

Comprehensive Counseling and Guidance Program



GULF SHORES
ELEMENTARY SCHOOL

**Dr. Rachael McDaniel, Principal
Lyle Cooper, School Counselor
Jennifer Knight, School Counselor**

**Counseling and Guidance Program
Gulf Shores Elementary School**

Introduction

The Gulf Shores Elementary School Counseling and Guidance Program is an integral part of the total educational process in the school and is accessible to all students. The counseling and guidance program consists of activities that address and meet students' various educational and developmental needs. Each activity implemented as a part of the school counseling and guidance program is developed as a result of an analysis of student needs, desired achievement goals, and related data.

The Gulf Shores Elementary Comprehensive Counseling and Guidance Plan provides information regarding program design, coordination, implementation, management, and evaluation with the goal of ensuring student success in three broad domains: Academic, Career, and Personal/Social Development.

The plan is based on the following three premises:

1. The school counseling and guidance program is based on specific student knowledge and skill content.
2. The school counseling and guidance program is an outcome-based program.
3. The school counseling and guidance program is developmental and comprehensive in scope and sequence.

Introduction

The *Comprehensive Counseling and Guidance Plan* for Gulf Shores Elementary presents a sound basis for the development of an effective counseling and guidance program. The focus of the counseling and guidance plan is to address students' needs in the areas of academic, career, and personal/social development.

The Gulf Shores Elementary counseling and guidance program is developed in accordance with the Minimum Requirements for School Counseling and Guidance Programs in Alabama. This plan provides the foundation upon which students, parents/guardians, educators, and the local community build partnerships for collaboration in providing a productive counseling and guidance program that prepares all students to function successfully as citizens

The Gulf Shores Elementary *Comprehensive Counseling Program* prepares our students for a bright future. If our students are to achieve success as adults, they must not only be prepared through their academic endeavors in our school, but must also be prepared to achieve success in their career pursuits and personal goals.

Lyle Cooper (3rd-5th)
Jennifer Knight (PK-2)
School Counselors

MEMBERS of the Gulf Shores Elementary Guidance Advisory Committee

Dr. Rachael McDaniel
Principal

Sonya Price
Assistant Principals

Lyle Cooper
Jennifer Knight
Counselors

Guidance Advisory

Teacher	Angie Austin
Teacher	Dana Craig
Parent	Daphne Goodman
Parent	Tanner Howard
Community Agency	Susana Lax
Community Agency	Amelia Fletcher
Administration	Dr. McDaniel
Administration	Sonya Price

Counseling and Guidance Program Gulf Shores Elementary School

Mission Statement

The mission of Gulf Shores Elementary School's comprehensive school counseling and guidance program is to effectively provide a motivating, safe, and trusting environment which empowers **all** students to become life-long emotional, social, academic, and career-oriented citizens.

Statement of Philosophy

We strive to accomplish this mission by providing a variety of planned purposeful and sequential counseling and guidance activities that promote growth in the domains of personal/social, academic, and career development to all grade levels via whole group lessons as well as small group lessons.

The Gulf Shores Elementary School counseling and guidance program is data-driven by student needs and provides outcome-based accountability measures that align the program with the Gulf Shores City School System overall core values, which is the following:

1. Promoting rigorous, comprehensive, and relevant curriculum that prepares students to become productive citizens and lifelong learners.
2. Developing self-reliance by incorporating the student's physical, mental, emotional and social well-being into the teaching/learning environment.
3. Fostering inclusive, engaging members of society, and encouraging critical and creative thinking.
4. Recruiting and emboldening the best and the brightest faculty and staff and rewarding innovation and collaboration.
5. Instilling a sense of pride in our schools by engaging the Gulf Shores community in the educational experience.

Gulf Shores Elementary School Program Goals

The program goals of Gulf Shores Elementary School facilitate student development in three domains; Academic Development, Career Development, and Personal/Social Development which follow *The ASCA National Model: A Framework for School Counseling Programs*.

ASCA National Standards for Students*

Academic Development

- Standard A. Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.
- Standard B. Students will complete school with academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
- Standard C. Students will understand the relationship of academics to the world of work and to life at home and in the community.

Career Development

- 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.
- Standard B. Students will employ strategies to achieve future career goals with success and satisfaction.
- Standard C. Students will understand the relationship between personal qualities, education, training and the world of work.

Personal/Social Development

- Standard A. Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.
- Standard B. Students will make decisions, set goals, and take necessary action to achieve goals.
- Standard C. Students will understand safety and survival skills.

*Reprinted with permission from American School Counselor Association. (2003). *The ASCA National Model: A Framework for School Counseling Programs*. Alexandria, Va.: Author.

Program Benefits of the Gulf Shores Elementary Counseling and Guidance Program

All stakeholders share the benefits of this plan. The Gulf Shores Elementary School counseling and guidance programs have a positive impact on students, parents/guardians, teachers, administrators, boards of education, school counselors, counselor educators, and the community.

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
- Provides a proactive school guidance curriculum that addresses student needs and enhances school climate

Benefits for Boards of Education

- Provides data that support the implementation of a standards-based school counseling and guidance program
- Ensures equity and access to a quality school counseling and guidance program for every student

- Articulates appropriate credentials and staffing ratios
- Informs the community about school counseling and guidance program success
- Provides data about improved student achievement

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 STAGES program

Benefits for the Gulf Shores Community

- 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

Gulf Shores Elementary Program Delivery Components

The *Gulf Shores Elementary School Counseling and Guidance Program* is a comprehensive program that ensures that every student has opportunities to acquire competencies in the three domains of Academic Development, Career Development, and Personal/Social Development. The program consists of four program delivery components: School Guidance Curriculum, Individual Student Planning, Responsive Services, and System Support.

A. School Guidance Curriculum

The Gulf Shores Elementary School Guidance Curriculum includes structured experiences presented systematically through classroom and group activities from pre-school through sixth grade, with an emphasis on decision-making; self-understanding; study skills; and career exploration.

The School Guidance Curriculum provides age appropriate lessons for the aforementioned domains as outlined in the Alabama State Model.

The research-based curriculums, *Second Step, Too Good For Drugs, and Too Good for Violence* are used in large group guidance activities to address competencies in the academic and Personal/Social domains for grades K-6. *Safer, Smarter Kids* curriculum is utilized in teaching safe touch to students in K-5 as mandated by Erin's Law.

The career domain is taught via interviews and lessons developed by the counselors.

B. Individual Student Planning

This component of the comprehensive Gulf Shores Elementary School Counseling and Guidance Program includes counseling activities that provide every student with an opportunity to plan, monitor, and manage their academic, career, and personal/social development. Individual Student Planning emphasizes test interpretation, while academic counseling includes career exploration. Individual Student Planning includes:

- **Individual or Small-Group Appraisal:** The counselor assists students/parents/teachers with test interpretation for student assessments such as ability, achievement, and aptitude tests.

The counselors work collaboratively with students and parents to assist students in planning, monitoring, and managing their personal and career development. The counselors present guidance lessons on career awareness. Video presentations discussing various careers are shown once monthly during lunch and are called Career Café. A career center is housed in the school library. The center is equipped with an abundance of information to assist with career exploration. Resources provided include interactive computer programs, job-related materials, books, and a variety of other multi-media resources about careers.

C. Responsive Services

Responsive Services include counseling or referral activities to meet the immediate needs and concerns of students. Responsive Services include personal counseling, problem solving, agency referral, and consultation. Services with Responsive Services include:

- **Consultation:** The school counselors serve as student advocates by consulting with students, parents/guardians, educators, private counselors/psychologists/psychiatrists, school nurse, and community agencies regarding strategies to help assist students and families.
- **Personal Counseling:** The counselors provide individual and small-group counseling services for students experiencing difficulties dealing with personal issues as well as developmentally appropriate tasks.
- **Crisis Counseling:** The counselors provide counseling and support services to students and families facing emotional crises. Crisis counseling is usually temporary, with the counselor making appropriate referrals when deemed necessary.
- **Referrals:** The counselor uses referral sources to enhance the services provided through the school counseling and guidance program. These referral sources may include but are not restricted to:
 - Alta Pointe
 - Department of Human Resources
 - Care House

D. System Support

System Support includes indirect guidance management activities that maintain and enhance the total school counseling and guidance program. It includes program, staff, and school support activities and services. Responsibilities in this component include professional development, support teams, test interpretation, data analysis, and curriculum development. System Support within this component includes:

- **Professional Development:** The counselors participate in regular school in-service training, professional workshops, and conferences, and have completed master's degrees in school counseling in an attempt to update professional knowledge and skills.
- **In-service:** The counselors attend system and school in-service training to ensure that counseling skills are updated in the areas of curriculum development, technology, and data analysis. The counselors also present in-service training to the Gulf Shores Elementary faculty and staff concerning anti-harassment procedures, state assessment coordination, suicide prevention, physical, sexual abuse, and neglect, mandatory reporting laws, and other relevant topics.
- **Consultation, Collaboration, and Teaming:** The counselors provide important contributions to the school by consulting, partnering, collaborating, and teaming through the following areas:

- Public Relations
- Community Outreach
- Consultation with Staff
- Curriculum Development
- Counseling and Guidance Advisory Committee
- Program Management and Operations
- Research and Evaluation
- Fair-Share Responsibilities

FOUR COMPONENTS OF GULF SHORES ELEMENTARY SCHOOL'S COMPREHENSIVE AND GUIDANCE PROGRAM			
SCHOOL GUIDANCE CURRICULUM	INDIVIDUAL STUDENT PLANNING	RESPONSIVE SERVICES	SYSTEM SUPPORT
Provides guidance content in a systematic way to all students in Grades K-5	Assists students in planning, monitoring, and managing their personal and career planning	Addresses the immediate concerns of students	Includes program, staff, and school support activities and services
Purpose	Purpose	Purpose	Purpose
Student awareness, skill development, and application of skills needed in everyday life	Student educational and occupational planning, decision making, and goal setting	Prevention and intervention	Program delivery and support
Resources:	Resources:	Resources:	Resources:
<ul style="list-style-type: none"> ● <i>Second Step curriculum</i> ● <i>Too Good for Drugs curriculum</i> ● <i>District K-12 Comprehensive Counseling and Guidance Curriculum</i> ● <i>Too Good for Violence</i> ● <i>Lauren's Kid's Safe Touch</i> 	<ul style="list-style-type: none"> ● STAR 	Referrals for the following services of programs: <ul style="list-style-type: none"> ● RTI ● Section 504 ● Homebound Services ● ESL Program ● Suicide Prevention ● Alta Pointe ● DHR Abuse and Neglect ● School Nurses ● All Kids Insurance ● REAP Program ● Drug Ed. Council ● Jennifer C. Moore Foundation ● Christian Services ● Gulf Shores Jr. Women ● St. Andrew by the Sea 	<ul style="list-style-type: none"> ● Alabama Counselor Academy ● Annual ALCA Conf. ● Counselor Materials ● And Resource needs Survey

		<ul style="list-style-type: none"> • Feeding the Gulf Coast • G.S.U.M.C. • Ecumenical Society 	
Counselor Role	Counselor Role	Counselor Role	Counselor Role
Structured groups Consultation Guidance curriculum implementation	Assessment Planning Placement	Individual counseling Small-group counseling Consultation Referral	Program development and management Consultation Coordination

Note: These lists represent examples and are not exhaustive.

Gulf Shores Elementary School Program Structural Components

Gulf Shores Elementary School Counseling and Guidance Advisory Committee

Gulf Shores Elementary School has established a Counseling and Guidance Advisory Committee to advise and assist with the development and implementation of the comprehensive counseling and guidance program. The committee helps identify student needs and provides program support. The School Counseling and Guidance Advisory Committee assists with the development and implementation of the comprehensive counseling and guidance program. Committee members include the following: student, parent teacher, special education teacher, administrator, counselors, and community resource person. The committee meets two or more times per school year.

Gulf Shores Elementary School Counseling and Guidance Department Organization

At the beginning of the school year, the counselors meet with the principal regarding the counseling and guidance program. Specific duties and responsibilities are assigned and an annual calendar of counselor activities is developed. The counselors and principal discuss program planning, implementation, design, and evaluation.

Gulf Shores Elementary provides preK-5 counseling and guidance services from two certified school counselors. The counselors serve approximately 1035 students.

Gulf Shores City School System Coordinators' Role

The Gulf Shores City Schools counseling and guidance coordinator provides necessary support for program development, implementation, and evaluation of procedures that enhance the effectiveness of the school's comprehensive counseling and guidance program. She serves as a facilitator, leader, supporter, and advisor. The coordinator provides leadership to ensure the credibility of the comprehensive counseling and guidance program for faculty, staff, and the Gulf Shores Community.

Gulf Shores Elementary School Principals' Role

The school principal is ultimately responsible for the success of all instructional programs, including the school counseling and guidance programs. She understands the role of the school counselor and provides the necessary support for the counselors to fulfill that role. Such support includes the provision of adequate facilities, materials, and clerical staff to all the counselors to use specialized training in an effective manner. The principal provides input into program development and encourages and supports participation of all school personnel in the implementation of the counseling and guidance program.

Gulf Shores Elementary School Counselor's Role

The counselors assume the leadership role for managing and implementing the comprehensive counseling and guidance program in the school. The counselors are responsible for the systematic delivery and evaluation of structured developmental counseling and guidance service to all students. The 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. The 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. The counselors coordinate various activities within the school that are related to student welfare, such as Red Ribbon Week Activities, Career Week, Suicide Prevention, and Child Abuse Prevention Month. The counselors make appropriate referrals, placements, and follow-ups as needed.

The Gulf Shores Elementary School counselors assist PreK-5 students in their efforts to learn the skills and attitudes required for school success. The school counselors emphasize decision-making skills and early exploration of career and educational goals. The counselors also place strong emphasis on helping students develop self-awareness, self-esteem, and good interpersonal relationships.

Gulf Shores Elementary Teacher's Role

Teachers play a vital role in the planning and implementation of a comprehensive school counseling and guidance program at Gulf Shores Elementary. Through appropriate communication and referrals, 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.

Gulf Shores Elementary School Guidance Resources

The school counselors at Gulf Shores Elementary are professionally certified with masters' degrees in school counseling. The counselors serve approximately 1035 students. Resource

materials provided for the Gulf Shores Elementary School guidance program include a research-based curriculum, audio-visual materials/equipment, materials for career planning and development as well as information regarding community resources. Classroom teachers complete the Guidance Needs Assessment at the beginning of the school year. The results of the needs assessment are compiled and the counselors use the input to assist in planning the guidance program for the school year. Both counselors are equipped with a Mac Book laptop and Ipads to use in the counseling program. The counselors have been provided the necessary equipment and materials to implement the comprehensive guidance plan.

Gulf Shores Elementary School Grade-Cluster Standards, Competencies, and Indicators-Guidance Curriculum Scope and Sequence

The following competencies for Gulf Shores Elementary School at each grade-cluster level (K-2), (3-5) are linked directly to the nine national standards as presented in *The ASCA National Model: A Framework for School Counseling Programs, The Comprehensive Counseling and Guidance State Model for Alabama Public Schools*. Bulletin 2003, No. 89.

The counselor has determined 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 are outcome-based and linked to the appropriate indicators.

The following chart is a tool used to assist the counselor 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 in which the competency indicator may be expanded or reinforced.

*Guidance Curriculum Scope and Sequence Chart**

ACADEMIC DEVELOPMENT DOMAIN		K-2	3-5	6
Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.				
I N D I C A	Competency A:A1 Improve Academic Self-Concept			
	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			
	A:A2.1 apply time-management and task-management skills			
	A:A2.2 demonstrate how effort and persistence positively affect learning		●	○

T O R S	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				
	A:A3.1	take responsibility for their actions	●	○	○
	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		●	○

**Adapted with permission from American School Counselor Association. (2003). The ASCA National Model: A Framework for School Counseling Programs. Alexandria, Va.: Author.*

Guidance Curriculum Scope and Sequence Chart (Continued)

ACADEMIC DEVELOPMENT DOMAIN		K-2	3-5	6
Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.				
I N D I C A T O R S	Competency A:B1 Improve Learning			
	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			
	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.			
I N D I C A T O R S	Competency A:C1 Relate School to Life Experience			
	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		●	○

Guidance Curriculum Scope and Sequence Chart (Continued)

CAREER DEVELOPMENT DOMAIN		K-2	3-5	6
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 Develop Career Awareness				
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 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				
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	●	○	○

INDICATORS

Guidance Curriculum Scope and Sequence Chart (Continued)

CAREER DEVELOPMENT DOMAIN		K-2	3-5	6
STANDARD B: Students will employ strategies to achieve future career goals with success and satisfaction.				
Competency C:B1 Acquire Career Information				
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				
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				
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	●	○	○

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Guidance Curriculum Scope and Sequence Chart (Continued)

CAREER DEVELOPMENT DOMAIN		K-2	3-5	6
I N D I C A T O R S	Competency C:C2 Apply Skills to Achieve Career Goals			
	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		K-2	3-5	
STANDARD A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.				
I N D I C A T O R S	Competency PS:A1 Acquire Self-Knowledge			
	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	●	○	○
	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			
	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 communications skills	●	○	○
PS:A2.7 know that communication involves speaking, listening and nonverbal behavior	●	○	○	
PS:A2.8 learn how to make and keep friends	●	○	○	

Guidance Curriculum Scope and Sequence Chart (Continued)

PERSONAL/SOCIAL DEVELOPMENT DOMAIN		K-2	3-5	6
STANDARD B: Students will make decisions, set goals and take necessary action to achieve goals.				
Competency PS:B1 Self-knowledge Application				
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				
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			○

INDICATORS

INDICATORS

Minimum Requirements for The Gulf Shores Elementary School Counseling and Guidance Programs

The school counselors functions in a manner consistent with the educational philosophy and mission of Gulf Shores Elementary School. As a member of the educational team, each counselor has special responsibilities for helping all students meet their needs. The 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. The counselor has implemented a comprehensive counseling and guidance program that:
 - a. 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
 - 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. The school provides 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. The school has provided the opportunity for the counselor to attend the Alabama Counseling Association Conference yearly.
4. The school has established a counseling and guidance advisory committee to assist in the development and implementation of the comprehensive counseling and guidance program.

Competencies

5. The school has implemented 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. The school provides counseling and guidance services performed by certified school counselors for all students in Grades K-5 at a ratio 2:1035.
7. The school has implemented a comprehensive counseling and guidance program and the counselor monitors the delivery of the counseling and guidance services to all students.

School Guidance Curriculum

8. The school has implemented 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.

Individual Student Planning

9. The school has implemented 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 counselor demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information; and
 - c. 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 useful.

Comprehensive Counseling and Guidance Program Components



GULF SHORES
ELEMENTARY SCHOOL

- **Guidance Curriculum**
- **Individual Student Planning**
 - **Responsive Services**
 - **System Support**

School Guidance Curriculum

The Gulf Shores Elementary guidance curriculum includes structured experiences presented systematically through classroom and group activities from kindergarten through fifth grade. The curriculum emphasizes decision-making; self-understanding; study skills; and career exploration, preparation, and planning. Each of these emphasis is tied to one of the six pillars of character; respect, responsibility, trustworthiness, caring, fairness, and citizenship. Examples of the Gulf Shores Elementary school guidance curriculum include the following;

Classroom Guidance Activities: The counselor facilitates the delivery of guidance curriculum activities. These activities may be conducted in the classroom or the library. Skills to improve learning and help achieve school success are taught along with personal safety, drug education, and career awareness.

Group Activities: The counselor conducts small-group counseling sessions outside the classroom to respond to students' identified interests or needs. Small-group counseling may be either immediate-response or long-term counseling. Students are identified and referred for small group counseling by the teacher, administration, or parent. Anger management, conflict resolution, grief, divorce, study skills, self esteem, are just some of the topics addressed.

Interdisciplinary Curriculum Development: The counselor participates and serves on the Problem Solving Team and the Building Leadership Team. Working with these teams allows for the development and refining of the guidance curriculum in the content areas. Through collaboration, we develop classroom units that integrate subject matter with the school guidance curriculum. The counselor in turn assists the teachers in the delivery of classroom units that lead to acquisition of competencies in developmentally appropriate ways.

Parent Workshops and Instruction: The counselor conducts workshops and information sessions for parents or guardians to address the needs of the school community and to reflect the school counseling and guidance curriculum. One such workshop involved the training of parents and guardians regarding the impact of attendance on academic progress.

Individual Student Planning

Individual student planning includes counseling activities that provide every student with an opportunity to plan, monitor, and manage their academic, career, and personal/social development. Examples of individual student planning at Gulf Shores Elementary include;

Individual or Small-Group Appraisal: The counselor helps students assess and interpret individual abilities, interests, skills, and achievements through goal setting. Students develop specific individual goals. Students are provided individual goal setting sheets to record goals and actual achievement.

Individual or Small-Group Advisement: The counselor assists fifth grade level students with acquiring self-appraisal skills; personal and social development skills; educational skills, and career information through the development of a career portfolio. This information assists students in planning for personal, academic, and career aspirations. This counselor recognizes the critical need to enlist teachers and parents or guardians in helping students make academic and career choices.

Placement and Follow-Up: The counselor advises students in making transitions by providing information and by assisting in the access of resources. Students who transition from private or parochial schools or home school settings often require assistance in making a smooth transition.

Making sure that each child's individual needs are met requires the use of many resources and requires a team effort. Often the nurse, the ELL teacher, the social worker, the attendance officer, the special education liaison, the speech therapist, the bus driver, and even the physical education teacher are involved in assisting with placements, transitions, and follow-ups.

Responsive Services

Responsive services include counseling or referral activities that meet the immediate needs and concerns of the students at Gulf Shores Elementary. Responsive services include personal counseling, crisis counseling, problem solving, agency referral, and consultation.

Consultation: The school counselor serves as a student advocate by consulting with students, parents or guardians, educators, and community agencies regarding strategies to help the students and families.

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. Students are referred for personal counseling through self-referrals, parent referrals, teacher and administrative referrals.

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: We have leadership organizations at Gulf Shores Elementary that assist peers. They are the Gulf Shores Elementary Student Peer Helpers. This program provides mentors to assist students in making transitions, setting goals, working toward academic individual goals, and participating in leadership activities such as Red Ribbon Week.

Referrals: Counselors use referral sources to enhance the services provided through the school counseling and guidance program. These referral sources include:

- Mental Health Agencies / Alta Pointe
- Domestic Violence Shelter / Care House
- Child Abuse / The Child Advocacy Center
- Juvenile Services / Baldwin County Youth Services
- Social Services /The Baldwin County Department of Human Resources

System Support

System support includes indirect guidance management activities that maintain and enhance the total counseling and guidance program at Gulf Shores Elementary. 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.

Professional Development: The counselor is regularly involved in updating professional knowledge and skills. Professional Development opportunities are sought out and attended on a regular basis. It is the counselor's responsibility to disseminate information following each training session. Through participating in regular school in-service training and through attending professional meetings, the counselor is able to collaborate with teachers in the development of the entire academic program at Gulf Shores Elementary.

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 Counselor at Gulf Shores Elementary provides in-service instruction in school guidance curriculum and areas of special concern to the school and community through orientations for teachers and workshops for parents. The counselor has attended training. These trainings have provided support for the existing program at Gulf Shores Elementary,

Consultation, Collaboration, and Teaming: The counselor offers important contributions to the school system by consulting, partnering, collaborating, and teaming. The counselor at Gulf Shores Elementary consults with the Problem Solving Team which concerns itself with student achievement, academic progress, and social development. PST serves as an advisory committee with the addition of teachers, special education teachers, reading teachers, and the reading coach.

Public Relations: The counselor at Gulf Shores Elementary designs activities to orient the staff and community about the comprehensive school counseling and guidance program. Also, she is able to keep the parents and community informed. Through the use of the school's parent bulletins, parents at Gulf Shores Elementary are kept well informed.

Community Outreach: The counselor at Gulf Shores communicates with local businesses and organizations. Through partnerships with local businesses, industries, and social service agencies Gulf Shores Elementary is able to offer student incentives for academic achievement, perfect attendance, outstanding character, and great leadership qualities. A yearly career expo is also conducted with the help of the local businesses in our community.

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. Through the identification of at risk students, homeless students, or students making a transition into the public school setting, we are able to meet their individual needs through collaboration and planning.

Curriculum Development Support: The counselor participates in the ongoing review and revision of academic curriculum materials as related to data analysis, student advocacy, and career/technical education planning. Recent data revealed that our children are having great difficulty with vocabulary that is not of their region. Vocabulary words and their meanings are being addressed in general education classrooms and with the ESL teachers.

Advisory Committees: The advisory committee at Gulf Shores Elementary has made the guidance and counseling program an integral part of the school improvement plan. Therefore the program is yearly evaluated and improvements made in order to better meet the needs of our students.

Program Management and Operations: The Gulf Shores Elementary advisory committee assists with the planning and management tasks that support activities conducted in the school counseling and guidance program.

Research and Evaluation: The counselor participates in the Educate Alabama Professional Development program. Each year an informal evaluation is distributed to all faculty members at the close of school. Surveys are also distributed for the PDP. Data analysis and follow-up studies are conducted that result in areas that should be addressed by professional development.

Fair-Share Responsibilities: Fair-share responsibilities at Gulf Shores Elementary include such tasks as car duty, facilitator for peer helpers, and other various activities or tasks as assigned by the principal.

Program Accountability Components

The Gulf Shores Elementary Comprehensive School counseling and guidance program is data driven. Data is 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. This is accomplished through program evaluations and student results evaluations that access the comprehensive counseling and guidance program. The monitoring of student progress and program progress includes an evaluation of the counselor and collection of data that support and link the school counseling and guidance program to students' academic success.

MONITORING STUDENT PROGRESS

Data analysis allows school counselors, administrators, faculty, and advisory committee members to create a current picture of students and the school environment. Careful analysis of the current situation allows discussion and planning to focus on student needs and the counselor's role in addressing those needs.

Student Data

Using student, school site, and system data to monitor student progress ensures that every student receives the necessary support to be successful in school. In order for this to occur, school counselors must be proficient in the collection, analysis, and interpretation of student achievement and related data. Monitoring student progress is part of the school counselor's responsibility as indicated on page 7 of this document in the section, "Individual Student Planning." To achieve this goal, school counselors monitor student progress through three types of data: student-achievement data, achievement-related data, and standards- and competency-related data.

Student-achievement data measure academic progress.

- Standardized test data
- Grade level (at or above) in reading, math, and other content areas
- Promotion and retention rates

Achievement-related data include:

- Suspension and expulsion rates
- Attendance rates

Standards- and competency-related data include:

- Percentage of students applying academic development skills
- Percentage of students applying conflict resolution skills (bullying)
- Percentage of students applying career exploration skills

Disaggregated Data

Counselor-initiated activities are designed to meet the needs of at risk students. The school counselors examine student academic achievement data and develop outcome-based interventions designed to help students succeed. The school counselors examine ASPIRE results by variables to determine if there are groups of students who may not be performing as well as others.

- Ethnicity
- Gender
- Socioeconomic status
- Language spoken at home
- Special education
- Grade level

Data Over Time

The counselors collect immediate, intermediate, and long-range data to gain a true picture of the impact of the school counseling and guidance program. Immediate data collected includes post student tests of guidance activities. Intermediate and long term data collected include examinations of the school Student Incident Report (SIR) and reports obtained from progress monitoring and state assessments.

IMPLEMENTATION OF THE GULF SHORES ELEMENTARY SCHOOL COMPREHENSIVE COUNSELING AND GUIDANCE PROGRAM

A review of the Gulf Shores City and the Alabama state plans for the comprehensive counseling and guidance program was conducted in the development of the Gulf Shores Elementary School comprehensive plan.

A Counseling and Guidance Advisory Committee has been established to plan for the counseling and guidance program of Gulf Shores Elementary School. The committee members who are consulted in the planning and development of the comprehensive counseling program include the following: counselors, school administrator, regular education teacher, special education teachers, parent, student, and community leader.

The principal, counseling and guidance advisory committee, and faculty provide input for planning the comprehensive program. The strengths of the counseling program are in the areas of responsive services, guidance curriculum, conducting research useful to the guidance and counseling program, and professionalism of the counselors.

The counselors conduct a guidance needs assessment with classroom teachers at the beginning of the school year to determine the topics to be targeted for the school year. Input from the Counseling and Guidance Advisory Committee is considered in the prioritizing of guidance needs. A list of monthly topics to be addressed in guidance lessons for the school year is made available to the faculty and counseling and guidance advisory committee members.

The counselors consult and plan at the beginning of the school year with the school principal in the development of the annual counseling calendar, duties and activities of the counselor, the counseling and guidance program goals, and the comprehensive counseling and guidance plan. The counselor provides the principal with monthly reports concerning counselor activities. The monthly report includes number of activities, time used, and percentage of time in each of the following areas: guidance curriculum, individual student planning, responsive services, and system support.

Data is collected in the guidance domains of academic development, and personal/social development. Student post tests are given for grades K-6. The data is compiled and the results are provided to the principal and faculty counseling for review and future program planning.

Counselor's Role in Safe and Drug Free Activities

The Gulf Shores Elementary school counselors are the leader in the school's educational efforts in the areas of safety and drug education.

- The counselor will cover the topic of personal safety at each grade level, in a guidance lesson on the topic and reviewing the safety precautions often in subsequent lessons.
- The counselor will cover the topic of drug education and healthy choices at each grade level in a guidance lesson on the topic and reviewing the affects of healthy/poor choices often in subsequent lessons.
- The counselor will coordinate Red Ribbon Week activities.
- The counselor will coordinate the selection of the Superintendent's Award honoree and work with the winner to provide a school wide drug education project
- The counselor will provide knowledgeable guest speakers to enhance Red Ribbon Week activities throughout the year
 - Presenter from the DeBakey Drug Bus
 - Gulf Shores Police Department
 - Altapointe Health Systems
- The counselor will provide visual reminders throughout the school regarding drug education issues during Red Ribbon Week
- The counselor will stay current to provide accurate drug information as appropriate

Red Ribbon Week:

Red Ribbon Week is the last week of October and is a nationwide week that focuses on drug education and making healthy choices. It was begun in 1986 by a group of friends of a U.S. Drug Agent, Kiki Camerano, who was abducted and killed by drug dealers. To preserve Agent Camerano's work of protecting the country from drug infestation, Red Ribbon Week serves to keep a national focus on drug education, abuse prevention, and promoting good health.

Gulf Shores Elementary School counselor will perform the following for Red Ribbon Week:

- Serve as chair of the Red Ribbon Week Committee
- Obtain needed materials and coordinate school wide distribution
- Communicate to school and home the observance of Red Ribbon Week
- Teach lessons on Drug Education, Awareness, and Healthy Choices to each class, K-5.
- Coordinate Superintendent's Leadership Award nomination and activities
- Offer drug education materials to parents/guardians

Red Ribbon Week Activities

Monday, Are You Red-y to be Drug Free

- Wear Red and sign the class Drug Free Pledge card
- Fire department presentation

Tuesday, I'm Too Happy to Do Drugs

- Wear your happiest/bright colors
- Students will write uplifting messages with chalk
- Altapointe therapist will discuss positive mental health

Wednesday, Save the Day from Drugs

- Dress like a super hero
- GSPD presentation

Thursday, Team Up Against Drugs

- Wear your favorite team shirt or jersey

Friday, Save the Day from Drugs

- Dress like a real life hero
- Hero parade

Mobile Infirmary Drug Education Bus will be at our school the week before Red Ribbon Week to present information to our 5th grade students.

Individual Student Planning for Grades K-5

Individual Student Planning includes counseling activities to assist all students to plan, monitor, and manage their own academic achievement as well as their personal development. Individual student planning emphasizes informal counseling and academic counseling.

Areas Addressed:

Academic: Acquisition of study skills, time, and task management skills, awareness of educational opportunities, and utilization of test data.

Career: Knowledge of career opportunities, knowledge of career/technical training for individual career interests, and how academic performance and effort relates to the world of work.

Personal/Social: Development of healthy self-concept, development of appropriate social behavior in the school environment.

Counselor's Role: Facilitating positive change in school performance, assessment interpretation, advising, and planning.