Comprehensive Guidance & Counseling Plan

Eufaula City
Schools

2017-18

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INTRODUCTION

The *Eufaula City Schools System* strives to meet the learning needs of the individual student by providing a proper atmosphere for the educational process and by the thorough application of data derived from the evaluation of the student's goals, aspirations, achievements, attitudes, and learning styles.

The system's counseling and guidance program is an integral part of the total educational process in the schools and must be accessible to all students. The counseling and guidance program must consist of activities that address and meet students' various educational and developmental needs. School counselors must show that each activity implemented as a part of the school counseling and guidance program is developed as a result of a thorough analysis of student needs, desired achievement goals, and related data.

The system plan is designed to reflect a comprehensive model for counseling and guidance program foundation, delivery, management, and accountability. The model provides information regarding program design, coordination, implementation, management, and evaluation with the goal of ensuring student success in three broad areas: academic, career, and personal/social development. These three areas or domains encompass the specific standards, competencies, and indicators for student learning as identified in *The ASCA National Model: A Framework for School Counseling Programs*.

The school counselors will continue to define new directions for their profession that focus on a shift in emphasis from service-centered for some students to program-centered for all students. The purpose of the system plan is to create one vision and one voice for comprehensive school counseling and guidance programs throughout the system. The plan is based on the following three premises:

1. School counseling and guidance programs are based on specific student knowledge and skill content.

2. School counseling and guidance programs are outcome-based programs.

3. School counseling and guidance programs are developmental and comprehensive in scope and sequence.

Eufaula City Schools is one of the oldest city school systems in the state of Alabama consisting of five schools. The Eufaula City Schools Guidance Department consists of one Guidance Counselor Coordinator, two high school-level counselors, one middle school-level counselor, one elementary-level counselor, one primary-level counselor, and three virtual school counselors.

Eufaula High School comprised of 780 students houses grades 9-12 and has two full-time counselors. Eufaula High School is the only high school in the Eufaula City School District. Eufaula High School offers enrichment electives, an Honors program and expanded Advanced Placement classes to include live offerings of AP US History II, AP Calculus, AP Biology, AP Chemistry, AP English Language Arts, AP Literature and AP Computer Science Principles. Dual enrollment opportunities with Wallace Community College and via the University of Alabama's Early College program are also available for students.

Award winning (some international awards) Career Academy programs are available to all Eufaula High School students in Agriculture/Food and Natural Resources, Business Management and Administration, Finance, Marketing, Engineering, Biomedical Science, Government and Public Administration, Health Science and Law and Public Safety. Eufaula High School also has one of the most comprehensive competitive interscholastic sports programs in Alabama with teams in football, basketball, volleyball, baseball, softball, soccer, tennis cross country, golf, track, cheerleading and bass fishing. In addition, our Fine Arts programs are consistently recognized on the regional and state levels for excellence in instrumental music, vocal music, and visual art.

Admiral Moorer Middle School houses grades 6-8 and has one full-time counselor. Admiral Moorer Middle School is a secondary school serving grades 6-8. It is located at 101 Saint Francis Road in Eufaula, Alabama 36027. In order to better teach and assess grade level standards, we are currently implementing Laying the Foundation (LTF) in math, language arts, and science. To additionally strengthen the instructional strategies for the teachers, the following professional development opportunities have been offered to the staff: Laying the Foundations (LTF), Connected Math Project 3, PLTW Launch and Gateway, and AMSTI. An Alabama Chess Initiative began in 2016-17 with the addition of enrichment classes.

Eufaula Elementary School houses grades 3-5 and has one full-time counselor. Eufaula Elementary School is located at 420 Sanford Avenue in Eufaula, Alabama 36027. Eufaula Elementary School aims to be a model school with an understanding of the faculty's impact on each student's academic success where an engaging and rigorous curriculum that are aligned with the Alabama Course of Study and the College and Career Readiness Standards that will prepare them for, as well as propel them to, global competition in the field or endeavor of their choice. In order to create self-motivated learners who will set goals and achieve those goals while developing and demonstrating the ability to work collaboratively, the faculty is implementing STEM activities, EngageNY, AMSTI, Move Talks, Daily 5, Classworks, Reading Horizons, Student Council, and Student Help Desk. Each student is equipped with a Chromebook that allows students and teachers to use Canvas, Alabama Virtual Library, Who's Reading, Moby Max, and other on-line programs to promote research, project-based activities, and individual learning. Our school also provides School Clubs to provide enrichment experiences for all students. This includes but is not limited to: Chess, Master Gardener, Art Club, Music, Baking, Sports, Dance, and Cheerleading.

Eufaula Primary School houses grades K-2 and has one full-time counselor. Eufaula Primary School is located at 520 Pump Station Road in Eufaula, Alabama 36027. With the understanding of the faculty's impact on each child's academic success, Eufaula Primary School strives to provide enriching and engaging learning experiences that are aligned with the Alabama Course of Study and the College and Career Readiness Standards daily. With a system focus on teaching and assessing grade level standards, the faculty is implementing STEM activities, EngageNY, Number Talks, Daily 5 and CAFÉ.   The day begins with an hour block of Intervention/Extension which focuses on meeting the needs of students who are experiencing academic difficulty as well as providing enrichment for students who are meeting grade level expectations. Extension groups include Chess, Master Gardener, Art Club, Music Extension and Library Extension. Reading Horizons is implemented during the Intervention block.

Alabama Virtual Academy of Eufaula consists of grades K-12 and has three full-time counselors and a Family Academic Support team (FAST) to engage and support students. Alabama Virtual Academy (ALVA) is an online school which serves approximately 2000 students in grades K-12th grade. Students are able to access online classes at home with certified teachers guiding and supporting. Students log in daily to an online system for interactive coursework, and also have scheduled class times with teachers for lessons, leveled support, and tutoring. ALVA also has a full special programs department with special education teachers, related service providers, gifted services, ELL teachers, and a 504/RTI coordinator. Alabama Virtual Academy offers enrichment for K-5 students, honors courses for middle school students, and honors, AP and dual enrollment at the high school level.

MISSION STATEMENT

The mission of the *Eufaula City Schools'* Comprehensive School Guidance and Counseling program is to provide a structured program of services to ensure that all students (Grades K-12), 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 educational, career, and personal/social competencies necessary for all students to function and contribute in a changing society.

The Eufaula City Schools' Guidance and Counseling Department's Comprehensive Developmental Guidance and Counseling 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.

The Eufaula City Schools' Comprehensive Guidance and Counseling 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.

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

- Develops and implements a school counseling and guidance plan to promote student success
- 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

DELIVERY SYSTEM

   Professional school counselors function in a manner consistent with the educational philosophy and mission of the local education agency (LEA) and the individual school. As a member of the educational team, each professional school counselor has unique responsibilities for helping all students meet their needs. Professional school counselors provide a comprehensive counseling and guidance program for students; consult and collaborate with teachers, parents, and staff to enhance their effectiveness in helping students; and follow the Minimum Requirements for Comprehensive School Counseling and Guidance Programs in Alabama. Fair-share responsibilities assigned to professional school counselors should not be above and beyond those of other certified staff members and should not interfere with the timely delivery of counseling and guidance services (*Comprehensive Counseling and Guidance Model for Alabama Public Schools*, 2015 Draft).

Organizational Framework, Activities, and Time

1. Eufaula City Schools and individual schools should implement a comprehensive counseling and guidance program that:
>   a. Ensures that each professional school counselor develops and follows a planned calendar of activities.
>   b. Ensures that each professional school counselor's time is spent in providing counseling and guidance services through the four program delivery components of school guidance core curriculum, individual student planning, responsive services, and indirect services.
>   c. Ensures that each professional school counselor participates annually in a planned professional development program designed to strengthen identified needs of the counseling and guidance program and/or the counselor as well as to foster ethical standards.

2. Eufaula City Schools and individual schools should implement an evaluation plan for professional school counselors. The elements of this evaluation should conform to the duties and responsibilities of the professional school counselor as stated in The Alabama Model.

3. Eufaula City Schools and individual schools should make provisions for new professional school counselors to attend the Alabama State Department of Education Counselor Academy as a part of approved professional development conferences and also encourage experienced professional school counselors to participate in this professional development opportunity.

4. Eufaula City Schools and individual schools should establish a counseling and guidance advisory committee to assist in the development and implementation of the comprehensive school counseling and guidance program.

Competencies

5. Eufaula City Schools and individual schools should implement a comprehensive counseling and guidance program that ensures every student has the opportunity to achieve the minimum competencies at the appropriate grade level.

Structural Components

6. All schools should provide counseling and guidance services performed by certified professional school counselors for all students in Grades K-12 at a ratio designated by professional and state approved accrediting organizations.

7. Eufaula City Schools and individual schools should implement a comprehensive school counseling and guidance program and ensure that appropriate personnel are appointed at the LEA level to coordinate and monitor the delivery of counseling and guidance services to all students.

Resources

8. Eufaula City Schools and individual schools should provide facilities that are easily accessible and allow for the implementation of a comprehensive counseling and guidance program. Minimum facility requirements for delivery of counseling and guidance services include facilities that:

   a. Provide private space(s) properly equipped with locked files for counseling records.
   b. Provide private telephone line(s) for confidential telephone conversations.
   c. Are adequate in size for conducting small-group counseling and classroom-guidance activities.
   d. Ensure adequate space for reception areas and for organizing and displaying counseling and guidance materials.
   e. Provide appropriate planning time and staff support to effectively implement the comprehensive counseling and guidance program.

9. Eufaula City Schools and individual schools should provide resource materials that are relevant to the program, appropriate for the community, and of sufficient quantity to be useful.

Guidance Curriculum

The school guidance core curriculum includes structured experiences presented systematically through classroom and group activities from kindergarten through grade twelve in the three domains of academic, career, and personal/social development. The curriculum is a planned sequential program of guidance activities that serves to enhance the instructional program and focuses on increasing student achievement. The curriculum emphasizes decision making; self-understanding; study skills; and career exploration, preparation, and planning.

Examples of school guidance curriculum delivery options within this component may include, but are not restricted to the following:

Group Activities. Professional school counselors conduct 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. Professional school counselors facilitate, co-lead, or assist 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. Professional school counselors conduct 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 career awareness and exploration, career development skills, communication skills, decision-making skills, goal setting/planning, peer relationships, personal safety, personal/social development skills, preventive programs, self-concept, and study skills.

Individual Student Planning

Individual student planning includes counseling activities that provide every student with equal access for opportunities to plan, monitor, and manage his or her academic, career, and personal/social development. Individual student planning emphasizes test results interpretation to identify student interests, achievement levels, and aptitudes. Academic counseling includes postsecondary education, career/technical education, and career planning. Examples of individual student-planning delivery options within this component may include, but are not restricted to, the following:

Individual or Small-Group Advisement. Professional school counselors help students acquire self-appraisal skills and educational, career, and labor market information. This information assists students in planning for personal, academic, and career goals. Professional school counselors recognize the critical need to enlist teachers and parents or guardians in helping students make academic and career choices.

Individual or Small-Group Appraisal. Professional school counselors help students assess and interpret individual abilities, interests, skills, and achievements. The utilization of appropriate assessment information becomes an important aspect of individual development of immediate and long-range plans.

Placement and Follow-Up. Professional school counselors advise students in making transitions by supplying information and by assisting in providing access to appropriate resources.

Topics for individual student planning activities may include advisor/advisee programs, assessment results interpretation, career awareness and exploration, career and technical education programs, college and career readiness, goal setting, interest inventories, role playing, school success, social/soft essential skills, student recognition, and transition. In addition, legislative and other graduation requirements require professional school counselors serving Grades 8-12 to guide students in the development and annual revision of the high school four-year educational plan and the development of a career planning portfolio of study. Selection of the high school four-year educational plan shall be approved in writing by the parents/guardians and become part of the educational/career planning portfolio; if parental/guardian signatures are not obtained, documentation of attempts to acquire signatures should be maintained.

Responsive Services

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

Eufaula City Schools' counselors strive 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

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: Counselors are 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: Counselors attend system and school in-service training to ensure counseling skills are updated in the areas of curriculum development, technology, and data analysis. Counselors may provide in-service instruction in school guidance curriculum and areas of special concern to the school and community.

Consultation, Collaboration, and Teaming: Counselors provide important contributions to the school system by consulting, partnering, collaborating, and teaming.

Public Relations: Counselors design activities to orient the staff and community about the comprehensive school counseling and guidance program.

Community Outreach: Counselors forge 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.

Consultation with Staff: Counselors consult 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: Counselors participate 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: Counselors form counseling and guidance advisory committees at both the system and the individual school level. Counselors actively serve 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.

In Eufaula City Schools, the system support component activities are two-fold. The first includes those activities that establish, maintain and enhance the preceding three program components. Activities in this component include program development, program evaluation and assessment, parent education, materials development, testing and community relations. The second aspect of the system support component includes activities that support other programs in the school. Those activities include, but are not limited to:

- ELL/ESL Coordinator/Member
- Building Test Coordinators
- RTI Coordinator/Member
- Building Leadership Team (BLT) Member
- Continuing Improvement Plan (CIP) Committee Member
- School 504 Designee/Member
- IEP Team Member
- LEA Representative
- Problem Solving Team (PST) Member
- Positive Behavior Support (PBS) Team Member
- Making Middle Grades Work (MMGW) Team Member
- AP Coordinator

At some schools, counselors register students, withdraw students, schedule students, assist with medication dispensing, conduct head lice checks, assist with lunchroom and bus duty, assist administrators and teachers with identifying student needs, serve on school and curriculum committees, etc. The counselors conduct classroom guidance assessments and utilize that data to analyze its impact. They collaborate with teachers in determining the factors that are impeding the success of students and conduct follow-up assessments of the students. The counselors play a role in identifying at-risk students. At-risk students are identified by evaluating their academic record, discipline referrals, attendance, and state assessment data.

Guidance counselors in Eufaula City Schools are involved with many community agencies and programs. Some of those agencies and programs include:

- Department of Human Resources (DHR)
- Red Cross
- SpectraCare
- Canned Food Drives
- Rotary Club
- Barbour County Juvenile Court
- Barbour County Extension Service (4-H)
- Boys and Girls Club of Barbour County
- Barnes & Nobles
- Communities of Transformation
- Clearninghouse
- Parkview Food Bank
- Boys and Girls Club of Barbour County
- Joint projects with Wallace Community College –Sparks Campus, Eufaula-Barbour Chamber of Commerce, and Southeast Works.

When funding is made available, the counselors continue professional growth by attending seminars, workshops, in-services, and completing classes to maintain certification with the State Department of Education, the National Board of Certified Counselors, and The National Board of Certified School Counselors. All of the Eufaula City Schools counselors hold membership in the Alabama Counseling Association and the American School Counselor Association.

STRUCTURAL COMPONENTS

In order to ensure that the Eufaula City Schools Guidance and Counseling Program is an integral part of the total school system and community, a comprehensive developmental guidance and counseling program is implemented at each school level (K-12) and appropriate policies and procedures are in place to maintain, enhance, and evaluate the district's guidance and counseling program. An advisory committee provides input and support for the program. Each school's guidance department has a certified school counselor that is also assisted by their advisory committee.

Advisory Committee

The district advisory committee for the Eufaula City Schools consists of representative stakeholders of the school counseling and guidance program, including students, parents and/or guardians, teachers, counselors, administrators, school board members, as well as business and community representatives. The advisory committee reviews program goals, competencies, and results, and participates in making recommendations to the school counseling and guidance department, principal, and superintendent.

Counseling and Guidance Department Organization

At the beginning of the school year, counselors meet with principals regarding the counseling and guidance program. If there are two or more counselors in the school, specific/equitable duties and student caseloads are assigned. Each LEA should have a counseling coordinator to work with principals and counselors to ensure that program planning, design, implementation, and evaluation take place in a timely, effective, and equitable manner.

All schools must provide counseling and guidance services from certified school counselors in Grades K-12 at a ratio designated for the type of school by the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI). Adequate support personnel should be available to counselors to ensure effective program delivery.

Coordinators' Role

Coordination and direction of the LEA's comprehensive counseling and guidance program is critical. Counseling and guidance coordinators provide necessary support for comprehensive school guidance program development, implementation, and evaluation of procedures that enhance the effectiveness of the school system's comprehensive counseling and guidance program. Counseling and guidance coordinators serve as facilitators, leaders, supporters, and advisors. Counseling and guidance coordinators provide leadership to ensure the credibility of the comprehensive counseling and guidance program for faculty, staff, and the community.

Principals' Role

Administrative support is critical to full implementation of the comprehensive counseling and guidance program. Principals, as chief administrators in schools, are ultimately responsible for the success of all instructional programs, including the school counseling and guidance program. Principals understand the role of school counselors and provide the necessary support for counselors to fulfill that role. Such support includes the provision of adequate facilities, materials, and clerical staff to allow counselors to use their specialized training in an effective manner. Principals provide input into program development and encourage and support participation of all school personnel in the implementation of the counseling and guidance program.

Counselors' Role

Counselors assume the leadership role for managing and implementing the comprehensive counseling and guidance program in their school. Counselors are responsible for the systematic delivery and evaluation of structured developmental counseling and guidance services to all students. Counselors work directly with students, individually and in small groups, to deal with unique or problem-centered concerns that require more privacy or attention than can be accommodated in structured guidance activities. Counselors serve students indirectly by acting as consultants to administrators, teachers, parents, and others to help them understand and respond to the developmental, emotional, and social needs of students. Counselors coordinate various activities within the school that are related to student welfare. Appropriate referrals, placements, and follow-ups are activities that are particularly pertinent to counseling.

Elementary School Counselors

Elementary school counselors assist students with learning the skills and attitudes necessary to be successful in school. They emphasize to students that the classroom is their workplace and that communication, decision-making, interpersonal and career awareness skills are important to their success.

Middle School Counselors

Building upon those skills taught at the elementary level, a major focus of middle school/junior high school counselors is to provide services that address the career, personal/social and educational needs and concerns of students. Counselors at this level facilitate the expansion of career awareness and exploration activities to assist in the development and utilization of short and long-range educational and career plans.

High School Counselors

High school counselors work with students in acquiring guidance competencies that form the foundation for the next educational and occupational levels. The counselors assist students in developing realistic educational and career plans based on a clear understanding of themselves, their needs, interests, skills, and abilities.

Teachers' Role

Teachers play a vital role in the planning and implementation of a comprehensive school counseling and guidance program. As professionals who have the greatest contact with students, teachers are in the best position to recognize and help provide for the developmental and individual needs of students. Through appropriate communication and referral, teachers facilitate the interaction between students and counselors. Teachers demonstrate support for the program by providing adequate opportunities for student-counselor contact. Teachers contribute directly to the school counseling and guidance program by helping counselors deliver programs that facilitate the academic, career, and personal/social development of students. Teachers strengthen and follow through on concepts presented to help students retain the knowledge, skills, and understanding established through the program. Teacher support, input, and expertise make it possible for the school counseling and guidance program to become an integral part of the total educational program.

Guidance Resources

Appropriate guidance resources are required for each of the four program delivery components: School Guidance Curriculum, Individual Student Planning, Responsive Services, and System Support. These resources include equipment and materials, staff expertise, and community resources. Resource materials must be relevant to the program, appropriate for the diversity of the school and community, and of sufficient quantity to be useful. All counselors should be provided the necessary equipment and materials to implement the comprehensive counseling and guidance program.

Materials, Supplies and Equipment
◆ Materials are relevant to the program and appropriate for the community.
◆ The school counselor consults with the advisory committee and the local school board policy concerning the evaluation and selection of program materials.
◆ Materials, supplies and equipment are easily accessible and of sufficient quantity to support the program.
◆ All school counselors have locking file cabinets, private telephone lines and computers with Internet access in their offices.

Facilities
◆ All facilities are easily accessible and provide adequate space to organize and display school counseling materials.
◆ The school counselor has a private office that is designed with consideration of the student's right to privacy and confidentiality.
◆ Access is provided to facilities for meeting with groups of students.

Technology
◆ School counselors use technology daily in their work, including the Internet, word processing, student database systems, and presentation software.
◆ School counselors use technology to help students perform career and advanced educational searches for use in their education development plans.
◆ School counselors register, withdraw and evaluate transcripts for students using the STI program.
◆ School counselors use data regarding their school population to work with the principal, teachers, and the advisory committee in making recommendations to improve academic achievement.
◆ School counselors receive ongoing training in appropriate areas of technology advancement and updates.
◆ Some school counselors maintain an up-to-date guidance website with pertinent information for students and parents.
◆ School counselors use technology in the planning, implementation, and evaluation of the school counseling program.
◆ School counselors use technology as a tool to gather, analyze and present data to drive systematic change.
◆ School counselors communicate with teachers, administrators, central office, outside agency representatives, and other counselors via e-mail.

Use of Time

The Eufaula City Schools' counselors utilize the Alabama State Department of Education's recommended distribution counseling time as a guide in determining the adequate percentage of service to be provided in each program area. The counselors keep daily records that document time and activities performed. These records allow counselors and administrators to determine the actual amount of time spent in each of the four program delivery components and in non- school counseling activities. By analyzing this data, adjustments can be made to better utilize counselor time so that the greatest amount of time is spent in direct service to students.

SUGGESTED DISTRIBUTION OF TOTAL COUNSELOR TIME*

	Percentage Rate		
	Elementary School	Middle/Junior High School	High School
School Guidance Curriculum	35—45	25—35	15—25
Individual Student Planning	5—10	15—25	25—35
Responsive Services	30—40	30—40	25—35
System Support	10—15	10—15	15—20
	100	100	100

*Reprinted with permission, Gysbers, N.C., and Henderson, P. (2000). *Developing and Managing Your School Guidance Program*, (3rd ed.), Alexandria, Va.: American Counseling Association.

PROGRAM GOALS

The goals of the Eufaula City Schools' District Comprehensive Guidance and Counseling Program are defined as follows:

The **Academic Domain** states that students will:

1. Acquire the attitudes, knowledge and skills that contribute to effective learning in school and throughout life.

2. Complete school with academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

3. Understand the relationship of academics to the world of work and to life at home and in the community.

The **Career Domain** states that students will:

1. Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

2. Employ strategies to achieve future career goals with success and satisfaction.

3. Understand the relationship between personal qualities, education, training and the world of work.

The **Personal/Social Domain** states that students will:

1. Acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

2. Make decisions, set goals, and take necessary action to achieve goals.

3. Understand safety and survival skills.

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GUIDANCE CURRICULUM SCOPE AND SEQUENCE

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The following competencies for Alabama students at each grade-cluster level (K-2, 3-5, 6-8, 9-12) are linked directly to the nine national standards as presented in *The ASCA National Model: A Framework for School Counseling Programs*. The competencies describe the attitudes, knowledge, and skills that students should be able to demonstrate as a result of participating in an effective school counseling and guidance program.

Counselors should determine the student competencies and the corresponding indicators (listed below each competency) to be utilized in planning and developing the school guidance curriculum and the individual student planning components appropriate for specific grade-cluster levels within the school program. Guidance activities must be outcome-based and linked to the appropriate indicators.

The following chart is a tool to be used to assist counselors in planning the overall guidance curriculum. The solid dots highlight the grade-cluster level where each competency indicator is introduced. The competency indicators are intended to be cumulative; therefore, the hollow dots highlight the grade-cluster level(s) in which the competency indicator may be expanded or reinforced. Careful analysis of the scope and sequence of the local school guidance curriculum ensures that all students master all competency indicators by the end of Grade 12.

ACADEMIC DEVELOPMENT DOMAIN

Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

Competency A:A1	Improve Academic Self-Concept				
		K-2	**3-5**	**6-8**	**9-12**
A:A1.1	articulate feelings of competence and confidence as learners		●	○	○
A:A1.2	display a positive interest in learning	●	○	○	○
A:A1.3	take pride in work and achievement	●	○	○	○
A:A1.4	accept mistakes as essential to the learning process		●	○	○
A:A1.5	identify attitudes and behaviors leading to successful learning			●	○
Competency A:A2	Acquire Skills for Improving Learning				
		K-2	**3-5**	**6-8**	**9-12**
A:A2.1	apply time-management and task-management skills			●	○
A:A2.2	demonstrate how effort and persistence positively affect learning		●	○	○
A:A2.3	use communications skills to know when and how to ask for help when needed	●	○	○	○
A:A2.4	apply knowledge and learning styles to positively influence school performance			●	○

Competency A:A3	Achieve School Success				
		K-2	3-5	6-8	9-12
A:A3.1	take responsibility for their success	●	○	○	○
A:A3.2	demonstrate the ability to work independently, as well as the ability to work cooperatively with other students		●	○	○
A:A3.3	develop a broad range of interests and abilities			●	○
A:A3.4	demonstrate dependability, productivity and initiative		●	○	○
A:A3.5	share knowledge		●	○	○

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

Competency A:B1	Improve Learning				
		K-2	3-5	6-8	9-12
A:B1.1	demonstrate the motivation to achieve individual potential		●	○	○
A:B1.2	learn and apply critical-thinking skills		●	○	○
A:B1.3	apply the study skills necessary for academic success at each level	●	○	○	○
A:B1.4	seek information and support from faculty, staff, family and peers			●	○
A:B1.5	organize and apply academic information from a variety of sources			●	○
A:B1.6	use knowledge of learning styles to positively influence school performance			●	○
A:B1.7	become a self-directed and independent learner		●	○	○
Competency A:B2	Plan to Achieve Goals				
		K-2	3-5	6-8	9-12
A:B2.1	establish challenging academic goals in elementary, middle/junior high and high school		●	●	●
A:B2.2	use assessment results in educational planning			●	○
A:B2.3	develop and implement annual plan of study to maximize academic ability and achievement			●	●
A:B2.4	apply knowledge of aptitudes and interests to goal setting			●	○
A:B2.5	use problem-solving and decision-making skills to assess progress toward educational goals			●	○
A:B2.6	understand the relationship between classroom performance and success in school	●	○	○	○
A:B2.7	identify postsecondary options consistent with interests, achievement, aptitude and abilities			●	○

Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

Competency A:C1	Relate School to Life Experience				
		K-2	3-5	6-8	9-12
A:C1.1	demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life		●	○	○
A:C1.2	seek co-curricular and community experiences to enhance the school experience			●	○
A:C1.3	understand the relationship between learning and work	●	○	○	○
A:C1.4	demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals			●	○
A:C1.5	understand that school success is the preparation to make the transition from student to community member			●	○
A:C1.6	understand how school success and academic achievement enhance future career and vocational opportunities		●	○	○

CAREER DEVELOPMENT DOMAIN

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Competency C:A1	Developing Career Awareness				
		K-2	3-5	6-8	9-12
C:A1.1	develop skills to locate, evaluate and interpret career information			●	○
C:A1.2	learn about the variety of traditional and nontraditional occupations	●	○	○	○
C:A1.3	develop an awareness of personal abilities, skills, interests and motivations	●	○	○	○
C:A1.4	learn how to interact and work cooperatively in teams		●	○	○
C:A1.5	learn how to make decisions		●	○	○
C:A1.6	learn how to set goals		●	○	○
C:A1.7	understand the importance of planning			●	○
C:A1.8	pursue and develop competency in areas of interest			●	○
C:A1.9	develop hobbies and vocational interests	●	○	○	○
C:A1.10	balance between work and leisure time		●	○	○

Competency C:A2	Develop Employment Readiness				
		K-2	3-5	6-8	9-12
C:A2.1	acquire employability skills such as working on a team and problem-solving and organizational skills			●	○
C:A2.2	apply job readiness skills to seek employment opportunities				●
C:A2.3	demonstrate knowledge about the changing workplace				●
C:A2.4	learn about the rights and responsibilities of employers and employees				●
C:A2.5	learn to respect individual uniqueness in the workplace				●
C:A2.6	learn how to write a resume				●
C:A2.7	develop a positive attitude toward work and learning	●	○	○	○
C:A2.8	understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace			●	○
C:A2.9	utilize time- and task-management skills	●	○	○	○

Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

Competency C:B1	Acquire Career Information				
		K-2	3-5	6-8	9-12
C:B1.1	apply decision-making skills to career planning, course selection and career transition			●	○
C:B1.2	identify personal skills, interests and abilities and relate them to current career choice	●	○	○	○
C:B1.3	demonstrate knowledge of the career-planning process			●	○
C:B1.4	know the various ways in which occupations can be classified		●	○	○
C:B1.5	use research and information resources to obtain career information			●	○
C:B1.6	learn to use the Internet to access career-planning information			●	○
C:B1.7	describe traditional and nontraditional career choices and how they relate to career choice		●	○	○
C:B1.8	understand how changing economic and societal needs influence employment trends and future training			●	○
Competency C:B2	Identify Career Goals				
		K-2	3-5	6-8	9-12
C:B2.1	demonstrate awareness of the education and training needed to achieve career goals	●	○	○	○
C:B2.2	assess and modify their educational plan to support career				●
C:B2.3	use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience			●	○
C:B2.4	select course work that is related to career interests			●	○
C:B2.5	maintain a career-planning portfolio			●	○

Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.

Competency C:C1	Acquire Knowledge to Achieve Career Goals				
		K-2	**3-5**	**6-8**	**9-12**
C:C1.1	understand the relationship between educational achievement and career success	●	○	○	○
C:C1.2	explain how work can help to achieve personal success and satisfaction		●	○	○
C:C1.3	identify personal preferences and interests influencing career choice and success			●	○
C:C1.4	understand that the changing workplace requires lifelong learning and acquiring new skills			●	○
C:C1.5	describe the effect of work on lifestyle			●	○
C:C1.6	understand the importance of equity and access in career choice		●	○	○
C:C1.7	understand that work is an important and satisfying means of personal expression	●	○	○	○
Competency C:C2	Apply Skills to Achieve Career Goals				
		K-2	**3-5**	**6-8**	**9-12**
C:C2.1	demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals		●	○	○
C:C2.2	learn how to use conflict management skills with peers and adults	●	○	○	○
C:C2.3	learn to work cooperatively with others as a team member		●	○	○
C:C2.4	apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences			●	○

PERSONAL/SOCIAL DEVELOPMENT DOMAIN

Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

Competency PS:A1	Acquire Self-Knowledge				
		K-2	**3-5**	**6-8**	**9-12**
PS:A1.1	develop positive attitudes toward self as a unique and worthy person	●	○	○	○
PS:A1.2	identify values, attitudes and beliefs	●	○	○	○
PS:A1.3	learn the goal-setting process		●	○	○
PS:A1.4	understand change is a part of growth	●	○	○	○
PS:A1.5	identify and express feelings	●	○	○	○
PS:A1.6	distinguish between appropriate and inappropriate behavior	●	○	○	○
PS:A1.7	recognize personal boundaries, rights and privacy needs	●	○	○	○

Competency PS:A1	Acquire Self-Knowledge (Continued)				
PS:A1.8	understand the need for self-control and how to practice it	●	○	○	○
PS:A1.9	demonstrate cooperative behavior in groups		●	○	○
PS:A1.10	identify personal strengths and assets		●	○	○
PS:A1.11	identify and discuss changing personal and social roles		●	○	○
PS:A1.12	identify and recognize changing family roles	●	○	○	○
Competency PS:A2	Acquire Interpersonal Skills				
		K-2	3-5	6-8	9-12
PS:A2.1	recognize that everyone has rights and responsibilities	●	○	○	○
PS:A2.2	respect alternative points of view		●	○	○
PS:A2.3	recognize, accept, respect and appreciate individual differences	●	○	○	○
PS:A2.4	recognize, accept and appreciate ethnic and cultural diversity	●	○	○	○
PS:A2.5	recognize and respect differences in various family configurations	●	○	○	○
PS:A2.6	use effective communication skills	●	○	○	○
PS:A2.7	know that communication involves speaking, listening and nonverbal behavior	●	○	○	○
PS:A2.8	learn how to make and keep friends	●	○	○	○

Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

Competency PS:B1	Self-Knowledge Application				
		K-2	3-5	6-8	9-12
PS:B1.1	use a decision-making and problem-solving model		●	○	○
PS:B1.2	understand consequences of decisions and choices	●	○	○	○
PS:B1.3	identify alternative solutions to a problem	●	○	○	○
PS:B1.4	develop effective coping skills for dealing with problems	●	○	○	○
PS:B1.5	demonstrate when, where and how to seek help for solving problems and making decisions	●	○	○	○
PS:B1.6	know how to apply conflict-resolution skills	●	○	○	○
PS:B1.7	demonstrate a respect and appreciation for individual and cultural differences	●	○	○	○
PS:B1.8	know when peer pressure is influencing a decision	●	○	○	○
PS:B1.9	identify long- and short-term goals			●	○
PS:B1.10	identify alternative ways of achieving goals			●	○
PS:B1.11	use persistence and perseverance in acquiring knowledge and skills		●	○	○
PS:B1.12	develop an action plan to set and achieve realistic goals			●	○

Standard C: Students will understand safety and survival skills.

Competency PS:C1	Acquire Personal Safety Skills				
		K-2	**3-5**	**6-8**	**9-12**
PS:C1.1	demonstrate knowledge of personal information (telephone number, home address, emergency contact)	●	○	○	○
PS:C1.2	learn about the relationship between rules, laws, safety and the protection of rights of the individual	●	○	○	○
PS:C1.3	learn about the differences between appropriate and inappropriate physical contact	●	○	○	○
PS:C1.4	demonstrate the ability to set boundaries, rights and personal privacy		●	○	○
PS:C1.5	differentiate between situations requiring peer support and situations requiring adult professional help		●	○	○
PS:C1.6	identify resource people in the school and community, and know how to seek their help	●	○	○	○
PS:C1.7	apply effective problem-solving and decision-making skills to make safe and healthy choices	●	○	○	○
PS:C1.8	learn about the emotional and physical dangers of substance use and abuse	●	○	○	○
PS:C1.9	learn how to cope with peer pressure		●	○	○
PS:C1.10	learn techniques for managing stress and conflict	●	○	○	○
PS:C1.11	learn coping skills for managing life events			●	○

MINIMUM REQUIREMENTS FOR SCHOOL COUNSELING AND GUIDANCE PROGRAMS IN ALABAMA

School counselors function in a manner consistent with the educational philosophy and mission of the school system and the school. As a member of the educational team, each counselor has special responsibilities for helping all students meet their needs. School counselors provide a comprehensive counseling and guidance program for students; consult and collaborate with teachers, parents, and staff to enhance their effectiveness in helping students; and follow the Minimum Requirements for Comprehensive School Counseling and Guidance Programs in Alabama.

Organizational Framework, Activities, and Time

1. Every school system and school must implement a comprehensive counseling and guidance program that:

   a. Ensures that each counselor develops and follows a planned calendar of activities;

   b. Ensures that 100 percent of each counselor's time is spent in providing guidance services through the four program delivery components: School Guidance Curriculum, Individual Student Planning, Responsive Services, and System Support; and

   c. Ensures that each counselor participates annually in a planned professional development program designed to strengthen identified needs of the counseling and guidance program and/or the counselor as well as to foster ethical standards.

2. Every school system and school must provide for performance-based evaluation of counselors. The elements of this evaluation must conform to the duties and responsibilities of the counselor as stated in the *Comprehensive Counseling and Guidance State Model for Alabama Public Schools* (the State Plan), Bulletin 2003, No. 89.

3. Every school system and school should make provisions for new counselors to attend the Alabama Department of Education Counselor Academy as well as encourage experienced counselors to attend this professional development opportunity.

4. Every school system and school must establish a counseling and guidance advisory committee to assist in the development and implementation of the comprehensive counseling and guidance program.

Competencies

5. Every school system and school must implement a comprehensive counseling and guidance program that ensures that every student has the opportunity to achieve the minimum competencies at each appropriate grade level.

Structural Components

6. All schools must provide counseling and guidance services performed by certified school counselors for all students in Grades K-12 at a ratio designated by the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) for the type of school.

7. Every school system and school must implement a comprehensive counseling and guidance program and ensure that a person is appointed at the system level to coordinate and monitor the delivery of counseling and guidance services to all students.

School Guidance Curriculum

8. Every school system and school must implement a comprehensive counseling and guidance program that:

   a. Ensures that each counselor engages in counseling with students in small groups to influence responsible student behavior and enhance student academic achievement; and

   b. Ensures that each counselor implements a planned sequential program of large- group guidance activities designed to teach students the competencies identified in the three domains of Academic Development, Career Development, and Personal/Social Development in a fashion that enhances the instructional program and focuses on increasing student achievement.

   c. Lee County school counselors are required to conduct small group sessions as well as address individual needs of students. Data indicates that small group counseling is a more effective means of serving students, and it decreases the number of individual sessions needed. Counselors can conduct 2-3 small groups (20-40 minutes in duration within a 4 to 6 week- period) when the need is evident and/or when students have been referred.

Individual Student Planning

9. Every school system and school must implement a comprehensive counseling and guidance program that:

   a. Ensures that each counselor engages in counseling with students in individual settings that facilitate responsible student behavior and enhance student academic achievement;

   b. Ensures that each Grades 8-12 counselor guides students in the development and annual revision of a high school four-year educational plan and requires students to maintain an educational/career planning portfolio of study based on legislative and other graduation requirements. (The selection of the high school four-year educational plan shall be approved in writing by the parents or guardians and become part of the educational/career planning portfolio.);

   c. Ensures that each counselor demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information; and

   d. Ensures that each counselor provides equal access and appropriate placement for all students by utilizing test data and other available information that identifies interests, achievement levels, and aptitudes.

Responsive Services

10. Every counselor must assist in the early identification of students at risk of school failure and must facilitate in the delivery of preventive and intervention services.

11. Every counselor must consult with students, parents, teachers, community agencies, and others (nurses, attendance officers, school psychologists, school social workers) regarding strategies to help students achieve personal and academic advancement.

System Support

12. Every school system and school must implement a comprehensive counseling and guidance program that:

    a. Ensures that each counselor organizes and manages the counseling and guidance program to provide equal access and the most effective delivery of services to students, staff, parents, and the community;

    b. Conducts systematic evaluations and follow-up studies to determine the need for program revision;

    c. Promotes awareness of the program components to students, staff, and the community; and

    d. Ensures that each counselor coordinates guidance services with all aspects of the school program in conjunction with other school staff and community resources.

Resources

13. Every school system and school must provide facilities that are easily accessible and allow for the implementation of a comprehensive counseling and guidance program. Minimum facility requirements for delivery of counseling and guidance services include facilities that:

    a. Provide private office(s) properly equipped with locked files for counseling records,

    b. Provide private telephone line(s) for confidential telephone conversations,

    c. Are adequate in size for conducting small-group counseling and classroom- guidance activities, and

    d. Ensure adequate space for reception areas and for organizing and displaying guidance materials.

14. Every school system and school must provide resource materials that are relevant to the program, appropriate for the community, and of sufficient quantity to be used.

ACCOUNTABILITY

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/principal management agreement is one of the single most important documentation outcomes that includes students, staff, parents, and the counselor's own professional development. The counselor completes the agreement at the beginning of the year and revisits the agreement during the second term of the school year for revisions if needed. Assignments are made by each counselor specifying the results and plan of operation for which she/he will be accountable. The counselor specifies how the students will access him/her: alpha assignments, domain specialization, grade level, random, counselor of the day, etc. Each assignment has a separate area where the counselor identifies the percentage of his/her time that he/she will spend providing services within the four delivery components. The principal, or his/her designee, is active in the negotiation of the agreement. Each counselor sends a copy of the agreement to the district counseling coordinator. The district guidance and counseling supervisor audits the agreements to assure compliance.

Master Calendars

Each school's guidance and counseling department must have 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. Calendars should be posted on the school's website via the counselor's webpage for parents and students to view.

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 iNow (Chalkable/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. School counselors must be proficient in the collection, analysis, and interpretation of student achievement and related data. Student progress is monitored through three types of data: student-achievement data, achievement-related data, and standards- and competency-related data.

Student-achievement data measures academic progress. Data includes:
- Standardized test data
- Grade point averages
- Scholastic Aptitude Test (SAT) and American College Testing (ACT) Program scores
- Graduation rate
- Grade level (at or above) in reading, math, and other content areas
- Successful completion of all courses
- Promotion and retention rates
- Completion of specific academic programs (academic honors, Tech/Prep)

Eufaula City Schools' counselors are responsible for keeping a record of potential at-risk students (PST/RTI). A number of 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
- Extracurricular participation rate
- Homework completion rates

Standards- and competency-related data measures student mastery of the competencies delineated in the comprehensive counseling and guidance program. Data includes:
- Percentage of students having a four-year plan on file
- Percentage of students participating in job shadowing
- Percentage of students setting and attaining academic goals
- Percentage of students applying conflict resolution skills

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 counselors in Eufaula City Schools have input into the school's Continuous Improvement Plan (CIP) 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 Eufaula City Schools' counselors are expected to periodically (at least annually) audit their 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

Beginning with the 2017-2018 school year, the *Educator Effectiveness* program will be used to evaluate the Eufaula City Schools counselors. The local principals are responsible for conducting the counselor evaluations; however, the district coordinator can assist them with the process.

Eufaula City Schools
333 State Docks Road
Eufaula, AL 36027

Building Our Future on a Tradition of Excellence

Grade/Transcript Change Form

Date: _____

Student Name: _____

Student ID#: _____

Grade: _____   Change is for School Year: _____

Course #: _____

Course Name: _____

Please change: **Old Grade**: _____   **New Grade**: _____

Reason for the change:

_____

_____

_____

Teacher Name (Print): _____

Date: _____

Teacher's Signature: _____

Counselor Signature: _____

Principal Signature: _____

Eufaula City Schools Comprehensive Counseling and Guidance Plan Revised 12/4//2017

EUFAULA CITY SCHOOLS
STUDENT SAFETY PLAN SUICIDE
PROTOCOL

REQUEST FOR ASSISTANCE

- Once a student has expressed harm to self and/or others ideation, the **counselor** will be notified immediately.
- If the counselor is not available, the **nurse** will be contacted to complete the Student Safety Plan Protocol.
- The counselor/nurse notifies the Principal/Principal's Designee **IMMEDIATELY**. If the Principal is not available, it is the Principal's Designee's responsibility to notify the Principal.
- All school campus administrators will be trained to complete the *Student Safety Plan Protocol* in the event that the counselor/nurse is unavailable. District social workers/personnel will be contacted **ONLY** if no one is available at the school to complete an assessment or if additional assistance is needed.
- All emergencies that require 911 assistance should be called in immediately to the Central Office – Assistant Superintendent at *334-687-1100*. *Any serious injuries should be reported to your school nurse as soon as possible.*

PARENTAL NOTIFICATION

Note: *The counselor/nurse/principal/principal's designee will remain with the student until the parent/guardian arrives.*
1. The counselor/nurse/principal/principal's designee will contact and meet with the parent/guardian immediately. The purpose of the emergency conference is to discuss the student's immediate psychological and safety needs, including supervision. Topics to be discussed should include:
   a. current status of student.
   b. student's exact reference to harm self and/or others.
   c. importance of parental role in providing supervision.
   d. steps to be taken to supervise the student (to ensure safety): line-of-sight supervision, removing all means of harm (e.g. removal of weapons, pills, knives, belts, shoe strings etc.) from the student's access, importance of continuous observation, etc.
   e. assist the student/family in seeking medical/mental health services as needed.
2. If the counselor/nurse/principal's designee cannot reach a parent/guardian by phone, they will call the emergency contacts that were provided by the parent/guardian. If the parent/guardian is unable to be located, the counselor/nurse/principal/principal's designee will call the Student Resource Officer Bradley *[706-573-8462]* (non-emergency police o r S h e r i f f department) for assistance with locating parent/guardian.
3. If the student is taken to the hospital, the counselor/nurse/principal/principal's designee will accompany the child. Once the parent/guardian arrives, the counselor/nurse/principal/principal's designee may choose to remain   but is no longer required.
4. Counselor/Nurse/Principal/Principal's Designee will ONLY provide the parent/guardian with a copy of the *Student Safety Notice* and the *Notice of Emergency Conference Form*. The parent/guardian will be advised that the student needs be evaluated/assessed by a medical doctor/mental health professional before returning to school to ensure that he/she is no longer at risk of harming self or others.
5. If a student does not live with his/her legal guardian, the primary caregiver and/or adult in the household must also be contacted, notified of the student's status and asked to assist the student in seeking medical/mental health assistance.

6. The parent/guardian will be asked to sign the **Student Safety Notice** and the **Notice of Emergency Conference Form**. The parent/guardian will also be asked to indicate whether they will seek medical/mental health assistance for their child. This form acknowledges that the parent/guardian has been notified of his/her child's behaviors and the recommendations for treatment options. The form will be kept in a confidential file separate from the student's cumulative folder.

7. If the parent/guardian agrees to seek medical/mental health assistance, the counselor/nurse/principal/principal's designee will assist parent/guardian with making an appointment BEFORE the student and parent/guardian leave the school campus. In addition, student and parent/guardian will be notified that the student must participate in a mandatory readmit conference upon return to school.

8. If a student expresses thoughts of harm to self and/or others, and cannot be located in class or on campus, the counselor/nurse/principal/principal's designee will immediately be notified, and will make every effort to locate the student. The principal/available administrator and parent/guardian will, also, be notified immediately.

9. All phone calls/conferences/attempts to notify are to be documented on the **Student Safety Plan Disposition Form**.

10. When the student returns to school, the counselor/nurse/principal/principal's designee will conduct a mandatory readmit conference with the student and parent/guardian. At that time, appropriate clearance documentation (i.e., discharge form, doctor's note, mental health clearance form, etc.) will be collected from the parent/guardian. A copy of this documentation should be attached to the school's copy of the *Student Safety Plan Protocol* and be sent to Central Office, Guidance and Counseling Supervisor, Attention: _**[Mrs. Michele Eller]**_, in an envelope marked "**CONFIDENTIAL**".

ASSESSMENT

1. The student will be informed that their thoughts cannot be treated as confidential **AND** will be shared with student's parent/guardian and selected authorities.

2. Counselor/nurse/principal/principal's designee will complete the **Student Safety Plan Assessment Interview Form.**

3. The **Notice of Emergency Conference Form** and the **Student Safety Notice** will be completed and reviewed with the student and the parent/guardian. Provide the parent/guardian with a copy of both of these forms.

4. A copy of the **Student Safety Plan Assessment Interview Form** can be sent directly to the mental health provider, if requested. _**However, please do NOT give this assessment interview form to the parent/guardian.**_

FOLLOW-UP

1. The counselor/nurse/principal/principal's designee will send a copy of the completed packet (including clearance documentation) to Central Office, Guidance and Counseling Supervisor, Attention: _**[Mrs. Michele Eller]**_ in an envelope marked "**CONFIDENTIAL**".

2. During the **mandatory** readmit conference with the parent/guardian, the counselor/nurse/principal/principal's designee needs to obtain a copy of the release/discharge paperwork/medical clearance document showing that the student has been assessed by a medical/mental health provider.

3. If a designee, rather than the counselor, meets with the student and parent/guardian in the mandatory readmit conference, the counselor will conduct a follow-up conference with the student as soon as the counselor returns to campus.

4. The counselor will continue to monitor the student once a week for four weeks and as needed through contact with student/teacher and/or observation.

SUICIDE PREVENTION

Suicidal Warning Signs

- Gives away personal items
- Is very moody
- Family problems
- Physical/sexual abuse
- Loss of energy
- Peer rejection
- Drug abuse
- Neglect of appearance
- Sudden change (in anything)
- Asks legal questions about death
- Talks of life after death
- Ends a relationship
- Death of friend/family member

Major Warning Signs

- Previous suicide attempt
- Current talk of suicide or making a plan
- Strong wish to die, preoccupation with death
- Recent suicide attempt by a friend/family member
- Impulsiveness and taking unnecessary risks

Ways to Respond:

DO

- Listen (not lecture). Listening will decrease the probability of going through with suicide.
  - Assess suicide potential. Ask specific questions.
  - Do you have a plan?
  - Are the means available?
  - Have you attempted suicide in the past? How? What happened?
- How do you see yourself in the future? (shows hope)
- Be supportive. Let student know you care and help can be sought.
- Talk openly and honestly about any statements the student has made.

DON'T

- Ignore the problem (it won't just "go away")
- Keep the information secret. Verbal threats and plans are signals for help.
- Believe that if suicide is talked of, the threat won't be carried out. Suicide is very often talked about before it is committed.
- Be judgmental.
- Laugh it off.

STUDENT SAFETY PLAN
EMERGENCY REFERRAL FORM (COUNSELOR/NURSE/BUILDING ADMINISTRATOR)

GENERAL INFORMATION	
Student Name:	Birthdate:
School Name:	Grade:
Referring Person:	Title/Position:
Referral Date:	Referral Time:

NATURE OF REFERRAL

☐ Verbal threat of intent to harm self and/or others

☐ Written threat of intent to harm self and/or others

☐ Graphic (drawing)/Pictorial of intent to harm self and/or others

COMMENTS

OTHER WARNING SIGNS (Check ALL that APPLY)

☐ Gives away personal items	☐ Neglect of appearance
☐ Is very moody	☐ Sudden change (in anything)
☐ Family problems	☐ Asks legal questions about death
☐ Physical/sexual abuse	☐ Poor grades
☐ Loss of energy	☐ Talks of life after death
☐ Peer rejection	☐ Ends a relationship
☐ Drug use/abuse	☐ Death of friend/family member

ACKNOWLEDGEMENT OF RECEIPT

Referral Received By:	Date Received:	Time Received:

STUDENT SAFETY NOTICE

STUDENT NAME

PERSONAL RESOURCES

If I am having thoughts of harming myself and/or others, I will get assistance from a trusted adult(s).

Please provide names and phone numbers for two adults you trust:

Name of Trusted Adult:	Phone Number:
Name of Trusted Adult:	Phone Number:

AGENCY RESOURCES

AGENCIES THAT PROVIDE ASSISTANCE:

Agency Name:	Agency Telephone Number:
SpectraCare	**1-800-951-HELP (4357)**
Laurel Oaks	**1-866-320-3613**
Beacon's Children Hospital	**1-334-335-5040**
National Suicide Prevention Lifeline	**1-800-273-TALK (8255)**
Eufaula-Barbour Medical Center	**1-334-688-7000**

SIGNATURES OF AGREEMENT

I acknowledge that I have received the names and phone numbers of professional organizations that can be reached 24 hours a day.

Student Signature (Grades 6 – 12)	Date:	Time:
Parent/Guardian Signature:	Date:	Time:
Counselor/Nurse/Principal Designee Signature:	Date:	Time:

DOCUMENTATION OF REFUSAL TO SIGN SAFETY PLAN AGREEMENT (If applicable)

☐ Student refused to sign Student Safety Notice (Grades 6 – 12)

☐ Parent refused to sign and/or allow student to sign Student Safety Notice

STUDENT SAFETY PLAN DISPOSITION FORM

GENERAL INFORMATION		
Student Name:	**Date:**	**Time:**
School Name:	**Referred By:**	
Parent/Guardian Name:	**Home Phone Number:**	**Cell Phone Number:**
Counselor/Nurse/Principal's Designee:		
State the nature of the student's threat to harm self and/or others:		

DISPOSITION OF SERVICES

Check all of the procedures used in this crisis situation:

☐ Police/Sheriff contacted (as needed – in case of dire emergency)

☐ Teacher/Counselor/Administrator was with the student at all times (i.e. line-of-sight supervision)

☐ **Student is not to be sent to the office or left alone**

☐ Student was interviewed privately **(Student Safety Plan Assessment Interview Form)**

☐ Student signs **Student Safety Notice** (Grades 6 – 12)

☐ Principal, Counselor, and other appropriate school/district personnel were contacted and consulted as needed

☐ Attempts to contact parent/guardian by telephone was (circle one) successful/unsuccessful

☐ Request made for parent/guardian to come to school to participate in Emergency Conference

☐ Home visit conducted to notify parent/guardian

☐ Contacted non-emergency law enforcement agency for parental/guardian notification

☐ Parent/guardian advised that their child exhibits at risk personal behavior

☐ Parent/guardian signs and is given a copy of the **Notice of Emergency Conference Form & Student Safety Notice**

☐ Professional therapy for student advised

☐ Referral made to outside agency or hospital – Agency/hospital name Click here to enter text.

☐ **Student Safety Plan Assessment Interview Form** sent to outside agency or hospital

☐ Agency alerted to expect arrival of parent/guardian and student

☐ Follow-up call was made to agency/hospital to verify arrival of parent/guardian and student to facility

☐ Follow-up call was made to parent/guardian to determine disposition of services provided
   Date of call/Outcome Click here to enter text.

☐ Date **mandatory** re-admit conference held Click here to enter text.

☐ Copy of entire **STUDENT SAFETY PLAN PROTOCOL Package** sent to Central Office (Guidance & Counseling Supervisor)
Attention: **[Mrs. Michele Eller]**   Date sent: Click here to enter text.

☐ Other Click here to enter text.

DOCUMENTATION: An effort was made to contact the parent/guardian by phone at the following times:		
Date:	*Time:*	*Results: (Please check one)*
		☐ *No answer* ☐ *Left message* ☐ *Contacted Parent/Guardian*
		☐ *No answer* ☐ *Left message* ☐ *Contacted Parent/Guardian*
		☐ *No answer* ☐ *Left message* ☐ *Contacted Parent/Guardian*

_____   _____
Counselor/Nurse/Principal's Signature   Date

STUDENT SAFETY PLAN
NOTICE OF EMERGENCY CONFERENCE

I,_____, the parent/guardian of_____,
attended a conference with school personnel on (date)_____. I have been notified that
based on the available information, my child appears to pose the risk of harm to self and/or others.

I have been further advised that I should seek medical/mental health consultation immediately from community
agencies. I understand that the school district is not responsible for the provision of these services, but is alerting
me to this emergency just as they would inform me of any other health issue. School personnel have clarified the
school district's response and role. I have been told that the school will follow-up with my child after the mandatory
re-admit conference to support his/her transition back to the classroom. I have been given an opportunity to ask
questions regarding my child's needs and the types of support/resources available for my child from community
agencies.

_____   _____   _____
            Parent/Guardian   Counselor/Nurse/Principal's Designee   Date

_____ Parent/Guardian refused to sign (check if applicable)

DOCUMENTATION OF PARENT/GUARDIAN CONTACT:

An effort was made to contact the parent/emergency contact by phone at the following times:

Date:	Time:	Results: (Please check one)		
		☐ No answer	☐ Left message	☐ Contacted Parent/Guardian
		☐ No answer	☐ Left message	☐ Contacted Parent/Guardian
		☐ No answer	☐ Left message	☐ Contacted Parent/Guardian

The emergency conference could not be conducted because parent/guardian could not be reached OR
refused to come get his/her student. The student was not allowed to leave or go home <u>unescorted</u> and the
following action was taken:

(Check the appropriate option)

☐ Conducted home visit to notify parent/guardian

☐ Contacted law-enforcement agency _____

☐ Contacted emergency services (e.g. mental health, hospital,
        paramedics)

STUDENT SAFETY PLAN
ASSESSMENT
Interview Form

Student Name:	First	Last	Date:
School:			Time:
Grade:		Date of Birth:	Age:

Introduce yourself, your role, and reason for meeting with the student

"I'm <u><NAME></u> and I was asked to talk with you because things might not be going well for you. I was told <u><SUMMARIZE REASON FOR REFERRAL>.</u>"

- *Would you tell me in your own way what is going on or what happened?*

- *Have you had any thoughts of hurting yourself or anyone else?*

- *If so, do you have a specific plan, means, opportunity, and lethality of plan?*