-direction and improve school performance.
MLP.SS.1.1.12	identify and utilize school and community resources and support services when needed.
Competency 1.2	Postsecondary Preparation
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:
Learning Outcome:	*Prepare for Postsecondary Success*
MLP.SS.1.2.1	identify how performance and course selections in middle school impacts high school course readiness and postsecondary choices.
MLP.SS.1.2.2	explore requirements for success in a variety of postsecondary options and for securing scholarships.
MLP.SS.1.2.3	analyze how personal choices negatively or positively influence high school and postsecondary options and preparedness for success.
MLP.SS.1.2.4	explore options for earning postsecondary credits while in high school.
Learning Outcome:	*Plan to Achieve Goals*

MLP.SS.1.2.5	actively engage in a variety of assessments and inventories to identify skills, interests and aptitudes for postsecondary planning.
MLP.SS.1.2.6	use personal data and goals to establish challenging academic, personal and postsecondary plans.
MLP.SS.1.2.7	seek co-curricular and community experiences to enhance the school experience and postsecondary readiness.
MLP.SS.1.2.8	analyze assets and barriers to academic goal attainment and utilize school and community resources to overcome barriers and strengthen assets.
MLP.SS.1.2.9	explore costs, eligibility requirements and funding opportunities for various postsecondary options.
Standards 2: Career Development and Life Planning	
Competency 2.1	Career Exploration and Planning
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:
Learning Outcome:	*Develop Career Awareness*
MLP.SS.2.1.1	explore how personal abilities, skills, interests, and values relate to workplace.
MLP.SS.2.1.2	use a variety of resources and methods to explore career options.
MLP.SS.2.1.3	examine specific job requirements and opportunities for progressions of career levels from entry level to advanced leadership and develop a personal career growth vision.
MLP.SS.2.1.4	explore career options in relation to selecting a career cluster.
Learning Outcome:	*Develop Career and Life Plan*
MLP.SS.2.1.5	describe lifestyle dreams and possible career options and evaluate the probability of attaining goals.
MLP.SS.2.1.6	begin to develop a possible career/life plan that explores educational credentials, skills and career progressions.
Learning Outcome:	*Careers and Life Success*
MLP.SS.2.1.7	explore how identified career choices impact lifestyles and opportunities.
MLP.SS.2.1.8	practice expected workplace dispositions and behaviors.
MLP.SS.2.1.9	discuss the importance of lifelong learning as situations and responsibilities change, requiring new knowledge and skills.
Standards 3: Personal and Social Development	
Competency 3.1	Respect for Self and Others
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:
Learning Outcome:	*Understand Self and Others*
MLP.SS.3.1.1	discuss how thoughts, feelings, attitudes, values and beliefs affect decision making and behavior.
MLP.SS.3.1.2	practice using listening skills to identify and understand the feelings and perspectives of others.
MLP.SS.3.1.3	use mistakes as opportunities to grow personally and socially, not to define the person as a failure.
MLP.SS.3.1.4	recognize signs of anger and practice safe, respectful anger management skills.
Learning Outcome:	*Maintain Positive Relationships*
MLP.SS.3.1.5	develop positive relationships with peers and adults.
MLP.SS.3.1.6	acquire and use effective conflict resolution techniques.
MLP.SS.3.1.7	demonstrate self-control by minimizing words and actions that hurt self and others.
MLP.SS.3.1.8	model safe and effective ways to address peer pressure.
MLP.SS.3.1.9	describe bullying and use effective practices to address it.
Learning Outcome:	*Exhibit Respectful Behavior*

MLP.SS.3.1.10	identify and respect personal boundaries and privacy needs of self and others.
MLP.SS.3.1.11	respect all individuals as unique and worthy regardless of differences.
MLP.SS.3.1.12	use social and communication skills, dispositions, and character traits appropriate for various situations and audiences.
Competency 3.2	Goal Setting and Attainment
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:
Learning Outcome:	*Decision Making and Personal Responsibility*
MLP.SS.3.2.1	students will make decisions, set goals and take necessary actions to attain goals
MLP.SS.3.2.2	compare and contrast various behaviors and choices in relation to possible consequences and discuss how to improve choices.
MLP.SS.3.2.3	describe how peer pressure influences personal decisions; create and follow a plan to minimize negative peer pressure.
MLP.SS.3.2.4	establish action steps to attain school, home and civic goals.
MLP.SS.3.2.5	apply problem solving techniques to identify and address challenges to goal attainment.
MLP.SS.3.2.6	describe how current decisions have long term consequences and ways to achieve desired outcomes.
Competency 3.3	Safety and Survival Skills
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:
Learning Outcome:	*Protect Emotional and Physical Safety*
MLP.SS.3.3.1	identify and apply strategies to reduce stress and protect safety, differentiating between situations requiring self-help, peer support, adult or professional help.
MLP.SS.3.3.2	develop and implement plans for situations such as teasing, bullying, harassment, threats, intimidation and other violent acts or dangerous situations.
MLP.SS.3.3.3	identify and utilize communication skills and strategies to participate in only safe and healthy activities.
MLP.SS.3.3.4	know emergency contact information; identify and utilize school and community resources to protect personal safety.
Standards 4: Global Citizenship	
Competency 4.1	Intercultural Perspectives
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:
Learning Outcome:	*Acquire a Diverse and Knowledgeable World View*
MLP.SS.4.1.1	compare and contrast aspects of various communities and describe how these contribute to each individual's perspective and world view.
MLP.SS.4.1.2	analyze factors that contribute to different social and world views (e.g., ethnicity, race, culture, gender, sexual orientation, family, composition, lifestyle, religion, economic status and nationality).
Learning Outcome:	*Interact Respectfully With Diverse Cultures*
MLP.SS.4.1.3	apply an interculturally sensitive perspective to social interactions.
MLP.SS.4.1.4	describe global issues and events from perspectives of various individuals and groups to understand viewpoints other than one's own.
MLP.SS.4.1.5	investigate methods for enhancing language proficiency and the ability to communicate effectively across cultural and linguistic boundaries.
MLP.SS.4.1.6	describe how stereotyping and prejudices impact interpersonal relationships.
Competency 4.2	Democratic Principles
Objectives	Through a developmentally appropriate, integrated approach, students will have

	regular opportunities to:
Learning Outcome:	*Promote Social Justice*
MLP.SS.4.2.1	adhere to classroom and school rules and community laws to protect individual rights and property.
MLP.SS.4.2.2	identify and discuss issues of social justice.
MLP.SS.4.2.3	investigate programs for advocacy and promotion of social justice.
Learning Outcome:	*Assume Responsible Leadership*
MLP.SS.4.2.4	identify the qualities of successful leaders.
MLP.SS.4.2.5	assume a leadership role to promote fairness and justice.
Learning Outcome:	*Practice Financial Responsibility*
MLP.SS.4.2.6	evaluate financial choices based on one's own needs, wants and values and how they guide spending, saving, credit and implications for the family budget.
MLP.SS.4.2.7	create a personal budget with income from incidental funds (birthday and other gifts, allowance, chores, entrepreneurial endeavors, part-time jobs, etc.) and track spending and payments.
MLP.SS.4.2.8	discuss concepts of consumer protection (e.g., laws, identify theft and predatory scams).
MLP.SS.4.2.9	discuss concepts related to financial institutions (e.g., laws, banks, credit unions and check cashing services).

West Virginia Student Success Standards for Adolescent Level Programming (Grades 9-12)

The WVSSS for **Adolescent Level Programming (Grades 9-12)** focus on academic, career, social and emotional development and global citizenship. Acquisition of the knowledge, skills and dispositions described in WVSSS helps students achieve school success and prepare to successfully transition to their postsecondary choice; whether it is direct placement in entry-level jobs, credit-bearing academic college courses, industry-recognized certificate or license programs or workforce training programs. These standards will be delivered within the programmatic level in a sequence designed by the school leadership team.

Adolescent Level Programming (Grades 9-12)	
Standards 1: Academic and Learning Development	
Competency 1.1	Self-Directed Learning:
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:
Learning Outcome:	*Develop Academic Motivation*
ALP.SS.1.1.1	build upon personal skills and interests through school and community activities.
ALP.SS.1.1.2	apply knowledge of personal learning characteristics to focus on strengths and maintain motivation for learning.
ALP.SS.1.1.3	exhibit attitudes, skills and dispositions needed to motivate self-directed, lifelong learning and goal attainment.
Learning Outcome:	*Develop Learning Skills*
ALP.SS.1.1.4	refine executive function skills.
ALP.SS.1.1.5	identify personal learning style(s) to maximize learning in various environments.
ALP.SS.1.1.6	identify support systems available to advance individual learning and seek help when needed.
ALP.SS.1.1.7	demonstrate the ability to work independently or collaboratively in various learning environments.
Learning Outcome:	*Achieve School Success*
ALP.SS.1.1.8	exhibit personal responsibility to maximize learning.
ALP.SS.1.1.9	maintain attitudes, dispositions and behaviors that enhance focus and success.
ALP.SS.1.1.10	apply goal setting techniques to maintain self-directed learning.
ALP.SS.1.1.11	use self-advocacy, school and community resources and support services as needed.
Competency 1.2	Postsecondary Preparation
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:
Learning Outcome:	*Prepare for Postsecondary Success*
ALP.SS.1.2.1	evaluate academic performance and course selections in relationship to postsecondary options.
ALP.SS.1.2.2	apply knowledge of skills, interests, aptitudes and the workplace to guide decision-making in relation to postsecondary choices.
ALP.SS.1.2.3	explore matriculation agreements for utilizing high school courses, assessment results and programs in personally identified postsecondary institutions.
ALP.SS.1.2.4	identify and pursue options for earning postsecondary credits while in high school.
Learning Outcome:	*Plan to Achieve Goals*
ALP.SS.1.2.5	use personal data to refine academic plan and career/life goals.
ALP.SS.1.2.6	explore costs, eligibility requirements and funding opportunities for various postsecondary options.
ALP.SS.1.2.7	secure assistance, as needed, for postsecondary planning and the application process.
Standards 2: Career Development and Life Planning	

Competency 2.1	Career Exploration and Planning
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:
Learning Outcome:	*Develop Career Awareness*
ALP.SS.2.1.1	use a variety of resources to explore career options in relation to personal abilities, skills, interests, values and the current job market.
ALP.SS.2.1.2	evaluate roles, responsibilities and requirements for progressions of career levels from entry to advanced positions.
ALP.SS.2.1.3	explore career options in relation to career clusters and transferable skills.
Learning Outcome:	*Develop Career and Life Plan*
ALP.SS.2.1.4	update career cluster and personalized education plan in relation to changing interest, job demand and personal data.
ALP.SS.2.1.5	revise career/life plan to reflect changing personal lifestyle dreams.
Learning Outcome:	*Careers and Life Success*
ALP.SS.2.1.6	determine how one's personal career plan impacts lifestyles and opportunities.
ALP.SS.2.1.7	model expected workplace dispositions, skills and behaviors in school, community and occupational experiences to prepare for career success.
ALP.SS.2.1.8	evaluate the relevance of lifelong learning as situations and responsibilities change that require new knowledge and skills.
Standards 3: Personal and Social Development	
Competency 3.1	Respect for Self and Others
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:
Learning Outcome:	*Understand Self and Others*
ALP.SS.3.1.1	analyze how thoughts, feelings, attitudes, values and beliefs affect decision making and behavior.
ALP.SS.3.1.2	use active listening to identify and understand the feelings and perspectives of others.
ALP.SS.3.1.3	use mistakes as learning opportunities to grow personally and socially.
Learning Outcome:	*Maintain Positive Relationships*
ALP.SS.3.1.4	distinguish between healthy and unhealthy relationships.
ALP.SS.3.1.5	apply appropriate anger management and conflict resolution techniques.
ALP.SS.3.1.6	minimize words and actions that hurt self and others.
ALP.SS.3.1.7	address peer pressure in safe and effective ways.
ALP.SS.3.1.8	identify bullying behaviors and utilize appropriate skills to address and decrease bullying.
Learning Outcome:	*Exhibit Respectful Behavior*
ALP.SS.3.1.9	respect personal boundaries and privacy needs.
ALP.SS.3.1.10	interact appropriately with varying audiences in all settings.
ALP.SS.3.1.11	use social and communication skills, dispositions, and character traits appropriate for various situations and audiences.
Competency 3.2	Goal Setting and Attainment
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:
Learning Outcome:	*Decision Making and Personal Responsibility*
ALP.SS.3.2.1	analyze the relationship between behaviors, choices and consequences and apply a decision making model to achieve desired goals.
ALP.SS.3.2.2	develop and implement action plans to attain school, home and civic goals.
ALP.SS.3.2.3	utilize problem solving techniques to generate alternatives and address changes to attain goals.

ALP.SS.3.2.4	identify possible long term consequences of decisions and take responsibility to achieve desired goals.
Competency 3.3	Safety and Survival Skills
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:
Learning Outcome:	*Protect Emotional and Physical Safety*
ALP.SS.3.3.1	apply strategies to reduce stress and protect safety, differentiating between situations requiring self-help, peer support, adult or professional help.
ALP.SS.3.3.2	utilize communication skills and strategies to participate in only safe and healthy activities.
ALP.SS.3.3.3	develop and implement plans for situations such as teasing, bullying, harassment, threats, intimidation and other violent acts or dangerous situations.
ALP.SS.3.3.4	know emergency contact information and utilize school and community resources to protect personal safety.
Standards 4: Global Citizenship	
Competency 4.1	Intercultural Perspectives
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:
Learning Outcome:	*Acquire a Diverse and Knowledgeable World View*
ALP.SS.4.1.1	describe how the characteristics of diverse world regions and individual communities contribute to varying world views.
ALP.SS.4.1.2	investigate and explain how factors such as ethnicity, gender, religion and sexuality contribute to different social and world views.
Learning Outcome:	*Interact Respectfully with Diverse Cultures*
ALP.SS.4.1.3	analyze global issues and events to gain an understanding of others' viewpoints.
ALP.SS.4.1.4	analyze language, behavior and non-verbal communication cues to interact respectfully with diverse cultures.
ALP.SS.4.1.5	examine the influence of stereotyping and prejudice and how they impact relationships.
Competency 4.2	Democratic Principles
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:
Learning Outcome:	*Promote Social Justice*
ALP.SS.4.2.1	adhere to classroom and school rules and community laws to protect individual rights and property.
ALP.SS.4.2.2	identify and discuss issues of social justice.
Learning Outcome:	*Assume Responsible Leadership*
ALP.SS.4.2.3	demonstrate characteristics of successful leaders and team members to reach goals.
ALP.SS.4.2.4	exhibit leadership through service to improve the school and community.
Learning Outcome:	*Practice Financial Responsibility*
ALP.SS.4.2.5	assess personal needs, wants and values to develop a budget.
ALP.SS.4.2.6	investigate means of saving and investing to maintain long-term financial stability.
ALP.SS.4.2.7	evaluate the consequences of spending related to debt and debt management.
ALP.SS.4.2.8	recognize marketing approaches that lead to over-consumption and discuss ways to reject them.

6.9.8   Severability

A. If any provision of this rule or the application thereof to any person or circumstances is held invalid, such invalidity shall not affect other provisions or applications of this rule.