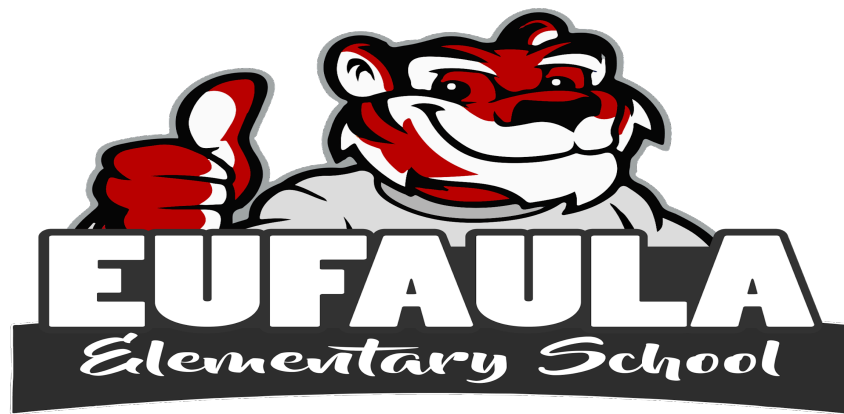


# Eufaula Elementary School Comprehensive Counseling & Guidance Program



2023-2024

Counselor Ronnetta Wade  
Principal Mr. Terry Crawford

## Mission Statement

The mission of the *Eufaula Elementary School's* Comprehensive School Guidance and Counseling program is to provide a structured program of services to ensure that all students (Grades 3-5), regardless of their individual differences, acquire the skills, knowledge, and attitudes needed to become effective students, responsible citizens, productive workers, and lifelong learners. Our comprehensive program addresses the academic, career, and personal/social competencies necessary for all students to function and contribute in a changing society.

**Eufaula Elementary School's Counseling and Guidance Department's Comprehensive Developmental Counseling and Guidance Program is based upon the following beliefs:**

- All children are unique and can benefit from the counseling and guidance services described in the *Comprehensive Counseling and Guidance Model for Alabama Public Schools* (the State Plan), Bulletin 2003, No. 89.
- Every student has the right to participate in activities that promote self-direction and self-development.
- Every student has the right to make choices and accept responsibility for choices made.
- Every student has the right to participate in a comprehensive school counseling and guidance program designed to assist all students in attaining their maximum potential in academic, career, and personal/social development.

**Eufaula Elementary School's Comprehensive Counseling and Guidance Program is an integral part of the overall educational program and serves as a critical link to the instructional program and the community.**

- is data-driven to meet the specific needs of the students' goals and developmental student competencies,
- involves planning and coordination with other representatives of the school and community with a purposeful and sequential program of activities,
- utilizes many combined resources of the community,
- is evaluated on specific goals and agreed upon student competencies,
- actively involves students and others.

Every student at Eufaula Elementary School has multiple opportunities to acquire competencies in their academic, career, and personal/social development. The four program delivery components are utilized in helping students achieve these competencies. The counselor must have a flexible schedule (not in rotations) to organize and manage the counseling and guidance program to provide equal access and the most effective delivery of services to students, staff, parents, and the community. The counseling and guidance program adheres to the ethics standards and practices set by ECSS.

The Eufaula Elementary School Guidance Program utilizes The American School Counseling Association National Model: A Framework for School Counseling Programs (ASCA) to provide students all essential elements for developing programs to help students achieve success in school. The ASCA National Standards facilitate student development in three domains: Academic Development, Career Development, and Personal/Social Development.

The guidance curriculum emphasizes Erin's Law Curriculum, Bullying Prevention, decision making, personal safety, self-understanding, study skills, and career exploration. The guidance program also incorporates the CHARACTER COUNTS! curriculum. The teachers, administrators, and parents are very supportive of the guidance program at Eufaula Elementary. Examples of the school guidance curriculum include classroom guidance lessons (large group), small group activities, school-wide activities, and transition activities.

## **Program Benefits**

### **Benefits for Students**

- Ensures every student access to the school counseling and guidance program
- Monitors and interprets data to facilitate student improvement and school success
- Provides strategies for closing the achievement gap
- Promotes the most challenging and appropriate academic curriculum for each student
- Advocates for students and promotes equitable access to educational opportunities

### **Benefits for Parents/Guardians**

- Supports active partnerships for student learning and career planning
- Invites and coordinates access to school and community resources
- Advocates for student academic, career, and personal development
- Provides training and informational workshops
- Provides data for information on student progress

### **Benefits for Teachers**

- Promotes an interdisciplinary team approach to address student needs and educational goals
- Increases collaboration with school counselors and teachers
- Supports development of classroom management skills
- Analyzes data to improve school climate and student achievement

### **Benefits for Administrators**

- Utilizes data for school improvement
- Uses data for implementation of the *Educator Effectiveness* evaluation system
- Provides a proactive school guidance curriculum that addresses student needs and enhances school climate

### **Benefits for School Counselors**

- Defines responsibilities within the context of a school counseling and guidance program
- Eliminates non-school counseling program activities
- Supports access to every student
- Provides a tool for program management, implementation, and accountability
- Recognizes school counselors as leaders, advocates, and agents of change
- Ensures the school counseling and guidance program contributes to the school's mission
- Provides evidence of ongoing activities for the implementation of the *Educator Effectiveness* evaluation system

### **Benefits for Communities**

- Builds collaboration with businesses and industries and enhances the potential for every student's postsecondary success
- Provides a workforce with a stronger academic foundation
- Promotes equity and access to the workforce

## Program Goals

The counseling program works to promote the successful achievement of fundamental skill development regarding self-concept and healthy interpersonal relationships. It emphasizes decision-making, self-awareness, and the basic exploration of future educational and career options. The school counselor provides whole group lessons to all 3<sup>rd</sup> through 5<sup>th</sup> grade classes, focusing on respect, responsibility, and cooperation. Small group and individual counseling are also provided for students who need more intensive interventions. These sessions highlight positive coping strategies for anger management, self-control/regulation, and conflict resolution. By emphasizing the prevention of bullying through the guidance curriculum and by providing positive behavioral supports for student, the school should see a decrease in the rate of office discipline referrals. The expected reduction in the rate of disciplinary incidences should greatly impact overall academic success.

## Program Framework

The comprehensive counseling and guidance framework of the program is based on four interrelated components: Foundation, Delivery System, Management System, and Accountability.

**The Foundation** is based on the school's goals for student achievement and every student should know and be able to do as a result of the implementation of the school counseling program. The foundation includes philosophy and mission statement.

**The Delivery System** is based on the Foundation and describes the activities and methods needed to deliver counseling and guidance services. The Delivery System includes the guidance curriculum, individual student planning, responsive services, and system support.

**The Management System** incorporates organizational process and tools to ensure that the program is organized and reflective of the school's needs. The Management System includes agreements, establishments, use of an advisory council, as well as data, action plans, time usage, and calendars.

**The Accountability** component is based on collecting and using data that links the program delivery to student needs. The accountability includes results reports, school counselor performance standards, and program review.

## Program Components

Within the framework of the counseling program, the individual components of the Comprehensive Counseling and Guidance Program Standards of the American School Counseling Association help organize the work of the Professional School Counselors through activities and services. These components are identified as Classroom Guidance Curriculum, Individual Student Planning, Responsive Services, and System Support.

**School Guidance Curriculum** includes structured experiences presented systematically through classroom and group activities from grades third through fifth. The curriculum emphasizes choice-making, self-understanding, career exploration and preparation, and the improvement of study skills. Examples of school guidance curriculum delivery options within this component may include, but are not restricted to the following:

- **Group Activities.** The school counselor conducts small-group counseling sessions outside the classroom to respond to student identified interests or needs. Small-group counseling may be either immediate-response or extended counseling.
- **Instruction.** The school counselor facilitates, co-leads, or assists in the delivery of guidance curriculum activities. These activities may be conducted in the classroom, in the guidance center, or in other school facilities. Professional school counselors assist teachers in the delivery of classroom units that lead to acquisition of competencies in the areas of affective, social, academic, and employability skills for each student in developmentally appropriate ways.
- **Workshops.** The school counselor conducts workshops and information sessions for parents/guardians to address the needs of the school community and to reflect the school counseling and guidance curriculum.

**Topics for school counseling and guidance curriculum activities within this component may include, but are not limited to:** Self-Concept, Communication Skills, Drug Awareness, Personal Safety, Peer Relationships, Study Skills, Decision Making Skills, Test-Taking Skills, Career Awareness, Positive Coping Strategies, Anti-Bullying, Character Building, Anger Management

The school counselor incorporates Character Education into the Guidance Curriculum. A strong character education program must continue to be implemented and evident throughout the school educational program. Improved school climate and improved student behavior are both benefits of an integrated and practiced character education program in a school.

The character education program at Eufaula Elementary is based on monthly character education traits. These character traits are used as a common vocabulary throughout the academic curriculum as well as the counseling curriculum.

**Individual Student Planning** includes counseling activities that assist all students to plan, monitor, and manage their own academic achievement as well as their personal and career development. Individual Student Planning emphasizes test interpretation, informal counseling, and educational counseling; including precollege and postsecondary vocational-technical planning, and problem solving.

The school counselor and students work together to address individual needs concerning behavior and academic issues. Teachers are provided referral forms to address specific academic and personal/social needs such as aggression, inattentiveness, grief, health, attendance, etc. The school counselor oversees that referrals are made to other programs or agencies that can help the individual student.

**Responsive Services** include counseling or referral activities that meet the immediate needs and concerns of students. Responsive services include personal counseling, crisis counseling, problem solving, agency referral, and consultation. Examples of responsive services delivery options within this component may include, but are not restricted to:

- **Consultation:** School counselors serve as student advocates by consulting with students, parents or guardians, educators, and community agencies regarding strategies to help students and families. Advocacy may include participation in student study teams and student management teams.
- **Personal Counseling:** Counseling is provided in small-group or individual settings for students experiencing difficulties dealing with relationships, personal concerns, or developmentally appropriate tasks. Personal counseling assists students in identifying problems, causes, alternatives, and consequences leading to informed decision making.
- **Crisis Counseling:** Counseling and support services are provided to students and families facing emotional crises as outlined in the school crisis management plan. Crisis counseling is normally short-term and temporary, using appropriate referral sources if necessary.

- **Peer Facilitation:** Counselors may train students as peer mediators, conflict managers, tutors, and mentors. Programs should adhere to the ethics standards and practices established by the National Peer Helpers Association.
- **Referrals:** Counselors use referral sources to enhance the services provided through the school counseling and guidance program. These referral sources may include, but are not restricted to:
  - Mental Health Agencies
  - Employment and Training Programs
  - Vocational Rehabilitation
  - Juvenile Services
  - Social Services
  - Grief Counseling
  - Deployment

The school counselor strives to include activities that meet the immediate needs and concerns of individual students whether those concerns involve individual or group counseling, information dissemination, crisis intervention, peer mediation, consultation or referral. When cases are identified that require outside, emergency, long-term, and/or intensive treatment, the counselors work closely with the school nurses, the system social worker, school resource officers, the juvenile court system, local hospice, local mental health providers, and the Barbour County Department of Human Resources. Some of the local agencies that are used for student referral include Spectra Care, Barbour County Juvenile and Family Court, and Communities of Transformation.

**System support** includes indirect guidance management activities that maintain and enhance the total counseling and guidance program. Responsibilities in this area include staff relations, community relations, task forces, professional development, support teams, test interpretation, data analysis, and curriculum development. This component provides appropriate support to academic programs. Examples of system support delivery options within this component may include, but are not restricted to:

- **Professional Development:** The counselor is regularly involved in updating professional knowledge and skills. This may involve participating in regular school in-service training, attending professional meetings, completing postgraduate course work, and contributing to professional journals.



- **In-Service:** The counselor attends system and school in-service training to ensure counseling skills are updated in the areas of curriculum development, technology, and data analysis. The training sessions keeps the counselor informed of new information involving such issues as youth trends, Alabama Department of Education issues, career software, resources and guidelines. Other topics may include grief and loss (death), substance abuse, sexual abuse/neglect, sexual assault or harassment, adolescent depression, stress, body image, and parenting. The counselor also presents in-service training to the faculty and staff on Erin's Law and reporting, Jason Flatt, and Mean vs. Bullying.
- **Consultation, Collaboration, and Teaming:** The counselor provides important contributions to the school system by consulting, partnering, collaborating, and teaming.
  - ELL Member
  - Building Test Coordinator
  - RTI Member
  - Building Leadership Team (BLT) Member
  - Continuing Improvement Plan (CIP) Committee Member
  - School 504 Coordinator
  - IEP Team Member
  - Problem Solving Team (PST) Member
  - Positive Behavior Support (PBS) Team Member
- **Public Relations:** The counselor designs activities to orient the staff and community about the comprehensive school counseling and guidance program.
- **Community Outreach:** The counselor forges partnerships with local businesses, industries, and social service agencies. Community outreach requires counselors to be knowledgeable about community resources, employment opportunities, and local labor market information.
  - Department of Human Resources (DHR)
  - Red Cross
  - Spectra Care
  - Arch Counseling
  - Canned Food Drives
  - Barbour County Juvenile Court
  - Barbour County Extension Service (4-H)
  - Boys and Girls Club of Barbour County
  - Clearinghouse
  - Christ Child Circle
  - Boys and Girls Club of Barbour County
  - Local Churches

- **Consultation with Staff:** The counselor consults regularly with teachers and professional staff members in order to receive feedback on emerging needs of students and to provide information and support to staff.
- **Curriculum Development Support:** The counselor participates in the ongoing review and revision of academic curriculum materials as related to data analysis, student advocacy, postsecondary education, and career/technical education planning.
- **Advisory Committees:** The counselor forms counseling and guidance advisory committees at both the system and the individual school level. The counselor actively serves on community committees or advisory councils that influence other programs to generate support for system and individual school counseling and guidance programs.
- **Program Management and Operations:** Planning and management tasks include the support of activities conducted in the school counseling and guidance program and responsibilities expected of a member of the school staff. Budget, facilities, policies and procedures, and research and resource development are elements of management activities.
- **Research and Evaluation:** Some examples of counselor research and evaluation include Educator Effectiveness or other personnel guidance evaluations, program evaluations, data analysis, follow-up studies, professional development, and updating of resources.
- **Fair-Share Responsibilities:** Fair-share responsibilities may include such tasks as bus duty, playground duty, class/club sponsorship, and taking tickets at sports events. Non-guidance responsibilities assigned to counselors should not be above and beyond those of other certified staff members, and should not interfere with the delivery of guidance services.

## **Program Accountability Components**

Accountability and evaluation of school counselors and the school counseling and guidance programs are integral components of quality programs. Alabama's comprehensive school counseling and guidance programs should be data driven. Data should be collected to validate certain counseling and guidance activities as well as to determine if any change in student perception and behavior has occurred as a result of counseling and guidance activities. The monitoring of student progress and program progress in addition to performing personnel evaluations requires the collection of data that support and link school counseling and guidance programs to students' academic success.

### **Counselor/Principal Management Agreements**

The counselor consults and plans at the beginning of the school year with the principal in the development of the annual calendar, duties and activities of the counselor, the counseling and guidance program goals, and the comprehensive counseling and guidance plan.

### **Needs Assessments**

The counselor conducts a guidance needs assessments with the classroom teachers, parents, and students at the beginning of the school year to determine the topics to be targeted for the school year.

### **Master Calendars**

The counselor will provide a master calendar of its guidance events. The calendar includes each month's activities including the name of the activity and the targeted grade level for which the activity is planned. The calendar shows the overall picture and time frame of the guidance and counseling program. The calendars should be used to publicize planned events to let the school community know what is happening in the guidance and counseling department. The calendars should be distributed to teachers, administrators, and parents.

### **Contact Logs**

The Eufaula City Schools' guidance counselors must maintain records of their daily contacts with students, teachers, parents, and outside agencies. Counselors should use the logging system within PowerSchool to record the types of services provided and the appropriate program delivery components.

## Monitoring Student Progress

**Student Data:** Using student, school, and system data to monitor student progress ensures that each student receives the necessary support to be successful in school. The school counselor must be proficient in the collection, analysis, and interpretation of student achievement and related data. At Eufaula Elementary student progress is monitored through **two types of data: student-achievement data and achievement-related data.**

**Student-achievement data** measures academic progress. Data includes:

- Standardized test data
- Grade point averages
- Grade level (at or above) in reading, math, and other content areas
- Successful completion of all courses
- Promotion and retention rates

The counselor is responsible for keeping a record of potential at-risk students (PST/RTI). Several factors are used to determine if a student is at-risk. Such factors include but are not limited to course grades, daily attendance, classroom discipline, course failures, and College and Career Readiness status.

**Achievement-related data** measures those areas shown to be correlated to academic success. Data includes:

- In-school and out-of-school suspension and expulsion rates
- Alcohol, tobacco, and other drug violations
- Attendance rates, including tardies to school/class, check-outs, and truancy
- Parent or guardian involvement
- Homework completion rates

**Disaggregated Data:** Ensuring academic success for every student includes counselor-initiated activities designed to meet the needs of under-served, under-performing, and under-represented populations. School counselors examine student academic achievement data and develop outcome-based interventions designed to help students succeed. School counselors must be able to separate data by variables to determine if there are any groups of

students who may not be performing as well as others.

The counselor has input into the school's Alabama Continuous Improvement Plan (ACIP) each year. The CIP addresses "closing the achievement gap" activities.

**Data Over Time:** Assessing the current school counseling and guidance program reveals how well the program is meeting the academic, career, and personal/social needs of students. School counselors should determine student needs that are unique to their school and community.

## **Monitoring Program Progress**

### **Program Evaluations**

Evaluation of the comprehensive counseling and guidance program is a vital element in determining the effectiveness of the school program. An evaluation of the counseling and guidance program using process data, perception data, and results data measures the degree to which students have acquired the skills and knowledge defined by the competencies and the Minimum Requirements for School Counseling and Guidance Programs in Alabama. Each curriculum plan utilized in the Eufaula City Schools' Guidance and Counseling Program includes the above-mentioned components.

**Process Data (What did the counselor do and for whom?)** Process data includes an evaluation of the number of students served, how many groups and classroom visits were conducted, what activities were completed, etc.

**Perception Data (What do students think they know, believe, or can demonstrate?)** Perception data is collected through the pre/post assessments, tests, or skill demonstration opportunities (role plays, evaluation/feedback forms).

**Results Data (What was changed or learned as a result of the activity?)** Results data is derived from the observed impact on the students' ability to utilize their knowledge, attitudes, and skills to effect behavior change.

**Student Results Evaluations** Results evaluations are used to show change in student behavior and student learning. The results evaluations and reports can be used to ensure the program is carried out as planned; to ensure that every student is served; to ensure that developmentally appropriate materials are used; to analyze the program's effectiveness; to improve the program; etc.

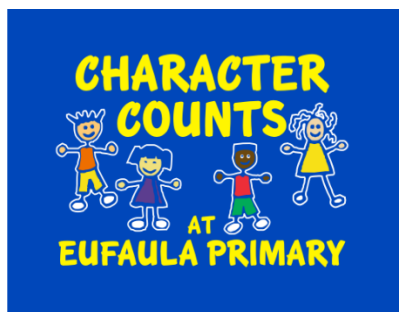
**Program Audits** The counselor is expected to periodically (at least annually) audit his/her counseling and guidance program. The primary purpose for the audit is to guide future actions

within the program and to improve future results for students.

**Personnel Evaluations** The Educator Effectiveness program will be used to evaluate the Eufaula the counselor at Eufaula Elementary School. The counselor will choose two indicators and develop the professional learning plan (PLP). The school principal or assistant principal will conduct the evaluation.



## News from the Counselor's Office



We are excited to kick off another great year at Eufaula Primary School! Our school will continue to focus on six character words-Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship. We will be selling Character Counts t-shirts which focus on these traits. Each character word has a corresponding color. The words and colors are listed on the back of this letter. (Please save it for future reference). On Wednesdays, students are asked to wear the color of the month or their Character Counts t-shirt.

Students visit the Guidance Office once a month with their class. We talk about things such as seatbelt safety, bullying, ways to make friends, controlling your anger, respecting differences in others, working cooperatively, the difference between good touches and bad touches and career awareness. Students can also be referred to the counselor by their teacher to meet individually to talk about problems they are having at school. Parents can also make referrals for counseling. We are very fortunate to be a part of a school system that recognizes emotional well-being as important. Eufaula City Schools contracts with SpectraCare and Tim Price, a Licensed Professional Counselor, to meet with students at our local schools. This is so helpful because parents don't have to drive out of town to receive counseling services for our children. If you have questions about counseling at school, please call me and we will talk about which program best fits your child's needs.



Supporting students academically is another important component of the EPS Counseling Program. At the end of each 9 weeks, teachers have the opportunity to refer students who are struggling academically to a Problem Solving Team which consist of the classroom teacher, the counselor and administrators. Suggestions are made during these meetings to help improve academic performance.