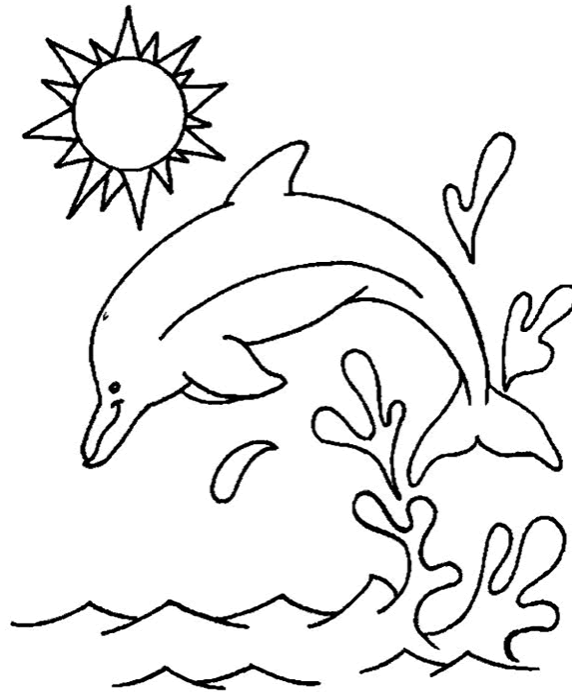


# **Comprehensive Counseling and Guidance Program**

**2020-2021**



## **Gulf Shores Middle School**

**Kyle McCartney, Principal**  
**Kimberly Earley, Assistant Principal**  
**Wendy McIntosh Holmes, School Counselor**

# **Counseling and Guidance Program Gulf Shores Middle School**

## **Introduction**

The Gulf Shores Middle 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 Middle 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.

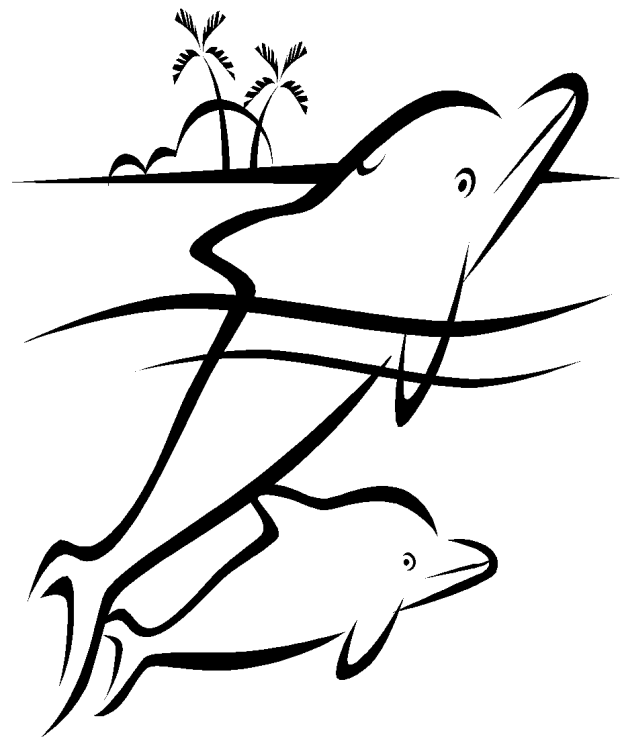
# Introduction

The *Comprehensive Counseling and Guidance Plan for Gulf Shores Middle School* 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 Middle School 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

I feel the Gulf Shores Middle School *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.

Wendy McIntosh Holmes  
School Counselor



# **Counseling and Guidance Program Gulf Shores Middle School**

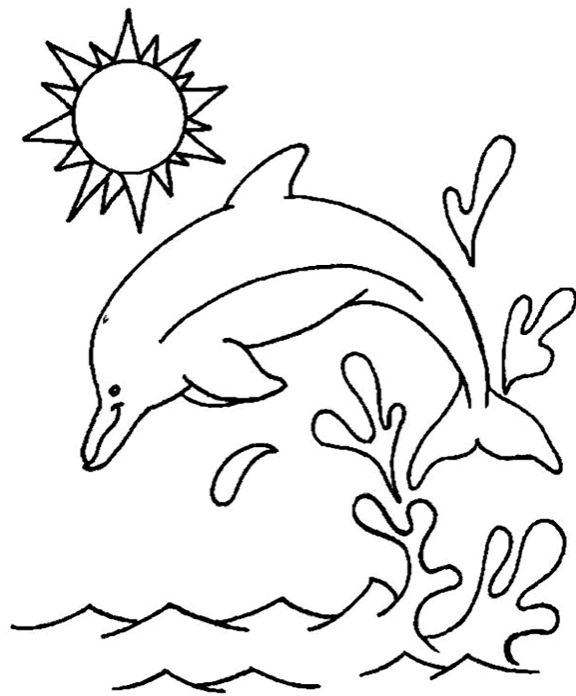
## **Mission Statement**

The mission of Gulf Shores Middle 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.

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.

The Gulf Shores Middle 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 academic mission, which is to prepare life-long learners who are responsible, productive, caring citizens.

# **Comprehensive Counseling and Guidance Program Benefits**



**Gulf Shores Middle School**

# **Program Benefits of the Gulf Shores Middle Counseling and Guidance Program**

All stakeholders share the benefits of this plan. The Gulf Shores Middle 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
- Uses data for implementation of the professional monitoring program.
- 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

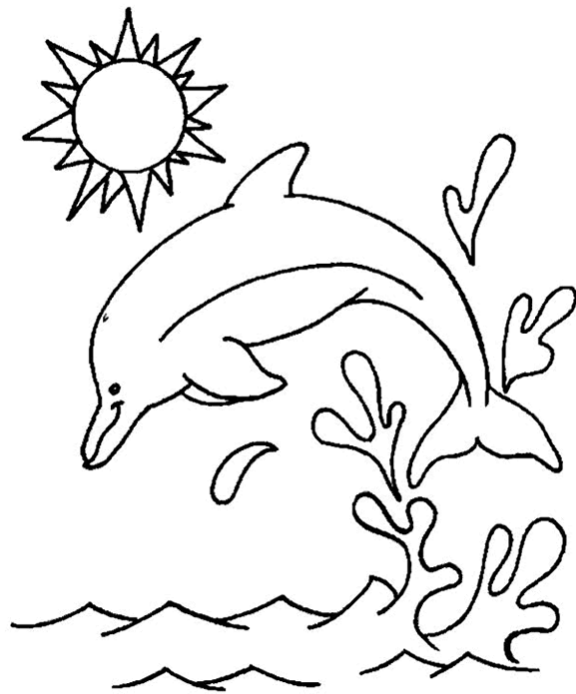
### **Benefits for School Counselors**

- 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

# **Comprehensive Counseling and Guidance Program Delivery Components**





# Gulf Shores Middle School

## Gulf Shores Middle Program Delivery Components

The *Gulf Shores Middle 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 Middle School Guidance Curriculum includes structured experiences presented systematically through classroom and group activities from seventh through eighth grade, with an emphasis on decision-making; self-understanding; study skills; and career exploration, preparation and planning.

The School Guidance Curriculum provides age appropriate lessons for the aforementioned domains as outlined in the Alabama State Model. The counselors draw from the Gulf Shores City Schools Curriculum guide for classroom guidance activities that address competencies in the three domains.

The research-based abstinence program provided by the Women's Care Medical Center is used in large group guidance activities to address competencies in the Personal/Social domains for grades 7 and 8. The program for the 7<sup>th</sup> Grade is *UR Unique* and the 8<sup>th</sup> Grade program is *Socially Unacceptable Behavior*.

The Gulf Shores City Schools Curriculum guide provides lessons used for the domains of Academic Development and Career Development. The curriculum guide contains counselor-generated activities developed by Gulf Shores City Schools school counselors from professional resource materials, workshop/conference presentations, the Career Center, and the Media Center.

Topics for the Gulf Shores Middle School Guidance Curriculum activities within this component include:

- Self-Concept
- Communication Skills
- Substance Abuse Prevention Program
- Personal Safety
- Peer Relationships
- Study Skills
- Choice Making Skills
- Career Awareness and Exploration
- Career Portfolio
- Four Year Planning

## **B. Individual Student Planning**

This component of the comprehensive Gulf Shores Middle 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/technical education and career planning. Individual Student Planning includes:

- **Individual or Small-Group Appraisal:** The counselor assists 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.

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. Career information is housed in the school library and online using the Kuder Planning System. It 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 multimedia resources about careers. Students also have twenty-four-hour access to the Kuder Career Planning System resources online.

## **C. Responsive Services**

Responsive Services include counseling or referral activities to meet the immediate needs and concerns of students. Responsive Services include personal counseling, crisis 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 social worker, 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. Personal counseling assists students in identifying problems, causes, alternatives and consequences leading to informed decision making.
- **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 Mental Health
  - Department of Human Resources
  - Duke Talent Search
  - Junior Women's Club Clothes Closet

#### **D. System Support**

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

- **Professional Development:** The 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. The school counselor is also a Licensed Practicing Counselor and Licensed Bachelor of Social Work in the State of Alabama requiring extensive professional development to keep both licenses current.
- **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 attend countywide in-service training sessions that are conducted two times during the school year to keep the counselors abreast of new information involving such issues as youth trends, Alabama Department of Education issues, career software, resources and guidelines. Other topics include grief and loss (death), substance abuse, sexual abuse/neglect, sexual assault or harassment, adolescent depression, stress, body image, and parenting. The counselor also presents in-service training to the Gulf

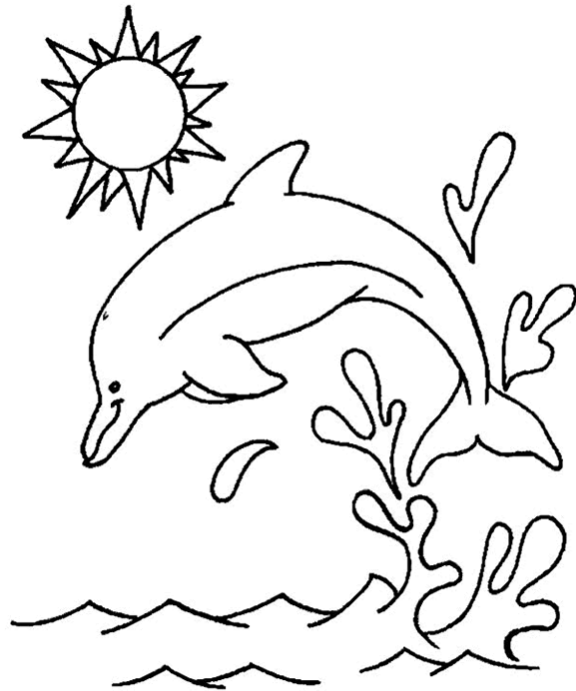
Shores Middle faculty concerning anti-bullying procedures, anti-harassment procedures, state assessment coordination, suicide prevention, physical, sexual abuse, and neglect, mandatory reporting laws, and other relevant topics.

- **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
  - Gulf Shores City Schools Counseling and Guidance Advisory Council
  - Program Management and Operations
  - Research and Evaluation
  - Fair-Share Responsibilities

<b>FOUR COMPONENTS OF GULF SHORES MIDDLE SCHOOL'S COMPREHENSIVE AND GUIDANCE PROGRAM</b>			
<b>SCHOOL GUIDANCE CURRICULUM</b>  Provides guidance content in a systematic way to all students in Grades 6-8	<b>INDIVIDUAL STUDENT PLANNING</b>  Assists students in planning, monitoring, and managing their personal and career planning	<b>RESPONSIVE SERVICES</b>  Addresses the immediate concerns of students	<b>SYSTEM SUPPORT</b>  Includes program, staff, and school support activities and services
<b>Purpose</b>  Student awareness, skill development, and application of skills needed in everyday life	<b>Purpose</b>  Student educational and occupational planning, decision making, and goal setting	<b>Purpose</b>  Prevention and intervention	<b>Purpose</b>  Program delivery and support

<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <i>District K-12 Comprehensive Counseling and Guidance Curriculum</i></li> <li>• <i>UR Unique Abstinence Curriculum</i></li> <li>• <i>Socially Unacceptable Behavior Program</i></li> <li>• <i>School-Wide Anti-Bullying Plan</i></li> <li>• <i>NetSmartz Program Online Safety</i></li> <li>• <i>Kuder Career Planning System</i></li> <li>• <i>Safer, Smarter Teens Personal Power Middle School Abuse Prevention Curriculum</i></li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• ACAP State Assessments</li> <li>• Student Career portfolio</li> <li>• Individual Four Year Educational Plan</li> <li>• Aptitude tests</li> <li>• Career Interest Inventories</li> <li>• Global Scholar</li> <li>• Compass Learning</li> <li>• I-Ready</li> </ul>	<p><b>Resources:</b></p> <p>Referrals for the following services of programs:</p> <ul style="list-style-type: none"> <li>• PST</li> <li>• Section 504</li> <li>• Homebound Services</li> <li>• ESL Program</li> <li>• Suicide Prevention</li> <li>• Alta Pointe</li> <li>• DHR Abuse and Neglect</li> <li>• School Nurses</li> <li>• School Social Workers</li> <li>• All Kids Insurance</li> <li>• Drug Ed. Council</li> <li>• WINGS</li> <li>• Jennifer C. Moore Foundation</li> <li>• Christian Services Center</li> <li>• Gulf Shores Jr. Women's Club Clothes Closet</li> <li>• St. Andrew by the Sea</li> <li>• G.S.U.M.C.</li> <li>• Ecumenical Society</li> <li>• Probation Officers</li> <li>• Drug Education Council</li> <li>• SOAR</li> <li>• Bay Pointe</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Alabama Counseling Association</li> <li>• Annual ALCA Conference</li> <li>• District Counseling In-services</li> <li>• Counselor Materials</li> <li>• Resource Needs Survey</li> <li>• Alabama School Counselors Association</li> <li>• Peer Helper Conference</li> <li>• Alabama Social Work Examiners Conference</li> <li>• Local District PD</li> <li>• National Board of Certified Teachers</li> </ul>
<p><u>Counselor Role</u> Structured groups Consultation Guidance curriculum implementation</p>	<p><u>Counselor Role</u> Assessment Planning Placement</p>	<p><u>Counselor Role</u> Individual counseling Small-group counseling Consultation Referral</p>	<p><u>Counselor Role</u> Program development and management Consultation Coordination</p>

# Comprehensive Counseling and Guidance Program Structural Components



# **Gulf Shores Middle School**

## **Gulf Shores Middle School Counseling and Guidance Advisory Committee 2020-2021**

School Counselor

Wendy McIntosh Holmes

School Librarian

Leticia Teal

6<sup>th</sup> Grade Teacher

Victoria Roberson

7 <sup>th</sup> /8 <sup>th</sup> Grade Teacher	Blossom Hinyub
School Nurse	Jill Morgan
Parent	Roger Reetz
Community Resource	Mary Wayne Gilmore
Gifted Teacher	Sherry Butler
Administrator	Kyle McCartney
Students	Peer Helper 2020-2021

## **Program Structural Components**

### **Gulf Shores Middle School Counseling and Guidance Advisory Committee**

Gulf Shores Middle 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 times per school year as a whole.

## **Gulf Shores Middle 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 Middle provides 6-8 counseling and guidance services from a licensed and certified school counselor. The counselor serves approximately 450 students.

## **Gulf Shores City School System Coordinators' Role**

The Gulf Shores City School System 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. In addition, the system coordinator establishes a System Counseling and Guidance Advisory Council. The counselor from Gulf Shores Middle has served on the council.

## **Gulf Shores Middle School Principals' Role**

The school principal is ultimately responsible for the success of all instructional programs, including the school counseling and guidance programs. He 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 Middle 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 Project Wisdom, Red Ribbon Week Activities, Career Week, Suicide Prevention, School-Wide Anti-Bullying Plan, and Child Abuse Prevention Month. The counselors make appropriate referrals, placements, and follow-ups as needed.

The Gulf Shores Middle School counselors assist 6th, 7th and 8th grade 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 Middle Teacher's Role**

Teachers play a vital role in the planning and implementation of a comprehensive school counseling and guidance program at Gulf Shores Middle. 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 Middle School Guidance Resources**

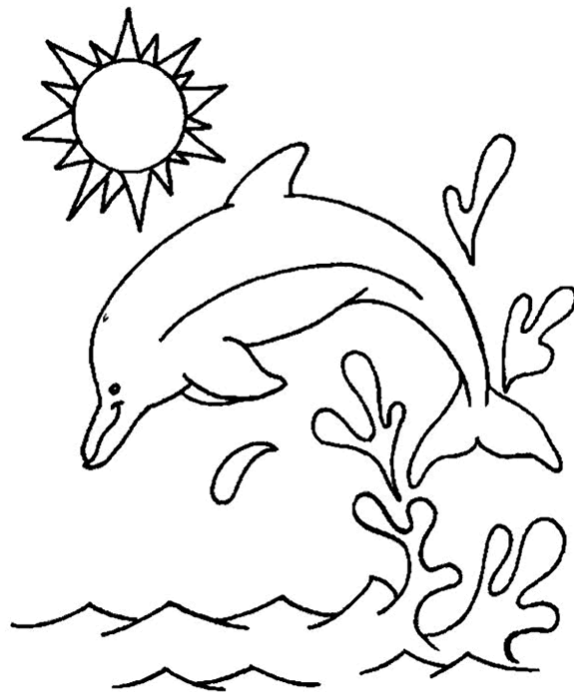
The school counselors at Gulf Shores Middle are professionally certified with masters' degrees in school counseling. In addition the counselor holds licenses in Alabama in both Counseling and Social Work. The counselors serve approximately 450 students. Resource materials provided for the Gulf Shores Middle 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 counselor uses the input to assist in planning the guidance program for the school year. The counselor is equipped with a Macbook laptop to use in the counseling program. The counselor has been provided the necessary equipment and materials to implement the comprehensive guidance plan.

### **Counselor Use of Time**

<b>Suggested Distribution of Total Counselor Time</b>	
	Middle School
School Guidance Curriculum	25—35
Individual Student Planning	15—25
Responsive Services	30—40
System Support	10—15
	100

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

# **Comprehensive Counseling and Guidance Program Goals for Students**



**Gulf Shores Middle School**  
**Gulf Shores Middle School**  
**Program Goals**

The program goals of Gulf Shores Middle 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.

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

The following competencies for Alabama students at each grade-cluster level (6-8) 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.

## *Guidance Curriculum Scope and Sequence Chart\**

ACADEMIC DEVELOPMENT DOMAIN			6-8
<b>Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.</b>			
<b>I N D I C A T O R S</b>	<b>Competency A:A1 Improve Academic Self-Concept</b>		
	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	●
	<b>Competency A:A2 Acquire Skills for Improving Learning</b>		
	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	●
	<b>Competency A:A3 Achieve School Success</b>		
	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			6-8
<b>Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.</b>			
<b>I N D I C A T O R S</b>	<b>Competency A:B1 Improve Learning</b>		
	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	○
	<b>Competency A:B2 Plan to Achieve Goals</b>		
	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	●	

<b>STANDARD C: Students will understand the relationship of academics to the world of work and to life at home and in the community.</b>			
	<b>Competency A:C1 Relate School to Life Experience</b>		
<b>I N D I C A T O R S</b>	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	○

\*Counselors for Grades 8-12 must guide students in the development and annual revision of a four-year educational/career plan and have students maintain a portfolio of study based on legislative and other graduation requirements. The selection of the educational/career plan must be approved in writing by the parents or guardians.

CAREER DEVELOPMENT DOMAIN			6-8
<b>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.</b>			
<b>I N D I C A T O R S</b>	<b>Competency C:A1 Develop Career Awareness</b>		
	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	○
	<b>Competency C:A2 Develop Employment Readiness</b>		
	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	○	

***Guidance Curriculum Scope and Sequence Chart (Continued)***



CAREER DEVELOPMENT DOMAIN			6-8
<b>STANDARD B: Students will employ strategies to achieve future career goals with success and satisfaction.</b>			
	<b>Competency C:B1</b>	<b>Acquire Career Information</b>	
<b>I N D I C A T O R S</b>	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	●
	<b>Competency C:B2</b>	<b>Identify Career Goals</b>	
	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	●
<b>STANDARD C: Students will understand the relationship between personal qualities, education, training and the world of work.</b>			
	<b>Competency C:C1</b>	<b>Acquire Knowledge to Achieve Career Goals</b>	
<b>I N D I C A T O R</b>	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	●

<b>S</b>	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	○

***Guidance Curriculum Scope and Sequence Chart (Continued)***

CAREER DEVELOPMENT DOMAIN			6-8
<b>I N D I C A T O R S</b>	<b>Competency C:C2      Apply Skills to Achieve Career Goals</b>		
	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	●
<b>PERSONAL/SOCIAL DEVELOPMENT DOMAIN</b>			<b>6-8</b>
<b>STANDARD A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.</b>			
<b>I N D I C A T O R S</b>	<b>Competency PS:A1      Acquire Self-Knowledge</b>		
	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	○
	<b>Competency PS:A2      Acquire Interpersonal Skills</b>		
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)***

<b>PERSONAL/SOCIAL DEVELOPMENT DOMAIN</b>	<b>6-8</b>
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<b>STANDARD B: Students will make decisions, set goals and take necessary action to achieve goals.</b>	
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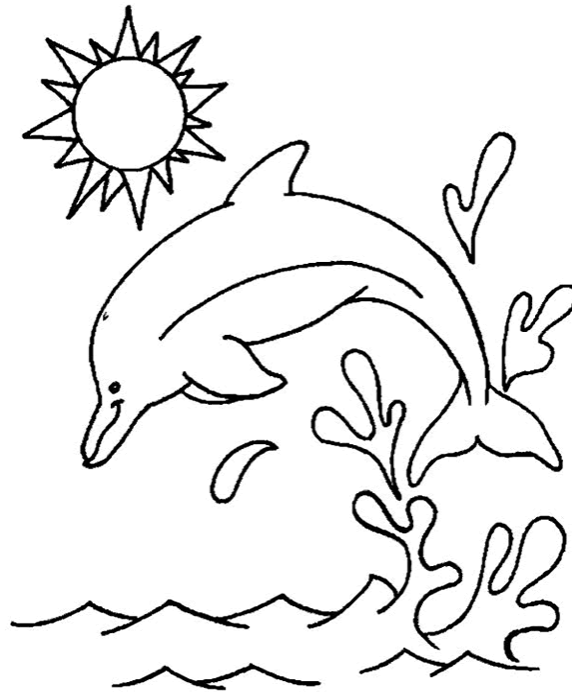
		<b>Competency PS:B1 Self-knowledge Application</b>	
<b>I N D I C A T O R S</b>	PS:B1.1	use a decision-making and problem-solving model	○
	PS:B1.2	understand consequences of decisions and choices	○
	PS:B1.3	identify alternative solutions to a problem	○
	PS:B1.4	develop effective coping skills for dealing 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	●

<b>STANDARD C: Students will understand safety and survival skills.</b>	
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		<b>Competency PS:C1 Acquire Personal Safety Skills</b>	
<b>I N D I C A T O R S</b>	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	●

# Comprehensive Counseling and Guidance Program Minimum Requirements



# **Gulf Shores Middle School**

## **Minimum Requirements for The Gulf Shores Middle School Counseling and Guidance Programs**

The school counselor functions in a manner consistent with the educational philosophy and mission of Gulf Shores Middle School. As a member of the educational team, the 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 Department of Education Counselor Academy as well as encouraged experienced counselors to attend other professional development opportunities.
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 6-8 at a ratio 1:450.
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 Grades 6-8 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. Gulf Shores Middle School counselor must assist in the early identification of students at risk of school failure and must facilitate in the delivery of preventive and interceptive services.
11. Gulf Shores Middle School 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**

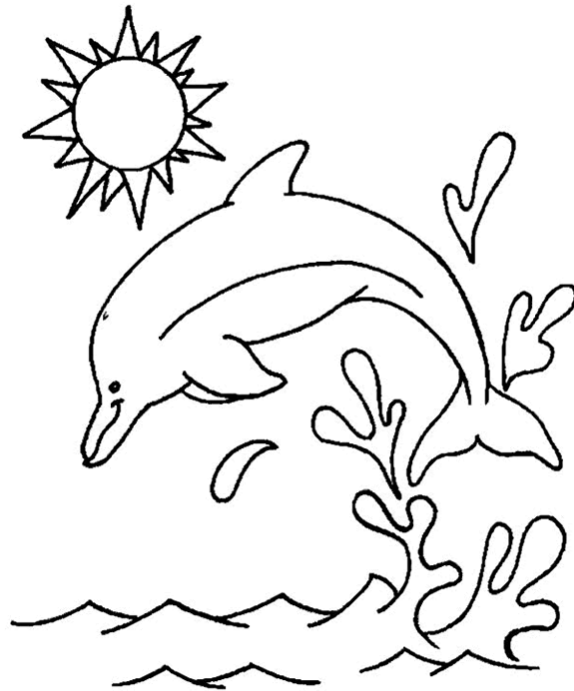
12. Gulf Shores Middle School has implemented a comprehensive counseling and guidance program that:
  - a. Ensures that each counselor organizes and manages the counseling and guidance program to provide equal access and the most effective delivery of services to students, staff, parents, and the community;
  - 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. Gulf Shores Middle School has provided 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  
Program Accountability Components**



# **Gulf Shores Middle School**

## **Program Accountability Components**

The Gulf Shores Middle 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. The monitoring of student progress and program progress in addition to performing personal evaluations requires the collection of data that support and link the school counseling and guidance program to students' academic success.

### **MONITORING STUDENT PROGRESS**

The counselor uses the data collected from pre- and post-tests, student, parent and faculty surveys, Women's Medical Center Surveys, the SIR, faculty needs assessment and the student achievement data listed below to determine what, if any change has occurred as a result of their efforts. 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. 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. Student achievement data include:

- I-Ready Diagnostic Testing
- STAR Testing Results
- ACAP State Testing Results
- Gifted Testing Results
- Special Education Testing Results
- Grade level averages (at or above) in reading, math, and other content areas
- Promotion and retention rates – Promotion Retention Report
- Graduation rate
- Successful Completion of all Courses – Promotion Retention Report

**Achievement-related data** measure those areas shown to be correlated to academic success. Achievement-related data include:

- Suspension and expulsion rates
- Attendance rates
- Alcohol, tobacco and other drug violations
- Parent or guardian involvement
- Participation in Extracurricular activities
- Homework completion rates

**Standards and competency-related data** measure student mastery of the competencies delineated in the comprehensive counseling and guidance program. These 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 ACT ASPIRE and Making Middle Grades Work results by variables to determine if there are groups of students who may not be performing as well as others. Examples of databases to be examined are:

- Ethnicity
- Gender
- Socioeconomic status
- Vocational program
- 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 state assessments, such as ACAP, I-Ready Diagnostic Testing and STAR Testing.

## **MONITORING PROGRAM PROGRESS**

### **Program Evaluations**

Evaluation of the comprehensive counseling and guidance program is a vital element in

determining the effectiveness of the Gulf Shores Middle School Counseling Program. The counseling and guidance program evaluation provides a means for enhancing and improving the program and demonstrating accountability. 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.

### **Process data**

Process data are collected through formal and informal surveys and observations. These data are important in that they indicate that an event took place, but do not provide evidence that any change occurred.

### **Perception data**

Perception data are collected through pre/post surveys, tests, or skill demonstration opportunities (role plays, evaluation forms).

### **Results data**

Results data show that the program has a positive impact on students' ability to utilize their knowledge, attitudes, and skills to effect behavior change and are used following the Anti-Bullying lessons. Post lesson Results Data is reviewed to determine the effectiveness of the Anti-Bullying program. Revisions are made as necessary.

### **Student Results Evaluations**

Gulf Shores Middle School reviews student results evaluations. The goal of results evaluations is to show change in student behavior and student learning. Student results data are collected for activities listed in the school counseling and guidance plan. The data indicate which activity worked and clarify what should be changed and the distribution of counselor time on a monthly basis.

Results evaluations and the results report serve as a tool for:

- Ensuring the program is carried out as planned
- Ensuring every student is served
- Ensuring developmentally appropriate materials are used
- Documenting the program's process, perception, and results
- Documenting the program's immediate, intermediate, and long-range impact
- Analyzing program effectiveness

- Sharing program successes
- Improving the program
- Advocating for systematic change in the school system

### **Program Audits**

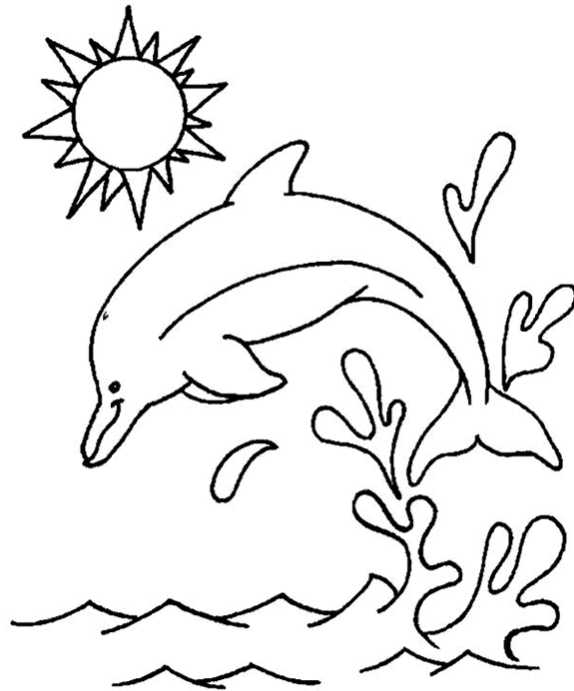
Gulf Shores Middle School surveys the teachers/faculty to assess the school counseling and guidance program's alignment with the needs of the student population. The basis of the survey is the *Comprehensive Counseling and Guidance State Model for Alabama Public Schools* and *The ASCA National Model: A Framework for School Counseling Programs*. The collected guides future actions within the program and to improve future results for students. Program audits are first performed when a school counseling and guidance program is being designed and then annually to appraise the progress of program development. Program implementation and results findings allow strengths and weaknesses to be recognized, and program needs to be determined for the following school year.

### **PERSONNEL EVALUATIONS**

Gulf Shores City Schools *Effective Educator Evaluation System* is based on criteria that contribute to professional growth. *EEES* is a web-based system to automate staff evaluations. The professional growth model is designed to help educators identify strengths and weaknesses thus providing avenues for professional development.



**Comprehensive Counseling and  
Guidance Program  
Implementation**



# **Gulf Shores Middle School**

## **PROGRAM DEVELOPMENT AND IMPLEMENTATION OF THE GULF SHORES MIDDLE SCHOOL COMPREHENSIVE COUNSELING AND GUIDANCE PROGRAM**

The Gulf Shores Middle School Counselor assumes the leadership role in regard to the development of the *Gulf Shores Middle School Comprehensive Counseling and Guidance Plan*. The counselor is ultimately responsible for ensuring that all stakeholders understand the *Comprehensive Counseling and Guidance Plan, Baldwin County Comprehensive Counseling and*

*Guidance Plan, and the Gulf Shores Middle Counseling and Guidance Plan.* Parents, guardians and students can be confident that academic and career plans are built from a similar experiential base as student's transition between grade levels, or from one Alabama school to another, or from one district school to another.

The steps in developing and implementing *Gulf Shores Middle School Comprehensive Counseling and Guidance Plan* are as follows:

**School Preparation** involved reviewing the building level school plan for a comprehensive counseling and guidance program in addition to the State Plan and comparing it to the State and District Plan. Close attention was paid to the components that affected grades 6-8.

**Consultation with Leadership** involved consulting with school principal, faculty and community stakeholders, in the form of an advisory council, to secure the support and essential resources for program implementation. The advisory council is composed of an administrator, special education teacher, a community leader, a parent, one eighth grade student and two seventh grade students.

**Needs Assessment was conducted** in order to prioritize the competencies from the State Plan and the District Plan as well as to add my competencies that are unique to the local school. Educate Alabama results regarding strengths and weaknesses will be used to address competencies at each grade level and the strengths and weaknesses in the counseling program. The counselor will conduct a needs assessment with classroom teachers at the beginning of each school year to determine topics to be addressed for the school year and will use input from the advisory council. The results from pre and post surveys from the UR Unique program will be utilized along other survey results, standardized testing results and SIR report.

**Document Development** involves reviewing the district plan and incorporating applicable components of the district plan as the introductory materials for the Gulf Shores Middle School Comprehensive Counseling and Guidance Plan. The following elements are included in the local plan:

- Introduction
- Mission
- Program Benefits
- Program Delivery
- Program Goals for Students
- Minimum Requirements
- Program Accountability

The counselor at Gulf Shores Middle School has used the competencies in the specific domains for grades 6-8 to develop activities that address each competency, develop a calendar of activities and develop forms for the purpose of gathering data for monitoring student progress.

**Gulf Shores Middle School's Adaptation of Program Delivery Components** involves aligning the four program delivery components of the former State Plan (1996) and the new State Plan (2003) paying close attention to the additions, i.e..... parent workshops and instruction, peer facilitation, program management and operations and fair-share responsibilities.

**Gulf Shores Middle School's Adaptation of Program Structural Components** involves developing management agreements that reflect the Minimum Requirements for School Counseling and Guidance Programs in Alabama; consulting, counseling and guidance advisory committees; incorporating use of data for monitoring program and student progress; developing action plans; and utilizing a planned calendar of activities.

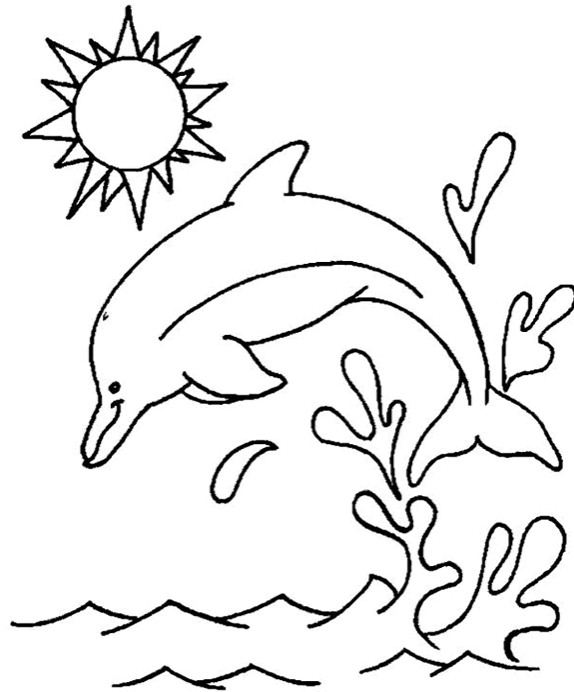
**Gulf Shore Middle School's Program Accountability** involves developing forms and sample reports for program evaluation; conducting program audits; and utilizing the Educate Alabama counselor performance evaluation.

**Gulf Shores Middle School's Program Implementation** process involves the following:

- Developing counselor forms
- Draft initial document
- Document review by administrators and other stakeholders
- Make changes
- Finalize document
- Secure letter of approval/implementation from principal/superintendent
- Provide a copy of finalized document to Central office and administration and Community stakeholders

# **Comprehensive Counseling and Guidance Program**

# Appendix



## Gulf Shores Middle School

### Character Education

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

has implemented the Project Wisdom Character Building Program. Daily character education lessons are shared with the faculty, staff, and students.

The character education program taught through guidance lessons at Gulf Shores Middle continues to be based on The Seven Pillars of Character through the *Character Counts* Program with the inclusion of the State mandated character traits. These character traits are used as a common vocabulary throughout the academic curriculum as well as the counseling curriculum. The 7 pillars or support traits are:

- Trustworthiness
- Respect
- Responsibility
- Fairness
- Caring
- Citizenship
- Self-Control

Activities based on the Seven Pillars at Gulf Shores Middle that are performed by the counselor are:

Each classroom copy of the yearly trait calendar which contains the state mandated 28 character education traits which include: Courage, Patriotism, Citizenship, Honesty, Fairness, Respect for others, Kindness, Cooperation, Self-respect, Self-control, Courtesy, Compassion, Tolerance, Diligence, Generosity, Punctuality, Cleanliness, Cheerfulness, School pride, Respect for the environment, Patience, Creativity, Sportsmanship, Loyalty, and Perseverance.

All guidance lessons incorporate the Seven Pillars traits into the topic at hand encouraging students and teachers to use [www.CharacterEd.net](http://www.CharacterEd.net).

**The Gulf Shores Peer Helper Programs** which the counselor is the co-sponsor for, also promote Character Education through basic communication skills, mentoring, mediation, tutoring and modeling behaviors. All Peer Helpers are trained to work with their peers. Research shows that schools with Peer Helper Programs are showing success in overall school improvement. To participate in the Peer Helper Program and Training, all Peer Helpers must agree to and have their parent's sign that they will:

- Treat others as I want to be treated
- Be on time for the activities
- Participate in all of the learning activities offered
- Respect individual's right, opinions and ideas
- Respect and listen to the facilitators and other speakers
- Keep cell phones on vibrate during the learning activities

- Maintain the confidentiality of others, unless there is a threat to self/others
- Plan how to implement activities learned and discussed and how to include them into my school's curriculum
- Participate in the evaluation process
- Remain alcohol and drug free
- Refrain from the use of violent behavior and offensive language/gestures
- Refrain from participating in activities of a sexual nature
- Have FUN!

## **Counselor's Role in Safe and Drug Free Activities**

The Gulf Shores Middle counselor is 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 Drug Bus
  - Drug Court Speakers
- 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 Middle's 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, 6-8.
- Coordinate Superintendent's Leadership Award nomination and activities
- Offer drug education materials to parents/guardians

## **Individual Student Planning for Grades 6-8**

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.



# **GULF SHORES MIDDLE SCHOOL 6-8 COUNSELING AND GUIDANCE CURRICULUM PLANNING CALENDAR OF ACTIVITIES 2020-2021**

## **JULY ACTIVITY/TASK**

**Clean Office From Being Closed Over Summer**  
**File Testing Material in Cum Folders Received Over Summer**  
**Clothing, school supplies and fee assistance**  
**Peer Helper Sponsor Meeting**  
**Summer Counselor Training**  
**Virtual School Schedules**  
**Virtual School Student and Parent Meetings**  
**Update School Counselor Website**  
**504 Annual Reviews**  
**504 Referrals**  
**Student Validation Testing**  
**Refine planned calendar of activities for the school year**  
**Update Comprehensive Counseling and Guidance School Plan**  
**Annual Agreement**  
**Ethical Standards for School Counselors**  
**Advisory Council Members Updated**  
**Overview of School Counseling and Guidance Program Brochure**  
**Program Audit**

## **AUGUST ACTIVITY/TASK**

**Clothing, school supplies and fee assistance**  
**In-service with teachers, faculty and staff**  
**Conduct orientation for faculty, students and parents as needed**  
**Identify at-risk students**  
**Refine planned calendar of activities for the school year**  
**Large group guidance activities on Bullying**  
**Fall STAR Performance Testing**  
**Referrals for small group and individual counseling from teachers**  
**Schedule monthly RTI meetings**  
**Effective Educator Evaluation System**  
**Needs Assessments**

**Peer Helper Activities**  
**Coordinate Services and referrals with Alta Pointe Mental Health Center**  
**School-wide large group guidance on Harassment Policy**  
**Parent meetings**  
**Meet with feeder pattern counselors re: incoming at-risk students**  
**Coordinate referrals with school nurse**  
**RTI meeting and record review**  
**Teacher meetings**  
**Dyslexia Screenings**  
**Send parent letter regarding consent to sensitive guidance issues**  
**Coordinate services and referrals to/with community agencies**  
**Coordinate ESL services**  
**Cafeteria Duty**  
**Attendance Team Meeting**  
**Individual Counseling**  
**File previous years testing material in students cum folders**  
**Schedule speakers**  
**Coordinate services and referrals with local agencies**  
**Coordinate services and referrals with attendance officer as needed**  
**Bulletin Boards**  
**Complete Homeless Referrals as needed**  
**Student Validation Testing**  
**Open House**  
**Articles/pictures/activities to Facebook and Twitter**  
**504 Annual Reviews**  
**504 Referrals**  
**504/Homebound System Wide Training**  
**Coach Cross Country Team- Practice and Meets**  
**Bay Pointe Referrals**  
**Virtual School Schedules**  
**Virtual School Student and Parent Meetings**  
**Virtual School Grade Review**  
**Virtual School Online Teacher Conference and Emails**  
**Chromebook Distribution**

### **SEPTEMBER ACTIVITY/TASK**

**Clothing, fee and school supply assistance**  
**Suicide Awareness and Prevention Week**  
**Peer Helper Activities**  
**Coordinate ESL services**  
**Coordinate Net Smartz Internet Safety Program and Delivery by Care House -8<sup>th</sup>**  
**Coordinate and Deliver Staying Safe Online Digital Footprint activities – 7<sup>th</sup>**

**Coordinate small group activities**  
**Individual counseling activities**  
**Confirm UR Unique Schedule**  
**Identify DUKE TIP scholars and distribute applications**  
**Review Counselors' Guide Career Success Kit**  
**Effective Educator Evaluation System**  
**RTI meeting**  
**Coordinate Red Ribbon Leadership Award Nomination**  
**Bulletin Boards**  
**Parent Meetings**  
**8<sup>th</sup> Grade Success Kit Education and Career Planner Guide Review**  
**Teacher Meetings**  
**Attendance Team Meeting**  
**Coordinate Homeless referrals as needed**  
**Complete Dyslexia Screenings**  
**Articles/pictures/activities to Facebook and Twitter**  
**Coordinate services and referrals to/with community agencies**  
**Coordinate services with school nurse**  
**Coordinate services and referrals with attendance officer as needed**  
**Peer Helper New Student Luncheon**  
**Peer Helper Activities**  
**Coordinate Services and referrals with Alta Pointe Mental Health Center**  
**Large Group Guidance: Learning Styles**  
**504 Reviews and Parent Meetings**  
**Cafeteria Duty**  
**Coach Cross Country Team- Practice and Meets**  
**Bay Pointe Referrals**  
**Virtual School Schedules**  
**Virtual School Student and Parent Meetings**  
**Virtual School Grade Review**  
**Virtual School Online Teacher Conference and Emails**  
**Chromebook Distribution**  
**Turkey Take Out Referrals**  
**Turkey Take Out Food Drive**

### **OCTOBER ACTIVITY/TASKS**

**Clothing, fee and school supply assistance**  
**Individual Counseling**  
**Coordinate ESL services**  
**Coordinate small group activities**  
**Individual counseling activities**  
**Coordinate Peer Helper Red Ribbon Activities**

**Coordinate Red Ribbon Leadership Award Winner Activities**  
**RTI meeting**  
**Coordinate Services and referrals with Alta Pointe Mental Health Center**  
**Plan calendar of activities for Red Ribbon Week**  
**Schedule guest speakers/programs for Red Ribbon Week**  
**Distribute Honor Roll Prizes**  
**Bulletin Boards**  
**Parent Meetings**  
**Teacher Meetings**  
**Attendance Meeting**  
**Coordinate services and referrals with nurse**  
**Volunteer as needed for Shrimp Festival PTSO fundraiser**  
**Effective Educator Evaluation System**  
**504 Reviews and Meetings**  
**Dyslexia Screenings**  
**RTI referrals**  
**Collect Honor Roll names and give rewards**  
**Peer Helper Activities**  
**Peer Helper Equine Therapy Field Trip**  
**Personal Power 7<sup>th</sup> Grade Chapter 3**  
**Articles/pictures/activities to Facebook and Twitter**  
**Coordinate services and referrals to/with community agencies**  
**Coordinate services and referrals with attendance officer as needed**  
**Coordinate/Judge Drug Awareness Door Decorating Contest**  
**Complete Homeless referrals if needed**  
**Cafeteria Duty**  
**Student Validation Testing**  
**AL Peace Offices Essay Contest**  
**8<sup>th</sup> Grade Net Smartz Speaker**  
**Coach Cross Country Team – Practice and Meets**  
**Cross Trainers Club**  
**Bay Pointe Referrals**  
**Virtual School Schedules**  
**Virtual School Student and Parent Meetings**  
**Virtual School Grade Review**  
**Virtual School Online Teacher Conference and Emails**  
**Chromebook/I-pad Distribution/Collection**  
**Turkey Take Out Referrals**  
**Turkey Take Out Food Drive**

### **NOVEMBER ACTIVITY/TASK**

**Clothing, Fee and school supply assistance**

**Refer families for Thanksgiving/Christmas help**  
**Effective Educator Evaluation System**  
**Coordinate ESL services**  
**Coordinate small group activities**  
**Individual counseling activities**  
**RTI weekly meetings**  
**Peer Helper Activities**  
**Coordinate Peer Helper Jubilee Field Trip with GSHS**  
**Bulletin Boards**  
**Parent Meetings**  
**Teacher meetings**  
**Coordinate services and referrals with nurse**  
**Dyslexia Screenings**  
**504 Reviews**  
**Effective Educator Evaluation System**  
**Articles/pictures/activities to Facebook and Twitter**  
**Coordinate services and referrals to/with community agencies**  
**UR Unique Abstinence Education Program-Finalize Schedule**  
**Coordinate services and referrals with attendance officer as needed**  
**Complete Homeless referrals if needed**  
**Cafeteria Duty**  
**Attendance Team Meetings**  
**Student Validation Testing**  
**Coordinate services and referrals with Alta Pointe Mental Health**  
**ACAP Portal Update**  
**Personal Power – 8<sup>th</sup> Grade Chapter 5**  
**Peer Helper Jubilee – Daphne**  
**Alabama Counselor Conference**  
**Cross Trainers Club**  
**Bay Pointe Referrals**  
**Virtual School Schedules**  
**Virtual School Student and Parent Meetings**  
**Virtual School Grade Review**  
**Virtual School Online Teacher Conference and Emails**  
**Chromebook/I-pad Distribution/Collection**  
**Turkey Take Out Referrals**  
**Turkey Take Out Food Drive**

### **DECEMBER ACTIVITY/TASK**

**Clothing, Fee and school supply assistance**  
**Refer families for Christmas help**  
**Effective Educator Evaluation System**

**Coordinate ESL services**  
**Coordinate small group activities**  
**Individual counseling activities**  
**UR Unique Program**  
**RTI meetings**  
**Bulletin Boards**  
**Parent Meetings**  
**Teacher meetings**  
**Coordinate services and referrals with nurse**  
**504 Reviews and Meetings**  
**504 Annual Conference**  
**Dyslexia Screenings**  
**Collect names for honor roll**  
**Distribute Honor Roll Prizes**  
**Articles/pictures/activities to Facebook and Twitter**  
**Coordinate services and referrals to/with community agencies**  
**Coordinate services and referrals with attendance officer as needed**  
**UR Unique Abstinence Education Program**  
**Coordinate services and referrals with Alta Pointe Mental Health**  
**Complete Homeless referrals if needed**  
**Cafeteria Duty**  
**Attendance Team Meetings**  
**7<sup>th</sup> Personal Power Chapter 4**  
**8<sup>th</sup> Grade Success Kit Wheels of Clusters – Establish a Career Goal**  
**Peer Helper Activities**  
**Coordinate wash and donate unclaimed items to Charity**  
**Student Validation Testing**  
**Scantron Performance Testing Review**  
**Winter STAR Performance Testing**  
**Peer Helper Activities**  
**Jesus Cares Christmas Help Referrals**  
**Peer Helper Activities**  
**UR Unique 7<sup>th</sup> Grade Program**  
**Socially Unacceptable 8<sup>th</sup> Grade Program**  
**Cross Trainers Club**  
**Bay Pointe Referrals**  
**Virtual School Schedules**  
**Virtual School Student and Parent Meetings**  
**Virtual School Grade Review**  
**Virtual School Online Teacher Conference and Emails**  
**Chromebook/I-pad Distribution/Collection**

**JANUARY ACTIVITY/TASK**

**Clothing, Fee and school supply assistance**  
**Effective Educator Evaluation System**  
**Coordinate Drug Task Force Speaker**  
**Coordinate ESL services**  
**Coordinate small group activities**  
**Individual counseling activities**  
**RTI meeting**  
**Peer Helper Activities**  
**Bulletin Boards**  
**Parent Meetings**  
**Teacher meetings**  
**Coordinate services and referrals with nurse**  
**504 Reviews and Meetings**  
**Dyslexia Screenings**  
**Collect Honor Roll names and distribute rewards**  
**Articles/pictures/activities to Facebook and Twitter**  
**Coordinate services and referrals to/with community agencies**  
**Coordinate services and referrals with Alta Pointe Mental Health**  
**Coordinate services and referrals with attendance officer as needed**  
**Complete Homeless referrals if needed**  
**Cafeteria Duty**  
**Attendance Team Meetings**  
**Access and Alternate Access Test Training**  
**Faculty In-services**  
**Schedule high school counselor meeting with students**  
**Academic Guide Meeting**  
**Winter Counselor In-service**  
**Student Validation Testing**  
**6<sup>th</sup> Grade Personal Power Chapter 1**  
**8<sup>th</sup> Grade Personal Power Chapter 6**  
**Cross Trainers Club**  
**Bay Pointe Referrals**  
**Virtual School Schedules**  
**Virtual School Student and Parent Meetings**  
**Virtual School Grade Review**  
**Virtual School Online Teacher Conference and Emails**  
**Chromebook/I-pad Distribution/Collection**  
**Virtual School Grades Post to Report Cards**

### **FEBRUARY ACTIVITIES/TASKS**

**Clothing, Fee and school supply assistance**

**National Social Work Conference**  
**National Peer Helper Conference**  
**Coordinate ESL services**  
**Coordinate small group activities**  
**Individual counseling activities**  
**RTI meeting**  
**Peer Helper Activities**  
**Bulletin Boards**  
**Parent Meetings**  
**Teacher Meetings**  
**Individual counseling**  
**Attendance Team Meetings**  
**Coordinate services and referrals with nurse**  
**504 Reviews and Meetings**  
**Dyslexia Screenings**  
**Articles/pictures/activities to Facebook and Twitter**  
**Coordinate services and referrals to/with community agencies**  
**Coordinate services and referrals with Alta Pointe Mental Health**  
**Coordinate services and referrals with attendance officer as needed**  
**Complete Homeless referrals if needed**  
**Cafeteria Duty**  
**Effective Educator Evaluation System**  
**8<sup>th</sup> Grade Kuder Career Interest Inventory**  
**7<sup>th</sup> Grade Kuder Career interest Inventory**  
**6<sup>th</sup> Grade Personal Power Chapter 2**  
**Student Validation Testing**  
**I-Ready Testing Reviews**  
**Cross Trainers Club**  
**Bay Pointe Referrals**  
**Virtual School Schedules**  
**Virtual School Student and Parent Meetings**  
**Virtual School Grade Review**  
**Virtual School Online Teacher Conference and Emails**  
**Chromebook/I-pad Distribution/Collection**

### **MARCH ACTIVITIES/TASKS**

**Clothing, Fee and school supply assistance**  
**Effective Educator Evaluation System**  
**Peer Helper Activities**  
**National Youth Violence Prevention Week**  
**Coordinate ESL services**  
**Coordinate small group Activities**



**Individual counseling activities**  
**RTI meeting**  
**9<sup>th</sup> Grade Counselor meet with 8<sup>th</sup> Grade Students Regarding High School Schedules**  
**Bulletin Boards**  
**Parent Meetings**  
**Teacher meetings**  
**Attendance Team Meetings**  
**Coordinate services and referrals with nurse**  
**504 Reviews and Meetings**  
**Dyslexia Screenings**  
**Articles/pictures/activities to Facebook and Twitter**  
**Coordinate services and referrals to/with community agencies**  
**Coordinate services and referrals with Alta Pointe Mental Health**  
**Coordinate services and referrals with attendance officer as needed**  
**Complete Homeless referrals if needed**  
**Cafeteria Duty**  
**8<sup>th</sup> Grade Parent Night at High School**  
**8<sup>th</sup> Grade 4 Year Plans**  
**Collect names for honor roll and distribute awards**  
**Assist students and parents with 9<sup>th</sup> grade schedules**  
**Student Validation Testing**  
**Spring Scantron Series Training**  
**Cross Trainers Club**  
**Bay Pointe Referrals**  
**Virtual School Schedules**  
**Virtual School Student and Parent Meetings**  
**Virtual School Grade Review**  
**Virtual School Online Teacher Conference and Emails**  
**Chromebook/I-pad Distribution/Collection**

#### **APRIL ACTIVITIES/TASKS**

**Clothing, Fee and School Supply Assistance**  
**Peer Helper Activities**  
**Alcohol Awareness and Underage Drinking Prevention**  
**Effective Educator Evaluation System**  
**Coordinate ESL services**  
**Coordinate small group activities**  
**Individual Counseling Activities**  
**RTI meeting**  
**Individual Counseling**  
**Bulletin Boards**  
**Parent Meetings**

**Teacher Meetings**  
**Attendance Team Meetings**  
**Coordinate services and referrals with nurse**  
**504 Reviews**  
**Dyslexia Screening**  
**Articles/pictures/activities to Facebook and Twitter**  
**Coordinate services and referrals to/with community agencies**  
**Coordinate services and referrals with Baldwin County Mental Health**  
**Coordinate services and referrals with attendance officer as needed**  
**Complete Homeless referrals if needed**  
**Cafeteria Duty**  
**Statewide Spring ACAP Testing**  
**Counselor training for spring testing**  
**Faculty training – spring assessments**  
**Set-up school-wide spring testing**  
**Oversee administration of spring testing**  
**Coordinate make-up testing for spring assessment**  
**Unpack testing material**  
**Pack testing material**  
**Secure spring testing documents until picked up by county**  
**Deliver spring tests to Central Office**  
**Complete and turn 9<sup>th</sup> grade schedules over to High School**  
**Cross Trainers Club**  
**Bay Pointe Referrals**  
**Virtual School Schedules**  
**Virtual School Student and Parent Meetings**  
**Virtual School Grade Review**  
**Virtual School Online Teacher Conference and Emails**  
**Chromebook/I-pad Distribution/Collection**

### **MAY ACTIVITIES/TASKS**

**Secure spring testing documents until picked up**  
**Deliver spring tests to Loxley**  
**Clothing, Fee and School Supply Assistance**  
**Effective Educator Evaluation System**  
**Peer Helper Activities**  
**Coordinate ESL services**  
**Coordinate small group activities**  
**Individual counseling activities**  
**RTI meeting**  
**Bulletin Boards**  
**Parent Meetings**

**Teacher meetings**  
**Attendance Team Meetings**  
**Coordinate services and referrals with nurse**  
**504 Reviews**  
**Dyslexia Screenings**  
**Articles/pictures/activities to Facebook and Twitter**  
**Coordinate services and referrals to/with community agencies**  
**Coordinate services and referrals with Baldwin County Mental Health**  
**Coordinate services and referrals with attendance officer as needed**  
**Complete Homeless referrals if needed**  
**Cafeteria Duty**  
**Complete and turn 9<sup>th</sup> grade schedules over to High School**  
**Coordinate Wash and donate unclaimed items to Charity**  
**Collect names for Honor Roll and distribute awards**  
**Honors Night**  
**Coordinate Duke Tip Awards**  
**Coordinate Peer Helper Awards**  
**Career Options Focus School wide**  
**8<sup>th</sup> Four Year Plan to Gulf Shores High School**  
**8<sup>th</sup> grade tour GSHS**  
**6<sup>th</sup> Grade Orientation and Tour at GSMS for GSE students**  
**Cross Trainers Club**  
**Bay Pointe Referrals**  
**Virtual School Grades to Report Cards**  
**Virtual School Student and Parent Meetings**  
**Virtual School Grade Review**  
**Virtual School Online Teacher Conference and Emails**  
**Chromebook/I-pad Distribution/Collection**  
**Virtual School Grades Post to Report Cards**  
**Close Virtual Classes on Troy Access**

### **JUNE ACTIVITIES/TASKS**

**Update RTI Files**  
**Send 8<sup>th</sup> Grade RTI Files to High School**  
**Obtain 6<sup>th</sup> Grade RTI Files from Elementary School**  
**Update 504 Files**  
**Send 8<sup>th</sup> Grade 504 Files to High School**  
**Obtain 6<sup>th</sup> Grade 504 Files from Elementary School**  
**End of Year Faculty Meetings**  
**End of Year Counselor Meeting**

**File Testing Material in Cum Folders**  
**Plan Activities for 2021-2022**  
**Order Supplies for Programs and Activities**  
**Send Old Material to Shred**  
**Update Calendar for 2021-2022**

**STAFF**

**ADMINISTRATION**

Kyle McCartney, Principal

Kimberly Earley, Assistant Principal

**TEACHING STAFF**

Bruce Adams	Social Studies Teacher and Coach
Jackson Adams	Science Teacher and Coach
Teresa Brewer	Computer Teacher and Athletic Director
Shery Butler	Gifted Studies and Social Studies Teacher
Valerie Caldwell	PE Teacher
Dirk Dixon	PE Teacher and Coach
Bill Duncan	Science Teacher
C.J. Ellis	Band Teacher and Director
Brooke Gilbert	Math Teacher
Celeste Gill	ELA Teacher
Blossom Hinyub	ELA Teacher
Wendy McIntosh Holmes	School Counselor and Coach
Angela Kirby	Math Teacher
Machele Martin	Social Studies Teacher and Bus Driver
Connie McNab	Special Education Director
Megan Michaelson	Art Teacher
Martha Morales	Math and Spanish Teacher
Jeff Ostrowski	Tech Teacher and Coach
Scott Prince	STEM Teacher and Coach
Roger Reetz	Math Teacher and Coach
Victoria Roberson	ELA Teacher and Coach
Julie Rosado	Science Teacher
Taylor Sasser	Science Teacher
Anslee Sparkman	Special Education Teacher
Evan Summers-Jones	Technology
Leticia Teal	Media Specialist and Librarian
Kristin Weaver	Social Studies and Journalism Teacher
Shawn Weaver	Special Education Teacher
Madison Witcherman	Special Education Teacher
Jason Wilson	Strength and Conditioning Coach
Pam Winstead	Choir Teacher

## **SUPPORT STAFF**

### **SECRETARIES**

Mary Nell Strong, bookkeeper  
 Rachel Osborn, registrar  
 Sherie Harris, receptionist

### **TEACHER ASSISTANTS**

Keith Thrasher, OCS and Coach  
 Brittany Pugh, Sp Ed Aide  
 Dena Gill, Sp Ed Aide

### **RESOURCE/DARE OFFICERS**

Officer Lord

### **NURSE**

Jill Morgan

**MAINTENANCE/CUSTODIAN**

Neal Gruby, maintenance supervisor  
Debbie McKinley

**CAFETERIA WORKERS**

Louise Keasberry, Manager  
Joni Dobbins  
Elizabeth Lawrence

## Counselor's role in the School Improvement Leadership Team (SILT)

- School Improvement Team Improvement Plan Committee
- The counselor will provide services as indicated by SILT
- Examples of services provided as a part of the SILT
  - Serving on the Problem Solving Team
  - Educating parents on the correlation between academic progress and attendance
  - Addressing parents and students with school concerns