

**JASPER CITY SCHOOLS**

**COMPREHENSIVE COUNSELING**

**AND GUIDANCE PLAN**



**2019-2020**

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# **ACKNOWLEDGMENTS**

## **JASPER CITY SCHOOLS COMPREHENSIVE COUNSELING AND GUIDANCE PLAN**

**Dr. Ann Jackson, Superintendent**

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The committee gratefully acknowledges the support of the Superintendent, the principals, and the System Counseling and Guidance Advisory Committee.



## BELIEFS AND PHILOSOPHY

The Jasper City School System is committed to the philosophy that a quality educational program exists to meet the needs of all students and that the comprehensive counseling and guidance program is an integral component through which students have maximum opportunity for academic, career, and personal/social development. In this regard, the school counseling and guidance program involves a planned, purposeful, and sequential program of activities that begins in kindergarten and continues through twelfth grade. The comprehensive school counseling and guidance program is data-driven by student needs and provides outcome-based accountability measures that align the school counseling and guidance program with the mission of the school.

The comprehensive counseling and guidance program in the Jasper City Schools is based on the following beliefs:

1. Every student has the right to experience respect and dignity as a human being and to benefit from the counseling and guidance services described in the *Comprehensive Counseling and Guidance Plan for the Jasper City Schools*.
2. Every student has the right to participate in activities that promote self-direction and self-development.
3. Every student has the right to participate in a comprehensive school counseling program designed to assist all students in attaining their maximum potential in academic, career, and personal/social development.
4. Every student has the right to both proactive and responsive services.

In addition, the Jasper City School System supports the implementation of a comprehensive counseling and guidance program that adheres to specific guiding principles:

1. The program is based on specified goals and developmental student competencies.
2. The development of the student is the responsibility of the entire school staff; therefore, a collaborative approach is necessary in helping each student be successful.
3. Parent and community involvement is vital in achieving program goals and student competencies.
4. Counselors must be committed, professionally trained, and certified by the Alabama State Department of Education.
5. Counselors must abide by the professional school counseling ethics advocated by the American School Counselor Association.
6. Professional development opportunities must be afforded all school counselors on a continuous basis in order to maintain an exemplary school counseling program.
7. System-level program coordination is essential for effective K-12 planning, management, and evaluation.



## MISSION STATEMENT

The mission of Jasper's comprehensive school counseling and guidance program is to prepare every student socially, academically, and emotionally for present and future challenges. Students are provided with opportunities to gain an understanding of self and others, to participate in educational and occupational exploration, and to pursue career planning opportunities in an environment that is safe, caring, and encouraging. Counselors work in collaborative partnerships with students, educators, parents, and community members to empower students to reach their highest level as productive members of society.

The comprehensive counseling and guidance programs provided by counselors in the Jasper City Schools are based on the following tenets:

1. Every student has the right to experience respect and dignity as a human being and to benefit from the counseling and guidance services described in the *Comprehensive Counseling and Guidance Plan for the Jasper City Schools*.
2. Every student has the right to participate in activities that promise self-direction and self-development.
3. Every student has the right to make choices and accept responsibility for choices made.
4. Every student has the right to participate in a comprehensive school counseling and guidance program designed to assist all students in attaining their maximum potential in academic, career, and personal/social development.

The comprehensive school counseling and guidance program is an essential integrated component of the total instructional program through which students have maximum opportunity for academic, career, and personal/social development. In this regard, the school counseling and guidance program involves a planned, purposeful, and sequential program of activities that begins in kindergarten and continues through the twelfth grade. The comprehensive school counseling and guidance program is data-driven by student needs and provides outcome-based accountability measures that align the school counseling and guidance program with the school's overall academic mission.



# Program Benefits



All stakeholders share the benefits of this plan. School counseling and guidance programs have a positive impact on students, parents/guardians, teachers, administrators, boards of education, school counselors, counselor educators, communities, postsecondary institutions, and student services personnel.

## **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 Principals**

- 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 Board 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 a comprehensive counseling and guidance program.

### **Benefits for 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

### **Benefits for Postsecondary Education**

- Enhances articulation and transition of the student to postsecondary institutions
- Encourages and supports rigorous academic preparation that prepares every student for the most appropriate postsecondary educational opportunities
- Motivates every student to seek a wide range of substantial postsecondary options, including college
- Promotes equity and access to postsecondary education for every student

### **Benefits for Student Services Personnel**

- Defines the school counseling and guidance program
- Maximizes collaborative teaming to ensure individual student success
- Uses school counseling and guidance program data to maximize benefits for individual student growth
- Increases collaboration for utilizing school and community resources





# Program Delivery Components



A comprehensive school counseling and guidance program will ensure that every student has multiple opportunities to acquire competencies in the three domains of Academic Development, Career Development, and Personal/Social Development. A combination of the four program delivery components (School Guidance Curriculum, Individual Student Planning, Responsive Services, and System Support) should be utilized in assisting students to achieve these competencies. (See Figure 1, page 10.)

## **School Guidance Curriculum**

School guidance curriculum includes structured experiences presented systematically through classroom and group activities from kindergarten through twelfth grade. The curriculum emphasizes decision making; self-understanding; study skills; and career exploration, preparation, and planning. Examples of school guidance curriculum delivery options within this component may include, but are not restricted to:

**Classroom Guidance Activities:** Counselors facilitate, co-lead, or assist in the delivery of guidance curriculum activities. These activities may be conducted in the classroom, in the guidance center, or in other school facilities.

**Group Activities:** Counselors conduct 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.

**Interdisciplinary Curriculum Development:** Counselors participate on interdisciplinary teams to develop and refine curriculum in content areas. These teams develop classroom units that integrate subject matter with the school guidance curriculum. Counselors assist teachers in the delivery of classroom units that lead to acquisition of competencies in the domains of affective, social, and employability skills for every student in developmentally appropriate ways.

**Parent Workshops and Instruction:** Counselors conduct 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.

Topics for school guidance curriculum activities within this component may include, but are not limited to:

- Self-Concept
- Communication Skills
- Peer Relationships
- Substance Abuse Programs
- Post-High School Planning
- Career Awareness and Exploration
- Study Skills
- Choice-Making Skills
- Personal Safety
- Pre-Employment Skills





## 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. Individual student planning emphasizes test interpretation, while academic counseling includes postsecondary education, career/technical education, and career planning. Examples of individual student planning delivery options within this component may include, but are not restricted to:

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

**Individual or Small-Group Advisement:** Counselors help students acquire self-appraisal skills; personal and social development skills; and educational, career, and labor market information. This information assists students in planning for personal, academic, and career aspirations. Counselors recognize the critical need to enlist teachers and parents or guardians in helping students make academic and career choices.

**Placement and Follow-Up:** Counselors advise students in making transitions by providing information and by assisting in the access of resources.

Topics for individual student planning activities may include, but are not limited to:

- Career Awareness and Exploration
- Career/Technical Education Programs
- Teacher Advisor Programs
- Career Shadowing
- Postsecondary Application Process
- Four-Year Educational Plan
- Honors and Awards Program
- Financial Aid/Scholarship Advising
- Role Playing
- Student Portfolios

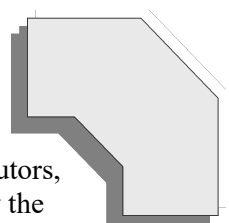
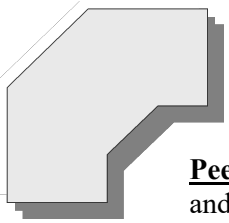
## Responsive Services

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

**Consultation:** School counselors serve as student advocates by consulting with students, parents or guardians, educators, and community agencies regarding strategies to help students and families. Advocacy may include participation in student study teams and student management teams.

**Personal Counseling:** Counseling is provided in small-group or individual settings for students experiencing difficulties dealing with relationships, personal concerns, or developmentally appropriate tasks. Personal counseling assists students in identifying problems, causes, alternatives, and consequences leading to informed decision making.

**Crisis Counseling:** Counseling and support services are provided to students and families facing emotional crises as outlined in the school crisis management plan. Crisis counseling is normally short-term and temporary, using appropriate referral sources if necessary.



**Peer Facilitation:** Counselors may train students as peer mediators, conflict managers, tutors, and mentors. Programs should adhere to the ethics standards and practices established by the National Peer Helpers Association.

**Referrals:** Counselors use referral sources to enhance the services provided through the school counseling and guidance program. These referral sources may include, but are not restricted to:

- Northwest Alabama Mental Health Agencies
- Employment and Training Programs
- Vocational Rehabilitation
- Walker County Juvenile Services
- Social Services

## **System Support**

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

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

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

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

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

**Community Outreach:** Counselors forge partnerships with local businesses, industries, and social service agencies. Community outreach requires counselors to be knowledgeable about community resources, employment opportunities, and local labor market information.

**Consultation with Staff:** Counselors consult regularly with teachers and professional staff members in order to receive feedback on emerging needs of students and to provide information and support to staff.

**Curriculum Development Support:** Counselors participate in the ongoing review and revision of academic curriculum materials as related to data analysis, student advocacy, postsecondary education, and career/technical education planning.

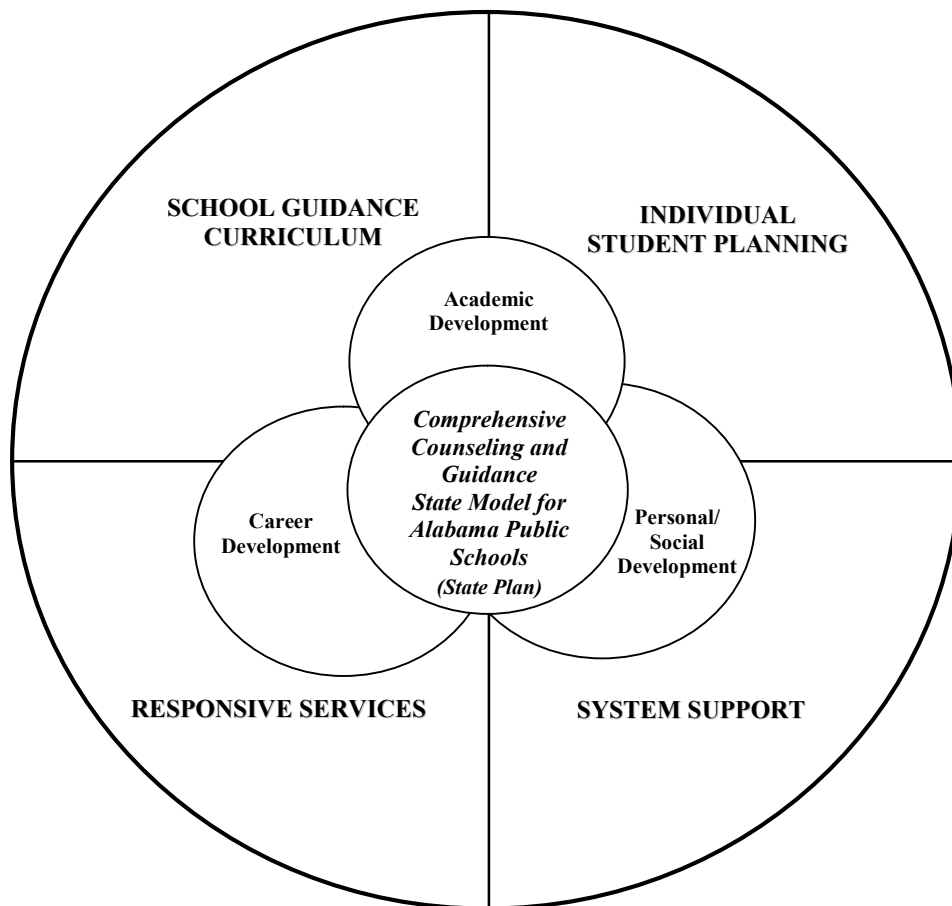
**Advisory Committees:** Counselors form counseling and guidance advisory committees at both the system and the individual school level. School level advisory committees should meet at least two times each year and an annual system-wide meeting. Counselors actively

serve on community committees or advisory councils that influence other programs to generate support for system and individual school counseling and guidance programs.

**Program Management and Operations:** Planning and management tasks include the support of activities conducted in the school counseling and guidance program and responsibilities expected of a member of the school staff. Budget, facilities, policies and procedures, and research and resource development are elements of management activities.

**Research and Evaluation:** Some examples of counselor research and evaluation include personnel guidance evaluations, program evaluations, surveys, data analysis, follow-up studies, professional development, and updating of resources.

**Fair-Share Responsibilities:** Fair-share responsibilities may include such tasks as bus duty, playground duty, class/club sponsorship, and taking tickets at sports events. Nonguidance responsibilities assigned to counselors should not be above and beyond those of other certified staff members, and should not interfere with the delivery of guidance services.



**Figure 1**

## Program Delivery Components\*

<b>SCHOOL GUIDANCE CURRICULUM</b>	<b>INDIVIDUAL STUDENT PLANNING</b>	<b>RESPONSIVE SERVICES</b>	<b>SYSTEM SUPPORT</b>
Provides guidance content in a systematic way to all students in Grades K-12	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
<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
<b>Areas Addressed:</b>  <b>Academic</b> Motivation to achieve Decision-making skills Goal setting Planning Problem-solving skills  <b>Career</b> Awareness of educational opportunities Knowledge of career opportunities Knowledge of career/technical training  <b>Personal/Social</b> Self-esteem development Interpersonal effectiveness Communication skills Cross-cultural effectiveness Responsible behavior	<b>Areas Addressed:</b>  <b>Academic</b> Acquisition of study skills Awareness of educational opportunities Appropriate course selection Lifelong learning Utilization of test data  <b>Career</b> Knowledge of career opportunities Knowledge of career/technical training Need for positive work habits  <b>Personal/Social</b> Development of healthy self-concept Development of adaptive and adjustive social behavior	<b>Areas Addressed:</b>  <b>Academic</b> Academic concerns Physical abuse Sexual abuse Emotional abuse Grief, loss, and death Substance abuse Family issues Sexual issues Coping with stress Relationship concerns School-related concerns: tardiness, absences and truancy, misbehavior, school avoidance, drop-out prevention	<b>Areas Addressed:</b>  <b>Academic</b> Guidance program development Parent education Teacher and administrator consultation Staff development for educators School improvement planning Counselor professional development Research and publishing Community outreach Public relations
<b>Counselor Role</b> Structured groups Consultation Guidance curriculum implementation	<b>Counselor Role</b> Assessment Planning Placement	<b>Counselor Role</b> Individual counseling Small-group counseling Consultation Referral	<b>Counselor Role</b> Program development and management Consultation Coordination

Note: These lists represent examples and are not exhaustive.

\*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.



# Program Structural Components

## **System Counseling and Guidance Advisory Committee**

In order to ensure that the system's comprehensive counseling and guidance program is an integral part of the total school system and community, the System Counseling and Guidance Advisory Committee must be in place. The System Counseling and Guidance Advisory Committee is a representative group of persons appointed to provide advice and assistance for the school counseling and guidance program within a school system. The committee consists of representative stakeholders of the school counseling and guidance program, including students, parents or guardians, teachers, counselors, administrators, school board members, as well as business and community representatives. Advisory committee membership reflects the community's diversity. The advisory committee serves as a communication liaison between the comprehensive counseling and guidance program and the community. The System Counseling and Guidance Advisory Committee reviews program goals, competencies, and results, and participates in making recommendations to the school counseling and guidance department, principal, and superintendent. It is recommended that the committee meet at least twice a year.

## **School Counseling and Guidance Advisory Committee**

In addition to the System Counseling and Guidance Advisory Committee, each local school must establish 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 individual school counseling and guidance committee assists with the development and implementation of the comprehensive counseling and guidance program. Committee members represent all interested parties of the comprehensive counseling and guidance program: students, parents/guardians, teachers, administrators, and community resource persons. It is recommended that the school committees meet at least twice a year.

## **Counseling and Guidance Department Organization**

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

The Jasper City School System provides counseling and guidance services from certified school counselors in Grades K-12 at a ratio designated for the type of school by the Southern Association of Colleges and Schools. Adequate support personnel should be available to counselors to ensure effective program delivery.

## **Coordinators' Role**

Coordination and direction of the system's comprehensive counseling and guidance program is critical. The counseling and guidance coordinator provides necessary support for comprehensive school guidance program development, implementation, and evaluation of procedures that enhance the effectiveness of the school system's comprehensive counseling and guidance program. The counseling and guidance coordinator serves as facilitator, leader, supporter, and advisor. The counseling and guidance coordinator provides leadership to ensure the credibility of the comprehensive counseling and guidance program for faculty, staff, and the community.



## **Principals' Role**

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

## **Counselors' Role**

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

### **Elementary School Counselors**

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

### **Middle School/Jr. High Counselors**

During the middle school grades, counselors' concerns shift to the changing needs of the young adolescent. Middle school counselors focus on helping students to establish, identify, and balance academic, career, and personal/social goals. Efforts begun in elementary schools are continued and expanded, although an emphasis is placed on the transition into high school. In addition, middle school counselors help students integrate knowledge of their interests, aptitude, and academic skills into the formation of a high school four-year educational plan and educational/career planning portfolio for high school and beyond.

### **High School Counselors**

The high school counseling and guidance program builds on goals from the elementary and middle school. The high school program assists students in applying and enhancing acquired knowledge and understanding as they strive to become responsible adults. Counseling and guidance activities help students develop realistic and fulfilling life plans. Competency in decision making is stressed, career planning is refined, and personal responsibility is emphasized. The high school four-year educational plan and the educational/career planning portfolio, developed in the middle school, move with the student to the high school and are reviewed and updated annually.

## Teachers' Role

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

## Use of Time

The following percentages (See Figure 2 below.) serve as a guide to school counselors and administrators for determining the time the program needs to allocate for each of the four program delivery components. School counselors should keep daily records that document time and activities performed. These records allow counselors and administrators to determine the actual amount of time spent in each of the four program delivery components and in non-school counseling activities. In this way, adjustments can be made to better utilize counselor time so that the greatest amount of time is spent in direct service to students.

**Figure 2**

<b>Suggested Distribution of Total Counselor Time*</b>			
	<i>Percentage Rate</i>		
	Elementary School	Middle/Junior High School	High School
School Guidance Curriculum	35—45	25—35	15—25
Individual Student Planning	5—10	15—25	25—35
Responsive Services	30—40	30—40	25—35
System Support	10—15	10—15	15—20
	100	100	100

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



# Program Goals for Students

School counseling and guidance programs throughout Alabama may differ in recognized need; however, every school system and school must develop a comprehensive, outcome-based, and developmental counseling and guidance program. The ASCA has developed national standards to better define the role of school counseling and guidance programs. The standards address program content and identify broad areas of knowledge, attitudes, and skills that all students develop as a result of participating in an effective school counseling and guidance program.

Alabama has utilized *The ASCA National Model: A Framework for School Counseling Programs* to provide all essential elements for developing programs to help students achieve success in school. The ASCA National Standards, located below and on pages 15-20 of this document, facilitate student development in three domains: Academic Development, Career Development, and Personal/Social Development.

## 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.



# Alabama Grade-Cluster Standards, Competencies, and Indicators—Guidance Curriculum Scope and Sequence

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

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

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

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

ACADEMIC DEVELOPMENT DOMAIN		K-2	3-5	6-8	9-12
I N D I C A T O R S	<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>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			K-2	3-5	6-8	9-12
<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>I N D I C A T O R S</b>	<b>Competency A:C1 Relate School to Life Experience</b>					
	A:C1.1	demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life		●	○	○
	A:C1.2	seek cocurricular 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.

## Guidance Curriculum Scope and Sequence Chart (Continued)

CAREER DEVELOPMENT DOMAIN		K-2	3-5	6-8	9-12
<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			K-2	3-5	6-8	9-12
<b>STANDARD B: Students will employ strategies to achieve future career goals with success and satisfaction.</b>						
<b>I N D I C A T O R S</b>	<b>Competency C:B1 Acquire Career Information</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 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>I N D I C A T O R S</b>	<b>Competency C:C1 Acquire Knowledge to Achieve Career Goals</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			●	○
	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			K-2	3-5	6-8	9-12
<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			●	○
PERSONAL/SOCIAL DEVELOPMENT DOMAIN			K-2	3-5	6-8	9-12
<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)

PERSONAL/SOCIAL DEVELOPMENT DOMAIN		K-2	3-5	6-8	9-12
<b>STANDARD B: Students will make decisions, set goals and take necessary action to achieve goals.</b>					
<b>INDICATORS</b>	<b>Competency PS:B1 Self-knowledge Application</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>					
<b>INDICATORS</b>	<b>Competency PS:C1 Acquire Personal Safety Skills</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			●	○



# Jasper City Schools

## Minimum Requirements for School Counseling and Guidance Programs

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

### Organizational Framework, Activities, and Time

1. The school system and every school must implement a comprehensive counseling and guidance program that:
  - a. Ensures that each counselor develops and follows a planned calendar of activities;
  - b. Ensures that 100 percent of each counselor's time is spent in providing guidance services through the four program delivery components: School Guidance Curriculum, Individual Student Planning, Responsive Services, and System Support; and
  - c. Ensures that each counselor participates annually in a planned professional development program designed to strengthen identified needs of the counseling and guidance program and/or the counselor as well as to foster ethical standards.
2. The school system and every school must provide for performance-based evaluation of counselors. The elements of this evaluation must conform to the duties and responsibilities of the counselor as stated in the *Comprehensive Counseling and Guidance State Model for Alabama Public Schools* (the State Plan), Bulletin 2003, No. 89.
3. The school system and every school should make provisions for new counselors to attend the Alabama Department of Education Counselor Academy as well as encourage experienced counselors to attend this professional development opportunity.
4. The school system and every school must establish a counseling and guidance advisory committee to assist in the development and implementation of the comprehensive counseling and guidance program.

### Competencies

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



## **Structural Components**

6. All schools must provide counseling and guidance services performed by certified school counselors for all students in Grades K-12 at a ratio designated by the Southern Association of Colleges and Schools for the type of school.
7. The school system and every school must implement a comprehensive counseling and guidance program and ensure that a person is appointed at the system level to coordinate and monitor the delivery of counseling and guidance services to all students.

## **School Guidance Curriculum**

8. The school system and every school must implement a comprehensive counseling and guidance program that:
  - a. Ensures that each counselor engages in counseling with students in small groups to influence responsible student behavior and enhance student academic achievement; and
  - b. Ensures that each counselor implements a planned sequential program of large-group guidance activities designed to teach students the competencies identified in the three domains of Academic Development, Career Development, and Personal/Social Development in a fashion that enhances the instructional program and focuses on increasing student achievement.

## **Individual Student Planning**

9. The school system and every school must implement a comprehensive counseling and guidance program that:
  - a. Ensures that each counselor engages in counseling with students in individual settings that facilitate responsible student behavior and enhance student academic achievement;
  - b. Ensures that each Grades 8-12 counselor guides students in the development and annual revision of a high school four-year educational plan and requires students to maintain an educational/career planning portfolio of study based on legislative and other graduation requirements. (The selection of the high school four-year educational plan shall be approved in writing by the parents or guardians and become part of the educational/career planning portfolio.);
  - c. Ensures that each counselor demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information; and
  - d. Ensures that each counselor provides equal access and appropriate placement for all students by utilizing test data and other available information that identifies interests, achievement levels, and aptitudes.





## **Responsive Services**

10. Every counselor must assist in the early identification of students at risk of school failure and must facilitate in the delivery of preventive and interventive services.
11. Every counselor must consult with students, parents, teachers, community agencies, and others (nurses, attendance officers, school psychologists) regarding strategies to help students achieve personal and academic advancement.

## **System Support**

12. The school system and every 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. The school system and every 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. The school system and every school must provide resource materials that are relevant to the program, appropriate for the community, and of sufficient quantity to be useful.



# Program Accountability Components

Accountability and evaluation of school counselors and the school counseling and guidance program are integral components of quality programs. Jasper's comprehensive school counseling and guidance programs should be data driven. This means data should be collected to validate certain counseling and guidance activities as well as to determine if any change in student perception and behavior has occurred as a result of counseling and guidance activities. School counselors and the comprehensive counseling and guidance program must answer the question, "How are students different as a result of the school counseling and guidance program?" Now, more than ever, school counselors are challenged to demonstrate the effectiveness of their programs in measurable terms. This is accomplished through continuous program evaluations and student results evaluations that assess the implementation of a comprehensive counseling and guidance program that must follow the Minimum Requirements for School Counseling and Guidance Programs in Alabama. The monitoring of student progress and program progress in addition to performing personnel evaluations requires the collection of data that support and link school counseling and guidance programs to students' academic success.

## MONITORING STUDENT PROGRESS

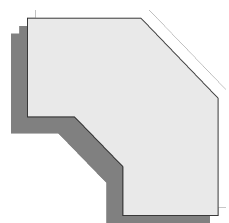

Counselors of data-driven school counseling and guidance programs are able to determine what, if any, student change has occurred as a result of their efforts. Data analysis allows school counselors, administrators, faculty, and advisory committee members to create a current picture of students and the 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. 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. Student-achievement data include:

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



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

Achievement-related data include:

- ☐ Suspension and expulsion rates
- ☐ Alcohol, tobacco, and other drug violations
- ☐ Attendance rates
- ☐ 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 having a four-year plan on file
- ☐ Percentage of students participating in job shadowing
- ☐ Percentage of students setting and attaining academic goals
- ☐ Percentage of students applying conflict resolution skills

### **Disaggregated Data**

Ensuring academic success for every student includes counselor-initiated activities designed to meet the needs of under-served, under-performing, and under-represented populations. School counselors do this by examining student academic achievement data and developing outcome-based interventions designed to help students succeed. Alabama's school counselors must not only look at data globally, but also must be able to disaggregate data. School counselors must be able to separate data by variables to determine if there are any groups of students who may not be performing as well as others. Disaggregated data often precipitate change because they bring to light issues of equity and focus the discussion upon the needs of specific groups of students. Examples of databases to be examined are:

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

### **Long-Range Data**

Collecting immediate, intermediate, and long-range data allows the school counselor to gain a true picture of the impact of the school counseling and guidance program. Immediate data measure the impact of knowledge, skills, and attitude change as a result of counselor activity or intervention. Intermediate data measure the application of knowledge, skills, and attitudes over a short period of time. Long-range data are longitudinal and examine trends from year to year.

Assessing the current school counseling and guidance program reveals how well the program is meeting the academic, career, and personal/social needs of students. The process of data gathering and analysis ensures that school guidance and counseling implementation plans are rooted in a clear understanding of the particular and unique needs of students. School counselors should determine student needs that are unique to their school and community. Data analysis is the mechanism by which the practicing school counselor is able to acquire specific information to best understand these needs.



## MONITORING PROGRAM PROGRESS

### Program Evaluations

Evaluation of the comprehensive counseling and guidance program is a vital element in determining the effectiveness of the school program. 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** answer the question, “What did you do for whom?” and provide evidence that an event took place. Process data describe the manner in which the program is conducted and indicate if the program follows established practices. These data are important in that they indicate that an event took place, but do not provide evidence that any change occurred.

**Perception data** answer the question, “What do students think they know, believe, or can demonstrate?” These data are often collected through pre/post surveys, tests, or skill demonstration opportunities (role plays, evaluation forms).

**Results data** answer the question, “So what?” These data show that the program has a positive impact on students’ ability to utilize their knowledge, attitudes, and skills to effect behavior change.

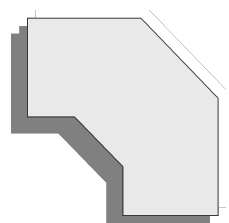
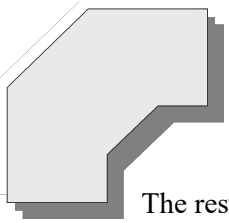
Measurable success resulting from utilization of the above data can be determined by an increase in the number of students completing high school who achieve the academic, career, and personal/social competencies essential for becoming successful adults. These students have a wide range of substantial postsecondary options that may include entry into the workforce, further technical training, or postsecondary education opportunities. Counselors should analyze student achievement and counseling and guidance program-related data, conduct research on activity outcomes, and discover achievement gaps that exist among different groups of students.

### 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, and collection occurs both before and after the activity. The data indicate which activity worked and clarify what should be changed. (See Appendix H.)

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



The results report for school guidance curriculum may include the following:

- Grade level served
- Lesson content areas
- Curriculum or materials used
- Number of school counseling lessons delivered
- Subject area of school counseling lessons
- Number of students served
- Short-term perception data such as pre/post tests
- Intermediate and long-term results data such as impact on behavior, attendance, or achievement
- Implications of the results on the counseling and guidance program

### **Program Audits**

The program audit is used to assess the school counseling and guidance program's alignment with the *Comprehensive Counseling and Guidance State Model for Alabama Public Schools* and The *ASCA National Model: A Framework for School Counseling Programs*. An audit is a checklist that helps define the current status of the school counseling and guidance program. The primary purpose for collecting this information is to guide 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. (See Appendix I).

## **PERSONNEL EVALUATIONS**

The *EDUCATEAlabama* program for counselors is based on criteria that contribute to effective schools. The criteria have been identified through a study of research findings on effective schools and through information derived from educators across Alabama to identify the best practices used in our schools. The criteria identify functions and activities carried out by effective educators. Through the work of a state task force of educators in Alabama, the criteria for evaluation have been developed and structured into a hierarchy, which delineates the knowledge and skills required for effective personnel and specific positions. Specific documentation and forms for EDUCATEAlabama implementation can be accessed at the Alabama Department of Education web site: [www.alsde.edu](http://www.alsde.edu)

# Alabama Personnel Program

## Competencies, Indicators, and Definitions for Counselors

### 1.0 PREPARATION FOR DELIVERY OF PROGRAM

The counselor must prepare for implementation of the guidance and counseling program. This preparation should emphasize guidance and counseling as an integral part of the school's total educational program. Preparation includes establishment of appropriate goals and objectives for the guidance and counseling program; selection of guidance and counseling techniques; selection of materials for guidance and counseling activities; preparation of materials, supplies and equipment; development of plans for evaluating students and programs; and establishment of a management plan for implementation of the guidance and counseling program. Preparation also includes planning for the effective use of technology.

#### 1.1 Establishes Appropriate Goals and Objectives for the Guidance and Counseling Program

- determines needs of students, staff, parents and others and uses data in development of goals and objectives
- selects long-range goals and short-term objectives for the guidance curriculum in three domains: knowledge of self and others, career development, and educational development
- selects long-range goals and short-term objectives for the individual planning component of the program
- selects long-range goals and short-term objectives for the responsive services component of the program

- selects long-range goals and short-term objectives for the system support component of the program

#### 1.2 Plans for Delivery of the Guidance and Counseling Program

- plans with school staff programs and activities appropriate to all levels and types of students served by the school
- uses student assessment and appraisal information in planning for delivery of programs, curriculum, individual planning, and responsive services
- selects program content (topics, activities)
- selects organizational framework for delivery of program (philosophy, facilities, curriculum, scope and sequence)
- identifies strategies for delivering guidance and counseling program to students, teachers, and others
- develops a schedule and program management plan for systematic delivery of program content and services (daily logs, monthly and yearly calendars, confidentiality measures, fiscal resources, etc.)

#### 1.3 Selects Resources for Program Implementation

- identifies human resources needed to implement the guidance and counseling program and secures their participation
- selects and obtains equipment and materials (including technology) necessary to program implementation
- identifies guidance and counseling techniques appropriate to the levels, interests, and learning styles of students
- identifies and secures resources needed to accommodate individual differences in students
- identifies materials that are appropriate to the guidance and counseling sessions and the skills to be mastered
- plans for ensuring equitable and effective student access to available technology and other resources

## **2.0 DELIVERY OF GUIDANCE AND COUNSELING PROGRAM**

The counselor must provide both guidance and counseling activities for individuals and groups. These activities are crucial to accomplishing the goals and objectives of various programmatic components including the guidance curriculum, individual planning, responsive services, and system support. These activities include career development and placement assistance of several kinds, personal guidance and counseling, instruction in guidance-related areas, individual advisement and assessment, consultation and referral, and use of student assessment information. The counselor should demonstrate knowledge of guidance and counseling techniques, testing and assessment, and organization of guidance and counseling services. In addition, he/she must be familiar with a range of community and professional

services, educational institutions and career opportunities. Further, he/she must be able to draw upon knowledge from several disciplines including psychology, sociology and physiology when assessing student and family needs and making recommendations. The counselor should employ technology in the delivery of the guidance and counseling program and facilitate student use of technology in program activities.

### **2.1 Provides a Comprehensive Guidance Curriculum**

- orients students, parents/guardians, staff, and others to school guidance program and curriculum
- provides large group and small group activities designed to enhance student knowledge of self and others
- provides large group and small group activities designed to enhance student knowledge of career opportunities and student skill in career selection

- provides large group and small group activities designed to enable students to develop an educational plan that will support their career choices
- works with teachers to integrate guidance curriculum and academic curriculum
- provides informational services to students, staff, parents/guardians, and others

### **2.2 Conducts Individual Planning with Students**

- helps students to assess and interpret abilities, interests, skills, and achievements
- provides activities designed to enhance student awareness of educational opportunities
- advises students and parents in self-appraisal, educational and career planning, and acquisition of labor market information
- assists students in making transitions
- assists students with course selections and class placement (secondary and middle, when appropriate)
- helps students find resources and support services needed in new educational, community, and employment settings

### **2.3 Provides Responsive Services**

- orients students, parents, staff, and others to school counseling programs and services
- consults with students, parents, teachers, and other educators to identify strategies to help students
- conducts personal counseling on a small-group or individual basis
- provides crisis counseling and support to students and families facing emergency situations
- assists with school crisis management planning and activities
- serves as a resource to professional staff and parents/guardians in areas of intervention and provision of activities for the development of students
- refers students and families to appropriate community agencies when assistance is needed

## **2.4 Assists in Student Assessment and Testing, as Needed**

- serves as a resource to professional staff, parents, guardians, and others in the areas of assessment and analysis of standardized and other test data
- trains teachers to administer tests and interpret and utilize test data, when appropriate
- assists teachers and administrators in communicating and interpreting assessment and test results to parents and others.

## **3.0 RESEARCH AND EVALUATION**

The counselor must evaluate and monitor the guidance and counseling program and its implementation on a continuous basis. The effective counselor uses results of evaluations to determine the achievement of goals and objectives and changes needed for program improvements. He/she must ensure that students have equal access to all program components. The counselor conducts research that is useful to the program and school including needs assessments, follow-up studies, and data analysis.

### **3.1 Evaluates Guidance and Counseling Program**

- conducts regular, systematic evaluations to determine adequacy of curriculum and services and need for revisions
- uses evaluation data to determine achievement of goals and objectives
- uses evaluation data to make program changes

### **3.2 Monitors Program and Activities**

- monitors program to ensure that all students have equal access to program components

- monitors program to ensure integration of various components with all aspects of the ongoing school program
- uses monitoring information to make immediate adjustments to program and services

### **3.3 Conducts Research Useful to the Guidance and Counseling Program and School**

- conducts follow-up studies of students for program and school use
- analyzes student assessment data to identify instructional needs and guidance needs
- conducts assessments of students', staff, and parents' needs
- consults regularly with teachers, administrators, and other staff in order to receive feedback on students and programs
- provides faculty and administrators information regarding conditions and factors that impact teaching and learning

## **4.0 MANAGEMENT OF THE GUIDANCE AND COUNSELING PROGRAM**

The counselor conducts activities that support the total guidance and counseling program. These activities provide support both to the program itself and to the school as a whole. The counselor must be a good manager of the program and its resources. Resources and materials must be up-to-date to be useful. It is essential that a counselor maintains accurate student records and ensures confidentiality of records and conversations when appropriate. The counselor should be cognizant of how technology can play a role in the management of the guidance and counseling program and, when possible, should utilize this tool.

### **4.1 Develops System Support**

- orients staff, students, parents, and community to the guidance and counseling program



- consults regularly with teachers, administrators, and other staff in order to provide information and support
- serves on committees and advisory boards that support other programs in the school and community and gain support for the guidance and counseling program
- visits businesses, industries, and community agencies to become knowledgeable of opportunities and resources available

#### **4.2 Manages Resources Effectively**

- provides easy access to materials, programs, and services offered
- manages human resources (staff, volunteers) effectively
- uses time wisely and productively
- uses fiscal resources wisely
- coordinates services with all aspects of the school program(s) and with community agencies

#### **4.3 Provides for Maintenance of Guidance and Counseling Program**

- organizes and allocates time for activities
- keeps files of resources and materials up to date
- maintains accurate and current student and program records
- ensures confidentiality, when appropriate

#### **5.0 POSITIVE GUIDANCE AND COUNSELING CLIMATE**

A positive climate is essential to successful counseling and guidance. The counselor establishes a positive climate by involving the student(s) in interacting, communicating high expectations, minimizing negative affect, expressing positive affect, and maintaining an appropriate physical environment within the limitations of the facilities provided.

#### **5.1 Involves Students in Interaction**

- encourages students to actively participate in guidance and counseling sessions
- asks questions
- accepts and uses student ideas and responses
- encourages students to ask questions

#### **5.2 Communicates High Expectations**

- encourages student respect and consideration for others
- holds students accountable for assigned activities and timelines
- indicates confidence that students can and will be successful
- encourages students to deliver quality performance and products

#### **5.3 Expresses Positive Effect/Minimizes Negative Effect**

- expresses enthusiasm verbally and nonverbally
- uses positive nonverbal cues
- accepts student responses without ridicule
- avoids use of sarcasm/derogatory statements (verbal and nonverbal)
- avoids personal criticism
- demonstrates respect and consideration for students

#### **5.4 Maintains Physical Environment Conducive to Guidance and Counseling Activities within Limitations of Facilities Provided**

- arranges furniture and equipment to facilitate movement and learning
- uses assigned facilities to accommodate different types of activities
- creates an attractive physical environment

#### **6.0 COMMUNICATION**

The counselor should be proficient in both the written and oral use of language.

### **6.1 Speaks Clearly, Correctly and Coherently**

- uses standard speech
- pronounces words correctly
- adjusts rate of speaking when needed/requested
- adjusts speaking volume when needed/requested
- organizes presentations
- uses vocabulary and style appropriate to level of audience
- speaks fluently without hesitations

### **6.2 Writes Clearly, Correctly and Coherently**

- spells words correctly
- uses correct grammar and mechanics
- writes legibly
- uses vocabulary and style appropriate to level of audience
- organizes written information

## **7.0 PROFESSIONAL DEVELOPMENT AND LEADERSHIP**

Counselors seek ways to improve their professional skills and knowledge through participation in both required and nonrequired staff development activities, advanced training, and/or participation in learned societies or professional organizations. They exhibit professional leadership through sharing ideas and materials with colleagues, participating in committee activities, and/or conducting professional development activities, and assisting in establishing and achieving school and district goals.

### **\*7.1 Improves Professional Knowledge and Skills**

- takes formal coursework or obtains advanced degree
- participates in required professional growth activities
- participates in nonrequired professional growth activities

- uses ideas from books, professional journals, websites, Internet, dialog with colleagues, and professional organizations to improve services
- tries new methods/approaches and evaluates their success
- participates in learned societies or professional organizations

### **\*7.2 Takes Leadership Role in Improving Education**

- participates in local, state, regional or national committees
- conducts workshops/training sessions
- shares ideas, materials and resources with peers and others
- takes leadership positions in school/school system/professional organizations
- assists in establishing school/district goals and takes an active role in achieving them
- initiates activities and projects in the school/district
- takes an active role in resolving school/district problems

## **8.0 PERFORMANCE OF PROFESSIONAL RESPONSIBILITIES**

The counselor will meet his/her responsibilities to the local school and school district, the state and his/her professional colleagues by completing job requirements in a timely fashion; maintaining satisfactory attendance; adhering to written policies; and maintaining accurate, up-to-date records.

### **8.1 Completes Job Requirements According to Established Timelines**

- completes assigned tasks on schedule
- is punctual for counseling sessions, meetings, conferences and other scheduled activities
- maintains a record of attendance in accordance with local policies
- prepares and manages the guidance/counseling budget

*\*Counselors are not expected to exhibit all definitional items in the indicator, but should demonstrate a pattern of them.*

## **8.2 Adheres to Written Local and State Board Policies and Federal Laws/Regulations**

- maintains accurate up-to-date clerical, program and fiscal records
- establishes procedures consistent with established policies, laws and regulations
- recommends and makes decisions in accordance with applicable laws, policies and regulations
- supports established laws, policies and procedures when dealing with school personnel, students and parents
- maintains student data for use in follow-up studies and various reports

## **8.3 Exhibits Professionalism with Peers, Administrators, Parents/Guardians**

- demonstrates respect, interest and consideration for those with whom he/she interacts
- adjusts activities and schedules when necessary to accommodate other school-wide programs or activities
- assists in school planning when requested
- holds conferences at times mutually convenient to all participants
- participates in collegial efforts without giving up individual rights to dissent or to work to effect change

## **8.4 Promotes Cooperation with Parents/Guardians and Between the School and Community**

- uses community resources to supplement program
- encourages parents to participate in the school
- attends community functions
- participates in school-related, parent/guardian-directed meetings (PTA, planning meetings, etc.), when appropriate

There will be an annual survey conducted of the counseling program

to evaluate program effectiveness and to make plans for improvements. The following surveys will be adapted as needed to include open-ended response and other needed information.

- Counselor Survey for Instructional Staff
- Counselor Survey for Students: Grades 4-6
- Counselor Survey for Students: Grades 7-12
- Counselor Survey for Parents/Guardians



## AMERICAN SCHOOL COUNSELOR ASSOCIATION

### ASCA ETHICAL STANDARDS FOR SCHOOL COUNSELORS\* Revised June 25, 1998

#### Preamble

The American School Counselor Association (ASCA) is a professional organization whose members have a unique and distinctive preparation, grounded in the behavioral sciences, with training in clinical skills adapted to the school setting. The school counselor assists in the growth and development of each individual and uses his or her highly specialized skills to protect the interests of the counselee within the structure of the school system. School counselors subscribe to the following basic tenets of the counseling process from which professional responsibilities are derived:

- Each person has the right to respect and dignity as a human being and to counseling services without prejudice as to person, character, belief or practice regardless of age, color, disability, ethnic group, gender, race, religion, sexual orientation, marital status, or socioeconomic status.
- Each person has the right to self-direction and self-development.
- Each person has the right of choice and the responsibility for goals reached.
- Each person has the right to privacy and thereby the right to expect the counselor-counselee relationship to comply with all laws, policies, and ethical standards pertaining to confidentiality.

In this document, ASCA specifies the principles of ethical behavior necessary to regulate and maintain the high standards of integrity, leadership, and professionalism among its members. The Ethical Standards for School Counselors were developed to clarify the nature of ethical responsibilities held in common by school counseling professionals. The purposes of this document are to:

- Serve as a guide for the ethical practices of all professional school counselors regardless of level, area, population served, or membership in this professional Association;
- Provide benchmarks for both self-appraisal and peer evaluations regarding counselor responsibilities to counselees, parents, colleagues and professional associates, schools, and communities, as well as to one's self and the counseling profession; and
- Inform those served by the school counselor of acceptable counselor practices and expected professional behavior.

#### A.1. Responsibilities to Students

##### The professional school counselor:

- a. Has a primary obligation to the counselee who is to be treated with respect as a unique individual.
- b. Is concerned with the educational, career, emotional, and behavioral needs and encourages the maximum development of each counselee.

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- c. Refrains from consciously encouraging the counselee's acceptance of values, lifestyles, plans, decisions, and beliefs that represent the counselor's personal orientation.

- d. Is responsible for keeping informed of laws, regulations, and policies relating to counselees and strives to ensure that the rights of counselees are adequately provided for and protected.

#### A.2. Confidentiality

##### The professional school counselor:

- a. Informs the counselee of the purposes, goals, techniques, and rules of procedure under which she/he may receive counseling at or before the time when the counseling relationship is entered. Disclosure notice includes confidentiality issues such as the possible necessity for consulting with other professionals, privileged communication, and legal or authoritative restraints. The meaning and limits of confidentiality are clearly defined to counselees through a written and shared disclosure statement.

- b. Keeps information confidential unless disclosure is required to prevent clear and imminent danger to the counselee or others or when legal requirements demand that confidential information be revealed. Counselors will consult with other professionals when in doubt as to the validity of an exception.

- c. Discloses information to an identified third party who, by her or his relationship with the counselee, is at a high risk of contracting a disease that is commonly known to be communicable and fatal. Prior to disclosure, the counselor will ascertain that the counselee has not already informed the third party about his or her disease and he/she is not intending to inform the third party in the immediate future.

- d. Requests of the court that disclosure not be required when the release of confidential information without a counselee's permission may lead to potential harm to the counselee.

- e. Protects the confidentiality of counselee's records and releases personal data only according to prescribed laws and school policies. Student information maintained in computers is treated with the same care as traditional student records.

- f. Protects the confidentiality of information received in the counseling relationship as specified by federal and state laws, written policies, and applicable ethical standards. Such information is only to be revealed to others with the informed consent of the counselee, consistent with the counselor's ethical obligation. In a group setting, the counselor sets a high norm of confidentiality and stresses its importance, yet clearly states that confidentiality in group counseling cannot be guaranteed.

#### A.3. Counseling Plans

##### The professional school counselor:

works jointly with the counselee in developing integrated and effective counseling plans, consistent with both the abilities and circumstances of the counselee and counselor. Such plans will be regularly reviewed to ensure continued viability and effectiveness, respecting the counselee's freedom of choice.

#### A.4. Dual Relationships

##### The professional school counselor:

avoids dual relationships that might impair her or his objectivity and increase the risk of harm to the client (e.g., counseling one's family members, close friends, or associates). If a dual relationship is unavoidable, the counselor is responsible for taking action to eliminate or reduce the potential for harm. Such safeguards might include informed consent, consultation, supervision, and documentation.

## **A.5. Appropriate Referrals**

### **The professional school counselor:**

makes referrals when necessary or appropriate to outside resources. Appropriate referral necessitates knowledge of available resources and making proper plans for transitions with minimal interruption of services. Counselors retain the right to discontinue the counseling relationship at any time.

## **A.6. Group Work**

### **The professional school counselor:**

screens prospective group members and maintains an awareness of participants' needs and goals in relation to the goals of the group. The counselor takes reasonable precautions to protect members from physical and psychological harm resulting from interaction within the group.

## **A.7. Danger to Self or Others**

### **The professional school counselor:**

informs appropriate authorities when the counselee's condition indicates a clear and imminent danger to the counselee or others. This is to be done after careful deliberation and, where possible, after consultation with other counseling professionals. The counselor informs the counselee of actions to be taken so as to minimize his or her confusion and to clarify counselee and counselor expectations.

## **A.8. Student Records**

### **The professional school counselor:**

maintains and secures records necessary for rendering professional services to the counselee as required by laws, regulations, institutional procedures, and confidentiality guidelines.

## **A.9. Evaluation, Assessment, and Interpretation**

### **The professional school counselor:**

a. Adheres to all professional standards regarding selecting, administering, and interpreting assessment measures. The counselor recognizes that computer-based testing programs require specific training in administration, scoring, and interpretation that may differ from that required in more traditional assessments.

b. Provides explanations of the nature, purposes, and results of assessment/evaluation measures in language the counselee(s) can understand.

c. Does not misuse assessment results and interpretations and takes reasonable steps to prevent others from misusing the information.

d. Uses caution when utilizing assessment techniques, making evaluations, and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.

## **A.10. Computer Technology**

### **The professional school counselor:**

a. Promotes the benefits of appropriate computer applications and clarifies the limitations of computer technology. The counselor ensures that: (1) computer applications are appropriate for the individual needs of the counselee; (2) the counselee understands how to use the application; and (3) follow-up counseling assistance is provided. Members of underrepresented groups are assured equal access to computer technologies and are assured the absence of discriminatory information and values in computer applications.

b. Counselors who communicate with counsees via the Internet should follow the NBCC Standards for Web Counseling.

## **A.11. Peer Helper Programs**

### **The professional school counselor:**

has unique responsibilities when working with peer helper programs. The school counselor is responsible for the welfare of counsees participating in peer programs under her or his direction. School counselors who function in training and supervisory capacities are referred to the preparation and supervision standards of professional counselor associations.

## **B. Responsibilities to Parents**

### **8.1. Parent Rights and Responsibilities**

#### **The professional school counselor:**

a. Respects the inherent rights and responsibilities of parents for their children and endeavors to establish, as appropriate, a collaborative relationship with parents to facilitate the counselee's maximum development.

b. Adheres to laws and local guidelines when assisting parents experiencing family difficulties that interfere with the counselee's effectiveness and welfare.

c. Is sensitive to cultural and social diversity among families and recognizes that all parents, custodial and noncustodial, are vested with certain rights and responsibilities for the welfare of their children by virtue of their role and according to law.

### **B.2. Parents and Confidentiality**

#### **The professional school counselor:**

a. Informs parents of the counselor's role with emphasis on the confidential nature of the counseling relationship between the counselor and counselee.

b. Provides parents with accurate, comprehensive, and relevant information in an objective and caring manner, as is appropriate and consistent with ethical responsibilities to the counselee.

c. Makes reasonable efforts to honor the wishes of parents and guardians concerning information that he/she may share regarding the counselee.

## **C. Responsibilities to Colleagues and Professional Associates**

### **C.1. Professional Relationships**

#### **The professional school counselor:**

a. Establishes and maintains professional relationships with faculty, staff, and administration to facilitate the provision of optimal counseling services. The relationship is based on the counselor's definition and description of the parameter and levels of his or her professional roles.

b. Treats colleagues with professional respect, courtesy, and fairness. The qualifications, views, and findings of colleagues are represented to accurately reflect the image of competent professionals.

c. Is aware of and optimally utilizes related professions and organizations to which the counselee may be referred.

## **C.2. Sharing Information with Other Professionals**

### **The professional school counselor:**

- a. Promotes awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information, and staff consultation.
- b. Provides professional personnel with accurate, objective, concise, and meaningful data necessary to adequately evaluate, counsel, and assist the counselee.
- c. If a counselee is receiving services from another counselor or other mental health professional, the counselor, with client consent, will inform the other professional and develop clear agreements to avoid confusion and conflict for the counselee.

## **D. Responsibilities to the School and Community**

### **D.1. Responsibilities to the School**

#### **The professional school counselor:**

- a. Supports and protects the educational program against any infringement not in the best interest of counselees.
- b. Informs appropriate officials of conditions that may be potentially disruptive or damaging to the school's mission, personnel, and property while honoring the confidentiality between the counselee and counselor.
- c. Delineates and promotes the counselor's role and function in meeting the needs of those served. The counselor will notify appropriate officials of conditions that may limit or curtail her or his effectiveness in providing programs and services.
- d. Accepts employment only for positions for which he/she is qualified by education, training, supervised experience, state and national professional credentials, and appropriate professional experience. Counselors recommend that administrators hire only qualified and competent individuals for professional counseling positions.
- e. Assists in developing: (1) curricular and environmental conditions appropriate for the school and community; (2) educational procedures and programs to meet the counselee's developmental needs; and (3) a systematic evaluation process for comprehensive school counseling programs, services, and personnel. The counselor is guided by the findings of the evaluation data in planning programs and services.

### **D.2. Responsibility to the Community**

#### **The professional school counselor:**

collaborates with agencies, organizations, and individuals in the school and community in the best interest of counselees and without regard to personal reward or remuneration.

## **E. Responsibilities to Self**

### **E.1. Professional Competence**

#### **The professional school counselor:**

- a. Functions within the boundaries of individual professional competence and accepts responsibility for the consequences of his or her actions.
- b. Monitors personal functioning and effectiveness and does not participate in any activity which may lead to inadequate professional services or harm to a client.

- c. Strives through personal initiative to maintain professional competence and to keep abreast of professional information. Professional growth and personal growth are ongoing throughout the counselor's career.

## **E.2. Multicultural Skills**

#### **The professional school counselor:**

understands the diverse cultural backgrounds of the counselees with whom he/she works. This includes, but is not limited to, learning how the school counselor's own cultural/ethnic/racial identity impacts her or his values and beliefs about the counseling process.

## **F. Responsibilities to the Profession**

### **F.1. Professionalism**

#### **The professional school counselor:**

- a. Accepts the policies and processes for handling ethical violations as a result of maintaining membership in the American School Counselor Association.
- b. Conducts herself/himself in such a manner as to advance individual ethical practice and the profession.
- c. Conducts appropriate research and reports findings in a manner consistent with acceptable educational and psychological research practices. When using client data for research or for statistical or program planning purposes, the counselor ensures protection of the individual counselee's identity.
- d. Adheres to ethical standards of the profession; other official policy statements pertaining to counseling; and relevant statutes established by federal, state, and local governments.
- e. Clearly distinguishes between statements and actions made as a private individual and those made as a representative of the school counseling profession.
- f. Does not use his or her professional position to recruit or gain clients/consultees for her or his private practice or to seek and receive unjustified personal gains, unfair advantage, sexual favors, or unearned goods or services.

### **F.2. Contribution to the Profession**

#### **The professional school counselor:**

- a. Actively participates in local, state, and national associations that foster the development and improvement of school counseling.
- b. Contributes to the development of the profession through sharing skills, ideas, and expertise with colleagues.

## **G. Maintenance of Standards**

Ethical behavior among professional school counselors, Association members and nonmembers, is expected at all times. When there exists serious doubt as to the ethical behavior of colleagues, or if counselors are forced to work in situations or abide by policies which do not reflect the standards as outlined in these Ethical Standards for School Counselors, the counselor is obligated to take appropriate action to rectify the condition. The following procedure may serve as a guide:

1. The counselor should consult confidentially with a professional colleague to discuss the nature of a complaint to see if she/he views the situation as an ethical violation.
2. When feasible, the counselor should directly approach the colleague whose behavior is in question to discuss the complaint and seek resolution.

3. If resolution is not forthcoming at the personal level, the counselor shall utilize the channels established within the school, school district, the state SCA, and ASCA Ethics Committee.

4. If the matter still remains unresolved, referral for review and appropriate action should be made to the Ethics Committees in the following sequence:

- state school counselor association
- American School Counselor Association

5. The ASCA Ethics Committee is responsible for educating—and consulting with—the membership regarding ethical standards. The Committee periodically reviews and recommends changes in code. The Committee will also receive and process questions to clarify the application of such standards. Questions must be submitted in writing to the ASCA Ethics Chair. Finally, the Committee will handle complaints of alleged violations of our ethical standards. Therefore, at the national level, complaints should be submitted in writing to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 801 North Fairfax, Suite 310, Alexandria, VA 22314.

## H. Resources for Ethical Standards

School counselors are responsible for being aware of, and acting in accord with, standards and positions of the counseling profession as represented in official documents such as those listed below:

American Counseling Association: (1995). *Code of Ethics and Standards of Practice*. Alexandria, VA. (5999 Stevenson Ave., Alexandria, VA 22034) 1-800-347-6647 [www.counseling.org](http://www.counseling.org).

American School Counselor Association. (1997). *The National Standards for School Counseling Programs*. Alexandria, VA. (801 North Fairfax Street, Suite 310, Alexandria, VA 22314) 1-800-306-4722 [www.schoolcounselor.org](http://www.schoolcounselor.org).

American School Counselor Association. (1998). Position Statements. Alexandria, VA.

American School Counselor Association. (1998). *Professional Liability Insurance Program*. (Brochure). Alexandria, VA.

Arrendondo, Toperek, Brown, Jones, Locke, Sanchez, and Stadler. (1996). Multicultural Counseling Competencies and Standards. *Journal of Multicultural Counseling and Development*. Vol. 24, No. 1. See American Counseling Association.

Arthur, G.L. and Swanson, C.D. (1993). *Confidentiality and Privileged Communication*. (1993). See American Counseling Association.

Association for Specialists in Group Work. (1989). *Ethical Guidelines for Group Counselors*. (1989). Alexandria, VA. See American Counseling Association.

Corey, G., Corey, M.S. and Callanan. (1998). *Issues and Ethics in the Helping Professions*. Pacific Grove, CA: Brooks/Cole. (Brooks/Cole, 511 Forest Lodge Rd., Pacific Grove, CA 93950) [www.thomson.com](http://www.thomson.com).

Crawford, R. (1994). *Avoiding Counselor Malpractice*. Alexandria, VA. See American Counseling Association.

Forrester-Miller, H. and Davis, T.E. (1996). *A Practitioner's Guide to Ethical Decision Making*. Alexandria, VA. See American Counseling Association.

Herlihy, B. and Corey, G. (1996). *ACA Ethical Standards Casebook*. Fifth ed. Alexandria, VA. See American Counseling Association.

Herlihy, B. and Corey, G. (1992). *Dual Relationships in Counseling*. Alexandria, VA. See American Counseling Association.

Huey, W.C. and Remley, T.P. (1988). *Ethical and Legal Issues in School Counseling*. Alexandria, VA. See American School Counselor Association.

Joint Committee on Testing Practices. (1988). *Code of Fair Testing Practices in Education*. Washington, DC. American Psychological Association. (1200 17th Street, NW, Washington, DC 20036) 202-336-5500.

Mitchell, R.W. (1991). *Documentation in Counseling Records*. Alexandria, VA. See American Counseling Association.

National Board for Certified Counselors. (1998). *National Board for Certified Counselors: Code of Ethics*. Greensboro, NC. (3 Terrace Way, Suite D, Greensboro, NC 27403-3660) 336-547-0607 [www.nbcc.org](http://www.nbcc.org).

National Board for Certified Counselors. (1997). *Standards for the Ethical Practice of Web Counseling*. Greensboro, NC.

National Peer Helpers Association. (1989). *Code of Ethics for Peer Helping Professionals*. Greenville, NC. PO Box 2684, Greenville, NC 27836. 919-522-3959 [nphaorg@aol.com](mailto:nphaorg@aol.com).

Salo, M. and Schurnate, S. (1993). *Counseling Minor Clients*. Alexandria, VA. See American School Counselor Association.

Stevens-Smith, P. and Hughes, M. (1993). *Legal Issues in Marriage and Family Counseling*. Alexandria, VA. See American School Counselor Association.

Wheeler, N. and Bertram, B. (1994). *Legal Aspects of Counseling: Avoiding Lawsuits and Legal Problems*. (Videotape). Alexandria, VA. See American School Counselor Association.

ASCA Ethical Standards for School Counselors were adopted by the ASCA Delegate Assembly, March 19, 1984. The first revision was approved by the ASCA Delegate Assembly, March 27, 1992. The second revision was approved by the ASCA Governing Board on March 30, 1998, and adopted on June 25, 1998.

6/25/98

School \_\_\_\_\_

School Counselor Signature \_\_\_\_\_

Date \_\_\_\_\_

# **Comprehensive Counseling and Guidance Program Policy Jasper City Schools**

The system's comprehensive counseling and guidance program provides important benefits to individual students by addressing their intellectual, emotional, social, and psychological needs. It includes sequential activities designed to address the needs of all students by helping them to acquire competencies in knowledge of self and others, in identifying educational goals, and in career planning in the elementary, middle, and high schools. The program is implemented in each school by the certified school counselor with the support of teachers, administrators, students, and parents.

## **Program Goals**

At the elementary level, the counseling and guidance program promotes successful achievement by assisting students in learning the skills and attitudes necessary to be successful. It emphasizes choice making, skill development, awareness, and beginning exploration of future educational and occupational possibilities. The program also stresses self-concept development and the acquisition of skills in developing interpersonal relationships.

The middle school counseling and guidance program focuses on the rapidly changing needs of pre- and young adolescents. It is especially sensitive to the struggles of middle school students for identity and for balancing the demands for academic, career, and personal/social competencies. The programs begun at the elementary level are continued. However, they are adjusted to fit the special needs of middle school students. In addition, counselors work with students to develop the high school four-year educational plan and an educational/career planning portfolio of study that covers graduation requirements. These plans take into account students' interests and educational and occupational plans.

Building on the goals of the elementary and middle school, the counseling and guidance program in high school assists students in becoming responsible adults who can develop realistic and fulfilling life plans based on clear understandings of themselves and their needs, interests, and skills. The high school four-year educational plan and educational/career planning portfolio study developed in the middle school move with students to high school and are reviewed and updated annually in accordance with students' educational and occupational goals. Continued attention is given to assisting students to develop competence in decision-making, career planning, working with others, and taking responsibility for their own behavior.

## **Program Activities**

To accomplish these goals, the comprehensive counseling and guidance program is an integral part of the school system's total educational program. The program is and includes sequential activities in the elementary, middle, and high schools.

Counselors work with all students, parents, teachers, administrators, and the community through a balanced program of counseling and guidance services. Large- and small-group structured learning units provide systematic instruction for all students in all grade levels.

Counselors plan with teachers and then teach, team teach, or assist in teaching these coordinated units in classrooms or in other large-group settings. Individual student planning activities are provided to assist



all students. They are initiated in the upper elementary grades and continued and expanded in the middle and high school years. Individual, small-group, personal, and crisis counseling are available to all students. Consultation services concerning student behavior and academic progress are provided for parents, teachers, and administrators. Referrals to other professionals in the school district or to agencies and institutions outside of the district are made as required or requested.

Counselors support the overall district's educational program through general consultation activities and committee work. Counselors also support the local school program through management and research activities, community outreach, business and industry visitation, and professional development.

### **Program Components**

The comprehensive counseling and guidance program components organize the work of counselors into activities and services. They include the counselor services of School Guidance Curriculum, Individual Student Planning, Responsive Services, and counseling and guidance System Support.

School guidance curriculum includes structured experiences presented systematically through classroom and group activities from kindergarten through grade twelve. The curriculum emphasizes choice making, self-understanding, career exploration and preparation, and the improvement of study skills.

Individual student planning includes counseling activities to assist all students to plan, monitor, and manage their own academic achievement as well as their personal and career development. Individual student planning emphasizes test interpretation, informal counseling, and educational counseling, including pre-college and postsecondary vocational-technical planning, and career planning.

Responsive services include counseling or referral activities to meet the immediate needs and concerns of students. Responsive services include personal counseling; crisis counseling; agency referral; consultation for parents, teachers, and other professionals; support groups; and problem solving.

System support includes indirect guidance management activities that maintain and enhance the total counseling and guidance program. Responsibilities in this component include staff and community relations, special research projects, committees, professional development, and student support teams.

**Adopted:**

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**Board of Education**

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**Date**

## **Counselor's Role in Parenting Education**

School counselors facilitate students' development and educational process as they assist students and parents in the resolution of school problems and conflicts that may hinder students developmentally and educationally. Students today face increasingly difficult challenges and pressures. As a result, parenting has become an uncertain and complex journey. Programs to assist and support parents in the parenting process are important components of the school counseling and guidance services and aid in closing the achievement gap for students. In addition to sending communications home and Parent Teacher Association/Parent Teacher Organization (PTA/PTO) presentations, schools take an active role in this process by offering parenting education opportunities.

One of the ways to aid parents in developing more effective parenting skills is a series of programs presented by the school and school counselor that address such issues as physical and emotional development, communication, behavior management strategies, and student academic planning. Community professionals such as pediatricians, counselors/psychologists, and human resources workers can be utilized as facilitators of such programs.

Individual academic sessions with parents, students, and counselors are held annually beginning in the eighth grade. In these conferences, students and parents review the student's academic records, discuss the student's education and career plans (including the high school four-year educational plan and the educational/career planning portfolio), and receive important educational and career planning information. These yearly individual academic sessions allow parents, students, and counselors to focus on identifying diploma options, selecting appropriate high school courses (including rigorous, higher-level courses), and helping students prepare for postsecondary success.

## **Counselor's Role in Tech/Prep**

Tech/Prep is an innovative education program designed to provide a seamless transition between secondary and postsecondary education and to prepare today's career/technical education student for tomorrow's work force. Articulation between career/technical education programs at the secondary level and the postsecondary level is the cornerstone of Tech/Prep. Students who participate in Tech/Prep programs receive college credit from the articulating postsecondary facility for high school courses taken within the program area. Tech/Prep programs combine secondary education with postsecondary education; integrate academic and career/technical instruction; provide technical preparation in a career field; build student competence in mathematics, science, reading, writing, communications, economics, and workplace skills; lead to an associate or baccalaureate degree or a postsecondary certificate in a specific career field; and lead to placement in appropriate employment or to further education.

Career guidance is an important segment of the entire counseling and guidance program. All students benefit from a program of strong academics and a realistic knowledge about career opportunities. Tech/Prep programs of study strengthen ties between schools, postsecondary institutions, businesses, and the community. Tech/Prep requires that career/technical students plan and execute a sequence of courses, both academic and career/technical, that prepares them for advanced study at the college level, entry into the workforce, and lifelong learning.

Without question, counselors are one of the fundamental keys to Tech/Prep's success. The counselor is the liaison between the school and the student, parent, or postsecondary institution. Counselors are the persons most frequently involved in assisting students to develop long-range educational and career plans. Counselors facilitate students as they journey through self-awareness and career development.

Counselors need to be aware of the increased opportunities participating in a Tech/Prep program can offer. Skills needed for future workers are quite different from those needed today. Providing information about Tech/Prep and its postsecondary opportunities to career/technical education students and parents, coordinating placement, conferring with parents and teachers, conducting career guidance activities, making evaluations, and following-up may all be components of an ongoing counseling and guidance program. Through Tech/Prep initiatives, counselors assist students to be better prepared to meet the needs of an ever-changing world.

\* High School only

# Counselor's Role in Behavioral Intervention

School counseling promotes responsible behavior. Counselors do not deal directly with discipline, but rather approach discipline from a preventive perspective. Ideally, discipline problems are identified, discussed, and resolved before they significantly disrupt the classroom and the educational process. Early behavioral intervention is a legitimate activity for counselors, especially in view of the increasing reports of disciplinary problems and disruptive behavior that interfere with learning.

Orientation sessions are conducted at all grade levels to acquaint students with the discipline policy. The positive aspects and rewards of acceptable practices in attendance, classroom behavior, and social relationships both inside and outside the school environment are emphasized.

After all available school resources are expended to assist the disruptive child, the school counselor utilized appropriate school policies to refer the family to assistance resources outside the school system. However, referral is not usually a “once and forever” procedure, and the school counselor should continue to provide ongoing assistance.

Some examples of counselor intervention strategies that focus on school adjustment and discipline are listed below:

- Individual sessions are scheduled on the basis of a referral or request from parents, teachers, or administrators. Individual counseling emphasizes strengths and positive self-talk for the student experiencing discipline problems. It also teaches problem-solving strategies.
- Group counseling and guidance sessions are held that stress responsible behavior and coping skills. The sessions also promote stress reduction, emphasize social and anger management skills, and teach conflict resolution techniques.
- Consultation is used by the school counselor to create positive change and facilitate the growth and development of the students served. The school counselor assists parents and teachers in choosing behavioral changes strategies. The counselor acts as an arbitrator between teachers and students regarding problem situations and relationships in classrooms.

[illegible]

## Year

**\*\* Attach data, examples, and documentation.**

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

# Program Audit\*

The program audit is used to assess the school counseling and guidance program. Audits serve to set the standard for the school counseling and guidance program. Audits are first performed when a school counseling and guidance program is being designed and then yearly to appraise the progress of program development. Using the findings of both program implementation and results, strengths and weaknesses are determined, and goals are created for the following school year.

School \_\_\_\_\_ Date \_\_\_\_\_

## FOUNDATION

### I. BELIEFS AND PHILOSOPHY

The philosophy is a set of principles that guides the development, implementation, and evaluation of the school counseling and guidance program.

CRITERIA	None	In Progress	Completed	Implemented	N/A
1.1 A statement of philosophy has been written for the school counseling and guidance program.					
1.2 Every student's right to a school counseling and guidance program is addressed.					
1.3 A plan of closing-the-gap activities for underserved student populations is included.					
1.4 Primary prevention, intervention, and student-developmental needs are the focus.					
1.5 Persons to be involved in the delivery of program activities are identified.					
1.6 Ethical guidelines and standards are included.					

### II. MISSION OF SCHOOL COUNSELING PROGRAMS

The mission articulates the intentionality of the school counseling and guidance program. It represents the immediate and long-range impact (what is desired for every student five to ten years after graduation).

CRITERIA	None	In Progress	Completed	Implemented	N/A
2.1 A mission statement has been written for the school counseling and guidance program with the student as the primary client.					
2.2 Content or competencies to be learned are indicated.					
2.3 Long-range results desired for all students are indicated.					

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

## PROGRAM AUDIT

### III. DOMAINS AND GOALS

Goals are the extension of the mission and focus on the results students will achieve by the time each student leaves the school system.

CRITERIA	None	In Progress	Completed	Implemented	N/A
3.1 Goals have been written for the school counseling and guidance program.					
3.2 Developmental structure for the school counseling and guidance program from K-12 (and beyond) and what will be measured are identified.					

### IV. COMPETENCIES

Competencies are knowledge, attitudes, or skills that are observable, can be transferred from a learning situation to a real-life situation, and involve the production of a measurable outcome. Competencies are indicators that a student is making progress toward the goals of the school counseling and guidance programs. They are developed and organized into content areas.

CRITERIA	None	In Progress	Completed	Implemented	N/A
4.1 Student competencies have been written that directly relate to the domains: (academic, career, personal/social).					
4.2 Developmentally appropriate student competencies are specified for each grade-level grouping.					
4.3 Selected competencies are based on assessment of student needs and are measurable or observable.					

## DELIVERY SYSTEM

### V. GUIDANCE CURRICULUM

The guidance curriculum consists of structured developmental lessons designed to assist students in achieving the competencies and is presented systematically through classroom and group activities, K-12. The guidance curriculum is organized to help students acquire, develop, and demonstrate competencies within the three domains: academic, career, and personal/social.

CRITERIA	None	In Progress	Completed	Implemented	N/A
5.1 Guidance curriculum for all three domains has been written.					
5.2 All students receive, in a systemic way, the content to acquire knowledge, attitudes, and skills to enhance their academic, career, and personal/social development.					
5.3 Materials, equipment, and facilities are available to support the program delivery.					
5.4 Effectiveness of curriculum is evaluated annually.					



## PROGRAM AUDIT

### VI. INDIVIDUAL STUDENT PLANNING

Individual student planning consists of school counselors coordinating ongoing systemic activities designed to assist the individual student in establishing personal goals and developing future plans.

CRITERIA	None	In Progress	Completed	Implemented	N/A
6.1 There is a systemic approach for helping students make appropriate education plans.					
6.2 A tool exists at the secondary level to assist students in making appropriate educational plans (four-year plan, portfolio).					
6.3 Individual student planning includes individual appraisal, individual advisement, and appropriate student placement.					

### VII. RESPONSIVE SERVICES

Responsive services within the school counseling and guidance program consist of activities to meet the immediate need of students.

CRITERIA	None	In Progress	Completed	Implemented	N/A
7.1 Every K-12 student receives prevention education to address life choices in academic, career, and personal/social development.					
7.2 Students are assisted in solving immediate problems that interfere with their academic, career, and personal/social development (conflict resolution, peer mediation).					
7.3 There is a systemic and consistent provision for the referral of students who exhibit barriers to learning.					

### VIII. SYSTEM SUPPORT

System support consists of management activities that establish, maintain, and enhance the total counseling and guidance program.

CRITERIA	None	In Progress	Completed	Implemented	N/A
8.1 Counselors provide professional development to staff regarding the school counseling and guidance program.					
8.2 Counselors participate in professional development activities.					

## PROGRAM AUDIT

### MANAGEMENT SYSTEM

The management system is the process by which accountability for results is established and indicates who will be responsible for which students acquiring predetermined competencies.

#### IX. SCHOOL COUNSELOR/ADMINISTRATOR AGREEMENTS

Agreements are statements of responsibility by each counselor specifying the results for which and students for whom the counselor is accountable. These agreements are negotiated with and approved by the designated administrator.

CRITERIA	None	In Progress	Completed	Implemented	N/A
9.1 There is a clear division between assumed accountability for results and assigned duties.					
9.2 Counselors have decided how to distribute caseload and access to students (alpha assignments, domain specialization, grade level, or random).					

#### X. ADVISORY COUNCIL

An advisory council is a group of persons appointed to review the program audit, goals, and results reports of the school counseling and guidance program and to make recommendations to the school counseling and guidance department, principal, and/or the superintendent.

CRITERIA	None	In Progress	Completed	Implemented	N/A
10.1 An advisory council has been organized and has established meeting dates and has identified tasks.					
10.2 The advisory council meets at least twice a year.					

#### XI. USE OF DATA and STUDENT MONITORING

Analysis of data drives the program. Monitoring students' progress ensures each student acquires the identified competencies. Monitoring may be systemic by school system or specific to school site, grade, class, or individually, depending on site and student need.

CRITERIA	None	In Progress	Completed	Implemented	N/A
11.1 School system and site-specific data on achievement-related data are collected and disaggregated.					
11.2 There is an established means to monitor students' progress in guidance-related competencies, including academic achievement.					

## PROGRAM AUDIT

### XII. USE OF DATA and CLOSING THE GAP

Analysis of data drives the program. Monitoring of individual progress reveals interventions that may be needed to support each student in achieving academic success through access to rigorous academic programs.

CRITERIA	None	In Progress	Completed	Implemented	N/A
12.1 The data are disaggregated by variables such as gender, ethnicity, and grade level.					
12.2 The identified needs become sources for the determination of closing-the-gap activities.					

### XIII. ACTION PLANS (GUIDANCE CURRICULUM AND CLOSING THE GAP)

For every competency taught or result anticipated by counselors, there must be a plan of how the responsible counselor intends to achieve the desired competency or result.

CRITERIA	None	In Progress	Completed	Implemented	N/A
13.1 Action plans are drafted by the counseling team during a planning meeting.					
13.2 Action plans address every aspect of the program and the academic, career, and personal/social domains.					
13.3 Action plans and closing-the-gap plans are completed in the spring for the next year and signed by the counselor and principal.					

### XIV. USE OF TIME/CALENDAR

A master calendar of events is developed and published to effectively plan and promote the school counseling and guidance program. To maximize active participation in the program, the calendar provides students, parents, teachers, and administrators with knowledge of appropriate information.

CRITERIA	None	In Progress	Completed	Implemented	N/A
14.1 The master calendar is published and distributed to appropriate persons: students, staff, parents, and community.					
14.2 The counselor's weekly/monthly schedule is posted.					

## PROGRAM AUDIT

### ACCOUNTABILITY

#### XV. RESULTS REPORT

For every competency or result assumed by counselors, there must be a plan of how the assigned counselor intends to achieve the desired competency or result.

CRITERIA	None	In Progress	Completed	Implemented	N/A
15.1 A results form for the collection of results data is written and accepted by administration and school counselors.					
15.2 There is a results agreement addressing every aspect of the program and the academic, career, and personal/social domains.					
15.3 Results data are collected and disaggregated measuring behaviors (graduation rates, attendance, behavior, academic achievement, data over time).					

#### XVI. COUNSELOR PERFORMANCE EVALUATION

The school counselor's performance standards used for evaluation contain basic standards of practice expected of school counselors implementing a comprehensive school counseling and guidance program.

CRITERIA	None	In Progress	Completed	Implemented	N/A
16.1 The evaluation is written to assess the school counselor's ability to understand and implement the foundation of the comprehensive school counseling and guidance program.					
16.2 The evaluation assesses the school counselor's ability to measure the results of the program.					
16.3 The evaluation assesses the counselor's use of professional communication within the school community.					

#### XVII. PROGRAM AUDIT

The program audit provides evidence that the school counseling and guidance program has been assessed. The primary purpose for collecting information is to guide future actions within the program and to improve future results for students.

CRITERIA	None	In Progress	Completed	Implemented	N/A
17.1 The audit aligns with and includes all program components.					
17.2 The results of the audit are shared in the spring and drive the program training and behavior for the following year.					

# Bibliography

## Print materials:

*Alabama Professional Education Personnel Evaluation (PEPE) for Counselors.* Montgomery, Alabama: Alabama State Department of Education, 2002.

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

*The ASCA National Model: A Framework for School Counseling Programs.* Alexandria, Virginia: American School Counselor Association, 2003.

*The National Standards for School Counseling Programs.* Alexandria, Virginia: American School Counselor Association, 1997.

*The Revised Comprehensive Counseling & Guidance State Model for Alabama's Public Schools*, Bulletin 1996, No. 27. Montgomery, Alabama: Alabama State Department of Education,

# Elementary School Counseling Needs Assessment

## Parent Form

Please circle the grade of your child: PK   K   1   2   3   4   5

Please rate the different skills from the skill that you feel your child needs to learn most (1) to the skill that your child needs to learn least (lowest number).

### School Work and Study Skills (Academic Domain)

- \_\_\_\_\_ Learning to study better.
- \_\_\_\_\_ Learning to listen better in school.
- \_\_\_\_\_ Learning to feel more comfortable in class discussions.
- \_\_\_\_\_ Learning to organize time better.
- \_\_\_\_\_ Learning to prepare for taking tests.
- \_\_\_\_\_ Having a chance to talk about he/she feels about school.
- \_\_\_\_\_ Developing more positive attitudes toward school

### Planning for the Future (Career Domain)

- \_\_\_\_\_ Understanding why people work.
- \_\_\_\_\_ Finding out what things he/she can do best.
- \_\_\_\_\_ Learning what different jobs are like.
- \_\_\_\_\_ Learning how schoolwork will help him/her in future jobs.
- \_\_\_\_\_ Learning what kind of training would be good for a specific career.
- \_\_\_\_\_ Understanding how his/her interests and abilities relate to future career plans.

### Feelings about Self and Others (Personal/Social Domain)

- \_\_\_\_\_ Learning how to make friends.
- \_\_\_\_\_ Getting along better with adults.
- \_\_\_\_\_ Getting along better with children his/her own age.
- \_\_\_\_\_ Speaking up for himself/herself more often.
- \_\_\_\_\_ Being more aware of the feelings of others.
- \_\_\_\_\_ Being more responsible for his/her actions.
- \_\_\_\_\_ Understanding and dealing with his/her feelings.
- \_\_\_\_\_ Learning how his/her feelings affect his/her behavior.
- \_\_\_\_\_ Feeling better about himself/herself.

## Student Form

Please circle the grade you are currently in: PK   K   1   2   3   4   5

Please rate the different skills from the skill that you feel you need to learn most (1) to the skill that you need to learn least (5).

### School Work (Academic Domain)

- \_\_\_\_\_ Learning to study better.
- \_\_\_\_\_ Learning to listen better.
- \_\_\_\_\_ Learning to get my work done on time.
- \_\_\_\_\_ Learning the importance of rules.
- \_\_\_\_\_ Learning to work together in a group.

### My Future (Career Domain)

- \_\_\_\_\_ Finding out why people work.
- \_\_\_\_\_ Finding out what some jobs are like.
- \_\_\_\_\_ Finding out what jobs I can do best.
- \_\_\_\_\_ Learning about what kinds of jobs I might like.
- \_\_\_\_\_ Finding out if I need to go to college for the job that I like.

### Feelings about Myself and Others (Personal/Social Domain)

- \_\_\_\_\_ Learning how to make friends.
- \_\_\_\_\_ Learning to get along better with adults.
- \_\_\_\_\_ Getting along better with children my own age.
- \_\_\_\_\_ Learning to show others how I feel.
- \_\_\_\_\_ Learning to feel better about myself.

## Teacher Form

Please the grade level that you teach: PK   K   1   2   3   4   5

Please rate the different skills from the skill that you feel your students need to learn most (1) to the skill that your students need to learn least (lowest number).

### School Work and Study Skills (Academic Domain)

- \_\_\_\_\_ Learning to study better.
- \_\_\_\_\_ Learning to listen better in school.
- \_\_\_\_\_ Learning to feel more comfortable in class discussions.
- \_\_\_\_\_ Learning to organize time better.
- \_\_\_\_\_ Learning to prepare for taking tests.
- \_\_\_\_\_ Having a chance to talk about how they feel about school.
- \_\_\_\_\_ Developing more positive attitudes toward school
- \_\_\_\_\_ Learning to keep their minds on school work until finished.

### Planning for the Future (Career Domain)

- \_\_\_\_\_ Understanding why people work.
- \_\_\_\_\_ Finding out what things they can do best.
- \_\_\_\_\_ Learning what different jobs are like.
- \_\_\_\_\_ Learning how schoolwork will help them in future jobs.
- \_\_\_\_\_ Learning what kind of training would be good for a specific career.
- \_\_\_\_\_ Understanding how their interests and abilities relate to future career plans.
- \_\_\_\_\_ Finding out what people do in different jobs.
- \_\_\_\_\_ Learning about what kinds of jobs will make them happy.

### Feelings about Themselves and Others (Personal/Social Domain)

- \_\_\_\_\_ Learning how to make friends.
- \_\_\_\_\_ Getting along better with adults.
- \_\_\_\_\_ Getting along better with children their own age.
- \_\_\_\_\_ Speaking up for themselves more often.
- \_\_\_\_\_ Being more aware of the feelings of others.
- \_\_\_\_\_ Being more responsible for their actions.
- \_\_\_\_\_ Understanding and dealing with their feelings.
- \_\_\_\_\_ Learning how their feelings affect their behavior.
- \_\_\_\_\_ Improving their self-concept.



## **Elementary School Counseling Survey**

### **Parent Form**

**1. I know who my child's school counselor is.**

\_\_\_ **Strongly Agree**

\_\_\_ **Agree**

\_\_\_ **Disagree**

**2. I know how to contact my child's school counselor.**

\_\_\_ **Strongly Agree**

\_\_\_ **Agree**

\_\_\_ **Disagree**

**3. I feel comfortable meeting with my child's school counselor.**

\_\_\_ **Strongly Agree**

\_\_\_ **Agree**

\_\_\_ **Disagree**

**4. Please list any ideas/suggestions for the guidance program:**

### **Student Form**

**1. I feel comfortable talking to my school counselor.**

\_\_\_ **Strongly Agree**

\_\_\_ **Agree**

\_\_\_ **Disagree**

**2. My school counselor believes I can succeed.**

\_\_\_ **Strongly Agree**

\_\_\_ **Agree**

\_\_\_ **Disagree**

**3. My school counselor is helpful.**

\_\_\_ **Strongly Agree**

\_\_\_ **Agree**

\_\_\_ **Disagree**

**4. Please list any ideas/suggestions for the guidance program:**

### **Teacher Form**

**1. The school counseling program is beneficial to my students.**

\_\_\_\_\_ Strongly Agree

\_\_\_\_\_ Agree

\_\_\_\_\_ Disagree

**2. The school counselor is visible in the school.**

\_\_\_\_\_ Strongly Agree

\_\_\_\_\_ Agree

\_\_\_\_\_ Disagree

**3. The school counselor provides services that are beneficial to the students.**

\_\_\_\_\_ Strongly Agree

\_\_\_\_\_ Agree

\_\_\_\_\_ Disagree

**4. Please list any ideas/suggestions for the guidance program:**

## **Faculty/Staff Form**

**1. Teachers, parents, and the community are informed about the school counseling program.**

- ☐ Agree
- ☐ Disagree
- ☐ Unsure

**2. If/When necessary, the school counselors help students to develop socially and emotionally.**

- ☐ Agree
- ☐ Disagree
- ☐ Unsure

**3. The school counseling program helps to enhance the academic achievement of students.**

- ☐ Agree
- ☐ Disagree
- ☐ Unsure

**4. If/When necessary, I believe students feel comfortable meeting with the school counselors.**

- ☐ Agree
- ☐ Disagree
- ☐ Unsure

**5. Please list any suggestions or needs you would like the school counselors to address in the future:**

## **Student Form**

**1. What grade are you in?**

- ☐ 6th
- ☐ 7th
- ☐ 8th
- ☐ 9th
- ☐ 10th
- ☐ 11th
- ☐ 12th

**2. My school counselor provides information about the guidance program to students.**

- ☐ Rarely
- ☐ Sometimes
- ☐ Almost Always
- ☐ Don't Know

**3. My school counselor helps students with educational decisions such as selection of courses or college and career choices.**

- ☐ Rarely
- ☐ Sometimes
- ☐ Almost Always
- ☐ Don't Know

**4.. My school counselor is willing to listen to students' concerns and advise them.**

- ☐ Rarely
- ☐ Sometimes
- ☐ Almost Always
- ☐ Don't Know

**5. Ways I think my school counselor could help me or other students in my school:**

**Parent Form**

**1. What grade is your student/child in?**

- ☐ 6th
- ☐ 7th
- ☐ 8th
- ☐ 9th
- ☐ 10th
- ☐ 11th
- ☐ 12th

**2. I know who my child's current School Counselor is and services available in/through the guidance office.**

- ☐ Yes
- ☐ No
- ☐ Unsure

**3. If/When necessary, I believe my child would feel comfortable meeting with the School Counselor.**

- ☐ Yes
- ☐ No
- ☐ Unsure

**4. If/When necessary, the School Counselor is available to me when I have questions.**

- ☐ Yes
- ☐ No
- ☐ Unsure

**5. Please list any suggestions that you think the school counselors should address with students:**

**Secondary Needs Assessment**  
Adapt to Parent/Faculty/Student

- Student need more individual counseling for personal/school issues?
- Student need help with interpersonal skills (helping students communicate/get along)?
- Student need help with personal growth (building self-esteem and understanding)?
- Student need help with career exploration (exploring career goals and interests)?
- Student need help with study skills?
- Student need help improving standardized test scores?
- Student need information on college and careers?
- Student need the opportunity to visit college campuses in our area/state?
- Student need information on the use and dangers of drugs, alcohol, and tobacco?
- Is the Guidance and Counseling page on the high school website, which offers information throughout the year on guidance activities, testing, scholarships and college visits, a needed resource?

Response Choices: No Need, Little Need, Needed, or Very Much Needed

# ***Jasper City School***

## ***Suicide Prevention Policy & Guide***

### **Policy Purpose**

The purpose of this policy is to protect the health and well-being of all district students by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide. The district:

- (a) recognizes that physical, behavioral, and emotional health is an integral component of a student's educational outcomes,
- (b) further recognizes that suicide is a leading cause of death among young people,
- (c) has an ethical responsibility to take a proactive approach in preventing deaths by suicide, and
- (d) acknowledges the school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which helps to foster positive youth development.

Toward this end, the policy is meant to be paired with other policies supporting the emotional and behavioral health of students more broadly. Specifically, this policy is meant to be applied in accordance with the district's Child Find obligations.

### **Suicide**

There usually is no single cause of suicide. Suicides, also, are not usually spontaneous. Rather, suicide is the result of a long-term, gradual process of decline in the person's ability to cope with life experiences and the emotions surrounding their experiences.

Teachers are a great resource to administrators in recognizing a student who may be experiencing problems that could lead to suicide. Teachers need to be encouraged to trust their instincts when dealing with their students because they see them five days a week for at least one hour, if not more.

Protecting the health and well-being of all students is of utmost importance to the school district. The school board has adopted a suicide prevention policy which will help to protect all students through the following steps:

1. Students will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, using support systems, and seeking help for themselves and friends. This will occur in all health classes.
2. Each school will designate a suicide prevention coordinator to serve as a point of contact for students in crisis and to refer students to appropriate resources.
3. When a student is identified as being at risk, they will be assessed by a school employed mental health professional who will work with the student and help connect them to appropriate local resources.
4. Students will have access to national resources which they can contact for additional support, such as:
  - The National Suicide Prevention Lifeline – 1.800.273.8255 (TALK), [www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org)
  - The Trevor Lifeline – 1.866.488.7386, [www.thetrevorproject.org](http://www.thetrevorproject.org)

5. All students will be expected to help create a school culture of respect and support in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell any staff member if they, or a friend, are feeling suicidal or in need of help.
6. Students should also know that because of the life or death nature of these matters, confidentiality or privacy concerns are secondary to seeking help for students in crisis.

### **Threat**

1. Take the suicide threat seriously.
2. Advise the Principal as soon as possible regarding the child's dilemma
3. Call the student's parents immediately or as school procedures indicate
4. When a student is identified by a staff person as potentially suicidal, i.e., verbalizes about suicide, presents overt risk factors such as agitation or intoxication, the act of self-harm occurs, or a student self-refers, the student will be seen by a school employed mental health professional within the same school day to assess risk and facilitate referral.
5. Remain with the child at all times until a parent/guardian arrives. If the parent does not come, call the Child Protective Services or the police.
6. Do not state that the child is "over-reacting" and that "it's really not that bad" (the child might view killing themselves as a solution). Things might, in fact, be "that bad" in their eyes.
7. Ask the child if they have a plan or intend to hurt themselves. Ask for details.
8. Refer the child's name to the mental health professional. If there is no mental health professional available, a school nurse, school counselor, or administrator will fill this role until a mental health professional can be brought in.
9. Call a teen crisis line for support and/or advice during the crisis. Learn the facts about suicide.
10. Follow-up on the suicide threat.

### **Attempt**

1. Call 911 immediately
2. Advise the Principal immediately
3. Activate the crisis response team
4. Call the student's parents immediately or as school procedures indicate
5. Remain with the child at all times
6. Refer the child's name to the guidance counselor
7. Stop rumors immediately
8. Contact the district guidance department
9. Request that the media be kept off campus
10. Follow the school safety plan on how to disarm a child if the need arises (e.g. razor, pills)

When a student is identified by a staff person as potentially suicidal, i.e., verbalizes about suicide, presents overt risk factors such as agitation or intoxication, the act of self-harm occurs, or a student self-refers, the student will be seen by a school employed mental health professional within the same school day to assess risk and facilitate referral. If there is no mental health professional available, a school nurse, school counselor, or administrator will fill this role until a mental health professional can be brought in.

### **Implementation of Action Plan**

A meeting of the crisis team to implement the action plan should take place immediately following news of the suicide death. The action plan may include the following steps:

- a) Verify the death.



Staff will confirm the death and determine the cause of death through communication with a coroner's office, local hospital, the student's parent or guardian, or police department. Even when a case is perceived as being an obvious instance of suicide, it should not be labeled as such until after a cause of death ruling has been made. If the cause of death has been confirmed as suicide but the parent or guardian will not permit the cause of death to be disclosed, the school will not share the cause of death but will use the opportunity to discuss suicide prevention with students.

b) Assess the situation.

The crisis team will meet to prepare the postvention response, to consider how severely the death is likely to affect other students, and to determine which students are most likely to be affected. The crisis team will also consider how recently other traumatic events have occurred within the school community and the time of year of the suicide. If the death occurred during a school vacation, the need for or scale of postvention activities may be reduced.

c) Share information.

Before the death is officially classified as a suicide by the coroner's office, the death can and should be reported to staff, students, and parents/guardians with an acknowledgement that its cause is unknown. Inform the faculty that a sudden death has occurred, preferably in a staff meeting. Write a statement for staff members to share with students. The statement should include the basic facts of the death and known funeral arrangements (without providing details of the suicide method), recognition of the sorrow the news will cause, and information about the resources available to help students cope with their grief. Public address system announcements and school-wide assemblies should be avoided. The crisis team may prepare a letter (with the input and permission from the student's parent or guardian) to send home with students that includes facts about the death, information about what the school is doing to support students, the warning signs of suicidal behavior, and a list of resources available.

d) Avoid suicide contagion.

It should be explained in the staff meeting described above that one purpose of trying to identify and give services to other high risk students is to prevent another death. The crisis team will work with teachers to identify students who are most likely to be significantly affected by the death.

In the staff meeting, the crisis team will review suicide warning signs and procedures for reporting students who generate concern.

e) Initiate support services.

Students identified as being more likely to be affected by the death will be assessed by a school employed mental health professional to determine the level of support needed. The crisis team will coordinate support services for students and staff in need of individual and small group counseling as needed. In concert with parents or guardians, crisis team members will refer to community mental healthcare providers to ensure a smooth transition from the crisis intervention phase to meeting underlying or ongoing mental health needs.

f) Develop memorial plans.

The school should not create on-campus physical memorials (e.g. photos, flowers), funeral services, or fly the flag at half-mast because it may sensationalize the death and encourage suicide contagion.

School should not be canceled for the funeral.

Any school-based memorials (e.g., small gatherings) will include a focus on how to prevent future suicides and prevention resources available.

## 2. External Communication

The school principal or designee will be the sole media spokesperson. Staff will refer all inquiries from the media directly to the spokesperson. The spokesperson will:

- a) Keep the district suicide prevention coordinator and superintendent informed of school actions relating to the death.
- b) Prepare a statement for the media including the facts of the death, postvention plans, and available resources. The statement will not include confidential information, speculation about victim motivation, means of suicide, or personal family information.
- c) Answer all media inquiries. If a suicide is to be reported by news media, the spokesperson should encourage reporters not to make it a front-page story, not to use pictures of the suicide victim, not to use the word suicide in the caption of the story, not to describe the method of suicide, and not to use the phrase “suicide epidemic” – as this may elevate the risk of suicide contagion. They should also be encouraged not to link bullying to suicide and not to speculate about the reason for suicide. Media should be asked to offer the community information on suicide risk factors, warning signs, and resources available.

## **INFORMATION & GUIDE**

### **District Policy Implementation**

A district level suicide prevention coordinator shall be designated by the Superintendent. This may be an existing staff person. The district suicide prevention coordinator will be responsible for planning and coordinating implementation of this policy for the school district. Each school principal shall designate a school suicide prevention coordinator to act as a point of contact in each school for issues relating to suicide prevention and policy implementation. This may be an existing staff person. All staff members shall report students they believe to be at elevated risk for suicide to the school suicide prevention coordinator.

### **Staff Professional Development**

All staff will receive annual professional development on risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resources regarding youth suicide prevention. The professional development will include additional information regarding groups of students at elevated risk for suicide, including those living with mental and/or substance use disorders, those who engage in self-harm or have attempted suicide, those in out-of-home settings, those experiencing homelessness, American Indian/Alaska Native students, LGBTQ (lesbian, gay, bisexual, transgender, and questioning) students, students bereaved by suicide, and those with medical conditions or certain types of disabilities.

Additional professional development in risk assessment and crisis intervention will be provided to school employed mental health professionals and school nurses.

### **Youth Suicide Prevention Programming**

Developmentally-appropriate, student-centered education materials will be integrated into the curriculum of all K-12 health classes. The content of these age-appropriate materials will include: 1) the importance of safe and healthy choices and coping strategies, 2) how to recognize risk factors and warning signs of mental disorders and suicide in oneself and others, 3) help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help. In addition, schools may provide supplemental small-group suicide prevention programming for students.

### **Publication and Distribution**

This policy will be distributed annually and included in all student and teacher handbooks and on the school website.

### **In-School Suicide Attempt**

In the case of an in-school suicide attempt, the health and safety of the student is paramount. In these situations:

1. First aid will be rendered until professional medical treatment and/or transportation can be received, following district emergency medical procedures.
2. School staff will supervise the student to ensure their safety.
3. Staff will move all other students out of the immediate area as soon as possible.
4. If appropriate, staff will immediately request a mental health assessment for the youth.
5. The school employed mental health professional or principal will contact the student's parent or guardian, as described in the Parental Notification and Involvement section.
6. Staff will immediately notify the principal or school suicide prevention coordinator regarding in-school suicide attempts.
7. The school will engage as necessary the crisis team to assess whether additional steps should be taken to ensure student safety and well-being.

### **In-School Suicide Attempt- Re-Entry Procedures**

For students returning to school after a mental health crisis (e.g., suicide attempt or psychiatric hospitalization), a school employed mental health professional, the principal, or designee will meet with the student's parent or guardian, and if appropriate, meet with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school.

1. A school employed mental health professional or other designee will be identified to coordinate with the student, their parent or guardian, and any outside mental health care providers.
2. The parent or guardian will provide documentation from a mental health care provider that the student has undergone examination and that they are no longer a danger to themselves or others.
3. The designated staff person will periodically check in with student to help the student readjust to the school community and address any ongoing concerns.

### **Out-of-School Suicide Attempt – Parental Notification and Involvement**

If a staff member becomes aware of a suicide attempt by a student that is in progress in an out-of-school location, the staff member will:

1. Call the police and/or emergency medical services, such as 911.
2. Inform the student's parent or guardian.
3. Inform the school suicide prevention coordinator and principal.

If the student contacts the staff member and expresses suicidal ideation, the staff member should maintain contact with the student (either in person, online, or on the phone). The staff member should then enlist the assistance of another person to contact the police while maintaining verbal engagement with the student.

In situations where a student is assessed at risk for suicide or has made a suicide attempt, the student's parent or guardian will be informed as soon as practicable by the principal, designee, or mental health professional. If the student has exhibited any kind of suicidal behavior, the parent or guardian should be counseled on "means restriction," limiting the child's access to mechanisms for carrying out a suicide attempt. Staff will also seek parental permission to communicate with outside mental health care providers regarding their child.

Through discussion with the student, the principal or school employed mental health professional will assess whether there is further risk of harm due to parent or guardian notification. If the principal, designee, or mental health professional believes, in their professional capacity, that contacting the parent or guardian would endanger the health or well-being of the student, they

may delay such contact as appropriate. If contact is delayed, the reasons for the delay should be documented.

4. Students should also know that because of the life or death nature of these matters, confidentiality or privacy concerns are secondary to seeking help for students in crisis.

End Notes:

1. Centers for Disease Control and Prevention. (2010). Web-based Injury Statistics Query and Reporting System[Data file]. Retrieved from [www.cdc.gov/ncipc/wisqars](http://www.cdc.gov/ncipc/wisqars).)

2. Center for Disease Control and Prevention. (2012).

Suicide Facts at a Glance. Retrieved from

<http://www.cdc.gov/violenceprevention/pdf/suicide-datasheet-a.PDF>.

Journal of the American Academy of Pediatrics, 123, 346-352.

3. Cowan, K. C., Vaillancourt, K., Rossen, E., & Pollitt, K. (2013). A framework for safe and successful schools. Bethesda, MD: National Association of School Psychologists.

4. Dorn, M., Thomas, G., Wong, M., Sheperd, S., Kelly, J., & Stephens, R.

(2004). Jane's School Safety Handbook: Response. (2<sup>nd</sup> ed.). U.S.: Jane's

Information Group Sentinel House.

5. Ryan, C., Russell, S.T., Huebner, D, Diaz, R. Sanchez, J.

(2009). Family Rejection as a Predictor of Negative Health Outcomes in White and Latin

Lesbian, Gay, and Bisexual Young Adult.

# Neglected and Delinquent- Transition Plan

- **Neglected, Delinquent, and At Risk Students**

The purpose of prevention and intervention programs for children and youth who are neglected, delinquent, or at-risk include the following:

- To improve educational services for children and youth in local institutions so that such children and youth have the opportunity to meet the same challenging state academic content standards and challenging state student academic achievement standards that all children in the Baldwin County Public School System are expected to meet.
- To provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment.
- To prevent at-risk youth from dropping out of school, and to provide dropouts, children, and youth returning from correctional facilities or institutions for neglected or delinquent children and youth with a support system to ensure their continued education.

The Jasper City School System provides financial assistance to educational programs for children and youth who are neglected, delinquent, or at risk. These educational programs focus primarily on the transition and academic needs of students transitioning to and from various off-site facilities. In addition, a licensed counselor provides contractual services which provide support services to schools, students, and their families in order to resolve personal, social, emotional, and academic problems as students transition between alternative schools, court-ordered placement, and non-traditional settings. In addition, the school counseling staff assumes the following responsibilities:

- Assists in the proper transferring of student records from the off-campus site facility to the students' base school
- Works as a liaison between the school and the students' parents/guardians to ensure students' attendance in school
- Works as a liaison between the teachers and the students to ensure that the student is in compliance with the stipulations of his return to school, school rules, and school responsibilities
- Works with high school students to develop a graduation and career plan
- Provides support and outreach to parents/guardians of high school students identified as being at risk of not graduating
- Mentors students as needs arise
- Connects individual students and their parents with community organizations
- Maintains student information to help students acquire credits to either proceed to the next grade, graduate, or obtain a GED
- Documents all contact with students, parents, teachers, administrators, and others


Before a student returns to his/her base school, the administrative team and alternative school setting personnel will convene a meeting to develop a plan of action to meet the individual needs of the student.

## Sexual Abuse Prevention – Resource Information

**[Child Sexual Abuse: Assessment, Intervention and Prevention: Title IV-E Curriculum Module](#)**  Center for Advanced Studies in Child Welfare (2009)

Presents findings from a study conducted to investigate factors associated with the occurrence of child sexual abuse and the factors associated with recovery from sexual abuse.

**[Child Sexual Abuse Prevention and Risk Reduction: Literature Review for Parents and Guardians](#)**

 (PDF - 282 KB)

National Sexual Violence Resource Center & Pennsylvania Coalition Against Rape (2011)

Examines research on prevention efforts that target parents to increase their knowledge of child sexual abuse prevention and motivate parents to educate and protect children.

**[Preventing Child Sexual Abuse: Fact Sheet](#)**  (PDF - 68 KB)

Prevent Child Abuse America (2013)

Explains the advocacy focus of Prevent Child Abuse America, which includes raising awareness of the unacceptability of sexual abuse and promoting the notion that stopping abuse is everyone's responsibility; educating the public and policymakers about the true nature of sexual abuse; evaluating and strengthening existing sexual abuse prevention programs; shifting the prevention of sexual abuse from children to adults; exploring, evaluating, and strengthening new approaches to prevent sexual abuse; and making mental health services available to all those affected by child sexual abuse.

**[Prevent Child Sexual Abuse: Facts About Sexual Abuse and How to Prevent It](#)**  (PDF - 1321 KB)

Stop It Now! (2010)

Offers tips for talking with adults and children about preventing sexual abuse and includes guidance on what to do when abuse is suspected.

**[Protecting Your Children: Advice From Child Molesters](#)** (PDF - 149 KB)

Center for Behavioral Intervention (2010)

Describes typical child molesters, explains how they gain access to children, lists indications that a child is being molested, and provides tips for prevention and where to get help.

**[Teaching Children and Parents About Child Sexual Abuse Prevention With the Safe Touches Program](#)** 

Pulido (2012)

*Social Work Today*, Web Exclusive

Highlights a curriculum developed by the New York Society for the Prevention of Cruelty to Children (NYSPCC) to prevent child sexual abuse. "Safe Touches: A Personal Safety Training for Children" has four goals: to provide information on the difference between safe and unsafe touching, to define for children the body parts that are considered private, to teach children who to go to when they feel unsafe or confused, and to teach children assertive language skills.



## **Jasper City Schools**

### **MANDATORY REPORTING – STUDENT WELFARE SUICIDE PREVENTION AND INTERVENTION PLAN**



## **MANDATORY REPORTING – STUDENT WELFARE**

State of Alabama Code:

### **§ 26-14-3. Mandatory Reporting.**

All hospitals, clinics, sanitariums, doctors, physicians, surgeons, medical examiners, coroners, dentists, osteopaths, optometrists, chiropractors, podiatrists, nurses, school teachers and officials, peace officers, law enforcement officials, pharmacists, social workers, day care workers or employees, mental health professionals, members of the clergy as defined in Rule 505 of the Alabama Rules of Evidence, or any other person called upon to render aid or medical assistance to any child, when the child is known or suspected to be a victim of child abuse or neglect, shall be required to report, or cause a report to be made of the same, orally, either by telephone or direct communication immediately, followed by a written report, to a duly constituted authority

### **Procedures for Mandatory Reporting**

- 1) If a teacher suspects abuse or neglect of a student, if a student reports suspected abuse or neglect, if a concerned parent reports suspected abuse or neglect the teacher will immediately contact DHR by either phone or email.

The contact phone numbers are as follows:

205-387-5400 or 205-387-5478

The contact email addresses are as follows:

sheliitha.watson@dhr.alabama.gov

- 2) After report completion, the teacher will contact the counselor **and** the administration and give a copy of a written statement.

## **RECOGNIZING THE WARNING SIGNS OF SUICIDE AND OTHER SELF-DESTRUCTIVE BEHAVIORS**

Many young people who are at risk of suicide and other self-destructive behaviors exhibit warning signs that, if recognized and acted on, could prevent death or injury and reduce emotional suffering. There are specific steps that can be taken to



identify and help young people at risk, especially because our school has created a structure that supports efforts to safeguard the health and safety of our students.

**Some signs that a young person may be considering suicide are as follows:**

- **Suddenly deteriorating academic performance**  
Teens who were typically conscientious about their school work and who are now neglecting assignments, cutting classes, and/or missing school altogether may be experiencing problems that can affect their academic success, behavior, and health and put them at risk of suicide.
- **Self-mutilation**  
Some young people resort to cutting their arms or legs with razor blades and other sharp objects to cope with emotional pain. Self-mutilation is an unmistakable sign that something is wrong.
- **Fixation with death or violence**  
Fixation may be expressed through poetry, essays, doodling, or other artwork. There may be a preoccupation with violent movies, video games, and music, or a fascination with weapons.
- **Unhealthy peer relationships**  
Teens whose circle of friends dramatically changes for no apparent reason, who do not have friends, or who begin associating with other young people known for substance abuse or other risk behaviors may signal a change in their emotional lives. Their destructive behaviors may discourage more stable friends from associating with them, or they themselves may reject former friends who "do not understand [them] anymore."
- **Volatile mood swings or a sudden change in personality**  
Students who become sullen, silent, and withdrawn, or angry and acting out, may have problems that can lead to suicide.
- **Indications that the student is in an unhealthy, destructive, or abusive relationship**  
This can include abusive relationships with peers and/or family members. Signs of an abusive relationship include unexplained bruises, a swollen face, or other injuries, particularly if the student refuses to discuss them.
- **Risk-taking behaviors**  
Risk-taking behaviors often co-occur and are symptomatic of underlying emotional and/or social problems. Such behaviors as unprotected or promiscuous sex, alcohol or other drug use, driving recklessly or without a license, petty theft, or vandalism, especially by young people who formerly did not engage in these activities, can be an indication that something is wrong.
- **Signs of an eating disorder**  
An eating disorder is an unmistakable sign that a student needs help. A dramatic change in weight that is not associated with a medically supervised diet may also indicate that something is wrong.
- **Difficulty in adjusting to gender identity**  
While coming to terms with gender identity can be challenging for many young people, gay and lesbian youth face social pressures that can make this adjustment especially difficult.
- **Bullying**  
Children and adolescents, who are bullied, as well as those who bully, are at increased risk of depression and suicidal ideation.
- **Depression**  
Although most people who are clinically depressed do not attempt suicide, depression significantly increases the risk of suicide or suicide attempts. Symptoms of depression include the following:
  - Worsening academic performance

- Withdrawal from friends and extracurricular activities
- Expressions of sadness and hopelessness, or anger and rage
- Decline in enthusiasm and energy
- Overreaction to criticism
- Lowered self-esteem, or feelings of guilt
- Indecision, lack of concentration, and forgetfulness
- Restlessness and agitation
- Changes in eating or sleeping patterns
- Unprovoked episodes of crying
- Neglect of appearance and hygiene
- Fatigue
- Abuse of alcohol or other drugs as young people try to "self-medicate" their emotional pain

**Some warning signs of suicide demand immediate action such as:**

- Talking or writing about suicide or death
- Giving direct verbal cues, such as "I wish I were dead" and "I'm going to end it all"
- Giving less direct verbal cues, such as "You will be better off without me," "What is the point of living?", "Soon you will not have to worry about me," and "Who cares if I am dead, anyway?"
- Isolating himself or herself from friends and family
- Expressing the belief that life is meaningless
- Giving away prized possessions
- Exhibiting a sudden and unexplained improvement in mood after being depressed or withdrawn
- Neglecting his or her appearance and hygiene
- Dropping out of school or social, athletic, and/or community activities
- Obtaining a weapon (such as a firearm) or another means of hurting himself or herself (such as prescription medications)

**RESPONDING TO THE WARNING SIGNS OF SUICIDE AND OTHER SELF-DESTRUCTIVE BEHAVIORS**

It takes time and courage to reach out to students on a personal level, but your interest can be a lifeline to a child in crisis. Young people - especially those with emotional or family troubles - need support from our school. Our school may be the last positive social connection for young people from dysfunctional families or who are isolated from their peers.

***When observing behavior that indicates that there is a problem - whether the student is acting out, withdrawing, committing destructive or aggressive acts toward himself or herself or others, or exhibiting a fixation with death or morbid themes - take note and take action.***

***Many of the same signs that a student is at risk of suicide can also indicate that the student is at risk of (or is already experiencing) other problems, including emotional distress, mental illness (such as depression or bipolar disorder), violence, domestic violence or child abuse, academic failure, running away from home, or the abuse of alcohol or other drugs.***

***Teachers cannot always tell exactly what may be troubling a student and what the outcomes of these troubles may be. However one can be aware of when something is wrong and take steps to get the student the type of help he or she needs.***

## **PROCEDURES FOR SUICIDAL IDEATIONS INTERVENTION**

### **General guidelines for all staff to observe during a suicidal crisis:**

- Take every threat seriously. ALL TALK ABOUT SUICIDE MUST BE TAKEN SERIOUSLY AND PROMPT ATTENTION SHOULD BE GIVEN TO ANY CHILD WHO THREATENS SUICIDE.
- Explain to the student the next steps in the intervention, e.g., going together to see the Guidance Counselor or designated staff.
- Act immediately; escort the student to the counselor, the administrator, or designee.
- Never leave the student alone. (Do not allow the student to leave the area, go to the rest room alone, or attend the next class. If at the end of the day do not allow student to ride bus)
- Remain calm.
- Your responsibility to the student in a crisis is limited to listening, being supportive, and getting him/her to a trained professional. Under no circumstances should you attempt to counsel the student.

**During school hours and typically after school hours, the counselor, administrator or designee will make the necessary parent/guardian contacts or refer student for crisis support.**

### **General guidelines for counselors and administrators to observe during a suicidal crisis:**

- Take every threat seriously. ALL TALK ABOUT SUICIDE MUST BE TAKEN SERIOUSLY AND PROMPT ATTENTION SHOULD BE GIVEN TO ANY CHILD WHO THREATENS SUICIDE.
- Never leave the student alone. (Do not allow the student to leave the area, go to the rest room alone, or attend the next class. If at the end of the day do not allow student to ride bus)
- Remain calm.
- Listen actively and without judgment. Give the student the permission to express the full range of his or her feelings.
- Acknowledge the student's feelings. Ask questions for clarity. (Refer to page 14 for sample questions.)
- Refrain from getting into a debate about whether suicide is right or wrong.
- Offer hope. Let the student know that there is help, and that he or she can feel better.
- Discuss the limits of confidentiality (i.e. mandatory reporting).
- Contact parent or guardian and ask them to come to the school – Do not discuss issue over the phone unless absolutely necessary. While parent is on the way follow the school-based suicide intervention process and help the student create a Safety Plan.

**(Note: If the student indicates that parental abuse or neglect is the reason for contemplating suicide, parental contact SHOULD NOT be made. Department of Human Resources should be notified immediately. The need to take immediate action to protect the child from harm shall be stressed.)**

### **General guidelines for a suicidal crisis that occurs after school hours (practices, field trips, etc...)**

- If a teacher or staff member becomes aware of a suicidal threat or action by a student and the counselor, administrator, and/or designee are unavailable, contact the parent immediately. If parent is unavailable contact Walker County Sheriff's department at 205-302-6464 or call 911.
- Never leave the student alone. (Do not allow the student to leave the area, go to the rest room alone, or attend the next class. If at the end of the day do not allow student to ride bus)
- Administration must be notified as soon as possible about the situation.

## **SCHOOL-BASED SUICIDE INTERVENTION PROCESS**

### **SUICIDE ATTEMPT AT SCHOOL**



**CALL 911**

**CALL PARENT/GUARDIAN**

### **IF ANY STAFF LEARNS OF SUICIDAL IDEATIONS:**



**IMMEDIATELY REPORT TO COUNSELOR AND ADMINISTRATOR**

**SUPERVISE THE STUDENT!**

**Under no circumstances should the student be allowed to leave school or be alone until a parent or other authorized individual accepts responsibility for the student's safety.**

<b>Imminent Danger!</b> Threat with a plan	<b>NO Imminent Danger!</b> Threat without a plan
<ul style="list-style-type: none"><li>• The principal and/or counselor should call the parent/guardian to come to the school.</li><li>• Please refer the parent/guardian to WBMC emergency room if the student has a plan and the means to complete the plan.</li><li>• Advise the parent/guardian that prior to the student's return to school, the parent must meet with the counselor and/or principal and provide something in writing from a mental health professional/primary physician certifying the student has been assessed for suicide threat with a list of possible recommendations.</li><li>• Have the parent/guardian sign the Consent Release for Mental Health Assessment Form.</li><li>• Complete the Crisis Referral Form if the family goes to Indian Rivers or Referral for Assessment Form for other agencies, physicians, or mental health professionals.</li><li>• The principal and/or resource officer will conduct a home visit if the parent/guardian or their emergency contacts are unable to be reached by phone. The counselor will stay with the student.</li><li>• Call 911 if the parent/guardian fails to pick up the student with a plan and the means to complete the plan.</li></ul>	<ul style="list-style-type: none"><li>• The principal and/or counselor should call the parent/guardian to come to the school.</li><li>• Upon arrival provide the parent/guardian with one of the numbers below and refer to agencies for counseling services.</li><li>• Advise the parent/guardian that prior to the student's return to school, the parent must meet with the counselor and/or principal and provide something in writing from a mental health professional/primary physician certifying the student has been assessed for suicide threat with a list of possible recommendations.</li><li>• Have the parent/guardian sign the Consent Release for Mental Health Assessment Form.</li><li>• Complete the Crisis Referral Form if the family goes to Indian Rivers or Referral for Assessment Form for other agencies, physicians, or mental health professionals.</li><li>• The principal and/or resource officer will conduct a home visit if the parent/guardian or their emergency contacts are unable to be reached by phone. The counselor will stay with the student.</li><li>• Call the police if the parent/guardian fails to pick up the student by the end of the school day.</li></ul>

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## **Contact Numbers**

Emergency  
911

Suicide Hotline  
1-800-784-2433 OR 1-800-448-3000

Bradford Health Services Response Office  
1-800-891-9673 OR 205-750-0227

Indian Rivers Mental Health (Crisis Response Team)  
205-391-3131

Crisis Center Teen Link (3:00 p.m. until 10:00 p.m.)  
205-328-5465

Birmingham Crisis Line  
205-323-7777

National Suicide Prevention Lifeline  
1-800-273-TALK {8255} OR 1-800-784-2433

National Hope Line Network  
1-800-442-4673

### **Law Enforcement Agencies – Health Department – Fire Departments**

Walker County Police Department  
205-302-6464

Jasper Police Department  
205-221-6790

Walker County Department of Human Resources  
205-387-5400

Walker County Health Department  
205-221-9775

Jasper Fire Department  
205-221-8509

Northwest Alabama Mental Health Center  
205-302-9000

## Suicide/Death Response

- Principal will confirm with police, family, etc. and will notify:
  - Assistant Principal
  - Counselor
  - Mary Slaughter, Director of Guidance and Counseling, and Director of Curriculum and Instruction Dr. Joel Hagood
  - All teachers
- Principal/Assistant Principal: Remove contents of the student's locker immediately/discreetly preferably BEFORE students return to school. These need to be kept safe until the parent can collect them.
- Secretary will find out if there are siblings, where they are and notify their school administrator and counselor. (Try to find out which church (if any) the student attended. Call that church Pastor/Youth Pastor and get them involved.  
\*Remove their name from any mailing lists!
- Counselor
  - Print off student schedule and...
  - Determine where in the building physically needs attention like directly affected classes.
  - Places to use: Library for large group grief management (making cards, writing letters, etc.)  
Box of items for library: tissue; maps of school; pencils, paper, crayons; counseling log
  - Counseling Office, Conference Room for individual response and phone calls
  - If needed, who makes visits to directly affected classes (most students should remain in class)
  - Decide who should be where, personnel-wise
  - Allow for students to leave cards, letters, etc. in student's locker if appropriate.
- Call any extra support needed in the community. Examples of extra support are
  - Youth Pastors: List of local youth pastors and phone numbers
  - West Alabama Hospice 205-523-0101 / Amelia Center (205) 638-7481
  - Counselor – local counselor who offered to be on-call in the event of an emergency. Could also be other school counselors
  - Provide support with a map of the school and a copy of letter, memo, activities, information, etc.
- If necessary, information on Funeral Services – Secretary will call a family member to confirm information.
- Packet Materials for Teachers/Students (One for each teacher)/Send out email to staff or if time permits call an emergency faculty meeting.
  - Teacher handouts – how to deal with students
  - Activities for students
- Letter/Email to Parents - Principal  
<http://www.stchristophershospital.com/pediatric-specialties-programs/specialties/696>

**CONSENT RELEASE FORM FOR MENTAL HEALTH ASSESSMENT**

I, \_\_\_\_\_, do hereby authorize  
(Parent/Guardian)

Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Phone: \_\_\_\_\_

To release medical, social, and academic information about \_\_\_\_\_

(Name of Student and Date of Birth)

This authorization allows the schools of the Walker County School System to release medical, social, and academic information to

\_\_\_\_\_ for the purpose of improving the physical/academic well-being of the above named child. I understand that the schools of the Walker County School System will not disclose nor disseminate information created or received about my child except for the purposes of appropriate medical treatment, social and/or academic assessment. All information received by the schools of the Walker County School System will be shared with nurses, principals, teachers and counselors only as necessary.

I understand this authorization is for the school year \_\_\_\_\_. I understand that I may revoke this authorization at any time by notifying the schools of the Walker County School System in writing, but it will not have any effect on the information received before the revocation.

\_\_\_\_\_

(Signature of Parent/Guardian)

\_\_\_\_\_

(Date)

\_\_\_\_\_

(Signature of Witness)

\_\_\_\_\_

(Date)

A referral for assessment may be submitted upon request.

## Notification of Crisis Intervention Parent Conference

I, \_\_\_\_\_

the parent of, \_\_\_\_\_

was involved in a conference with school personnel . I have been advised that my child has made statements concerning thoughts or exhibited behaviors of suicide to school personnel. I have been provided with possible resources and emergency numbers. I understand that the school district will not pay for these services, but are offering resources as a way to help the student and parent cope with the issue.

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Counselor or Principal Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### **Available resources:**

Suicide Hotline - 1-800-784-2433 OR 1-800-448-3000

Bradford Health Services Response Office - 1-800-891-9673

Indian Rivers Mental Health (Crisis Response Team) - 205-391-3131

Crisis Center Teen Link (3:00 p.m. until 10:00 p.m.) - 205-328-5465

Birmingham Crisis Line - 205-323-7777

National Suicide Prevention Lifeline - 1-800-273-TALK {8255}

National Hope Line Network - 1-800-442-4673

Emergency - 911



## REFERRAL FOR ASSESSMENT

Date: \_\_\_\_\_

Name of Student: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Address: \_\_\_\_\_

---

Phone: \_\_\_\_\_

Please provide a detailed summary identifying the reason for this referral: \_\_\_\_\_

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

### Attention Evaluator:

Documentation confirming the student's evaluation for suicidal and/or homicidal ideation(s) is required in order for the student to return to school. Please include pertinent information and recommendations to ensure continuity of care.



## Jasper City Schools Referral Student Intervention Services

### **Referral Process**

1. Complete attached forms-1. JCS Student Referral Form for Intervention Services and 2. JCS At-Risk Checklist with parent and principal signatures.
2. Attach documented services/strategies- including dates and details.
3. Send complete packet of information to Rita Pilling.
4. Ms. Kilgore will be contacted and given the packet for review.
5. Ms. Kilgore will contact the principal or designee to set up a meeting.
6. Principal will contact parent and confirm meeting arrangements.
7. Principal will contact Ms. Kilgore with specifics on arranged meeting.

Rita Pilling  
rpilling@jasper.k12.al.us  
(205)384-6880

## JCS Student Referral Form for Intervention Services

Referrals should not be made until after documented interventions and parent contacts.  
Parent/guardian agree to the intervention services provided by Ms. Donna Kilgore, with the Jasper Area Family Services Center.

I, parent of \_\_\_\_\_ agree to intervention services provided by the Jasper Area Family Services Center for my child. I also agree to participate in meetings and intervention services.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

Name \_\_\_\_\_

Parent/Guardian \_\_\_\_\_

Address \_\_\_\_\_

School \_\_\_\_\_

Telephone \_\_\_\_\_

Referring Teacher \_\_\_\_\_

Current Grade \_\_\_\_\_ D. O. B. \_\_\_\_\_

Date of Referral \_\_\_\_\_

### **Behavior Checklist:**

- |  |   |
|--|---|
| <input type="checkbox"/> Easily frustrated                 | <input type="checkbox"/> Reluctant to speak in class                    |
| <input type="checkbox"/> Destructive                       | <input type="checkbox"/> Easily fatigues                                |
| <input type="checkbox"/> Fights; aggressive                | <input type="checkbox"/> Physically active/impulsive                    |
| <input type="checkbox"/> Fearful & anxious                 | <input type="checkbox"/> Inappropriate remarks                          |
| <input type="checkbox"/> Unhappy (rarely smiles)           | <input type="checkbox"/> Needs frequent reassurance                     |
| <input type="checkbox"/> Poor personal hygiene             | <input type="checkbox"/> Abuses property                                |
| <input type="checkbox"/> Appears to dislike school         | <input type="checkbox"/> Scapegoated by others                          |
| <input type="checkbox"/> Unable to anticipate consequences | <input type="checkbox"/> Inappropriate reaction to poor performance     |
| <input type="checkbox"/> Not accepted by peers             | <input type="checkbox"/> Will not accept responsibility for own actions |
| <input type="checkbox"/> Distractible                      | <input type="checkbox"/> Misinterprets simple statements                |
| <input type="checkbox"/> Poor self-image                   | <input type="checkbox"/> Defiant  |
| <input type="checkbox"/> Absence or truancy                | <input type="checkbox"/> Argumentative                                  |
| <input type="checkbox"/> Teases or provokes others         |   |

### **Academic Checklist:** Check only if item is of major concern.

- |   |  |
|---|--|
| <input type="checkbox"/> Unable to organize work on paper | <input type="checkbox"/> Does not turn in assignments            |
| <input type="checkbox"/> Does not come to class prepared  | <input type="checkbox"/> Unable to complete multiple assignments |
| <input type="checkbox"/> Does not work independently      | <input type="checkbox"/> Slow in finishing work                  |
| <input type="checkbox"/> Does not complete assignments    |  |

### **Environmental Factors:**

- ☐ Successive relocations
- ☐ Recent break-up in family (divorce, separation, etc )
- ☐ Recent death in family
- ☐ Other \_\_\_\_\_

### **Briefly state the reason for referral:**

PRINCIPAL'S SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

PARENT SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_



**YOUTH ADVOCATE PROGRAMS, INC.**

2209 Delaware Ave, Jasper, AL 35501

**Phone: (205) 387-0511/Ext.5841**

**Cell: Tina Aaron (205) 471-0411**

**Anna Williams (205) 471-5679**

**YOUTH ADVOCATE**  
**JASPER CITY SCHOOLS REFERRAL FORM**

**Youth (Last, First, MI)**

**Address**

**City, State , Zip**

**Telephone Number**

**Referring School Counselor / Admin. Staff**

**Referring Agency / School**

**Agency / School Telephone Number**

**Date**

**Date of Birth:**

**Age**

**Sex**

**Race**

**Youth lives with:**

**Name and Relationship to Youth**

**FAMILY INFORMATION**

**Mother's Name**

**Address**

**City State Zip**

( )

**Home Telephone**

( )

**Work Telephone**

**Father's Name**

**Address**

**City State Zip**

( )

**Home Telephone**

( )

**Work Telephone**

**EDUCATION**

**Present or last school attended**

**Grade**

**Tests: Learning Disabilities** \_\_Yes \_\_No

**Attendance: (check one)**

☐ Regular    ☐ Sporadic Truant (1-2 Days)  
☐ Legally Withdrawn    ☐ Chronic Truant (3-5 Days)  
☐ Not Attending    ☐ Last Year Attended  
☐ Not Attending due to Residential Placement

**General Performance: (check one)**

☐ Passing    ☐ Part Passing    ☐ Not Passing    ☐ N/A

**REASON FOR REFERRAL/PRESENTING PROBLEM-PLEASE BE AS SPECIFIC AS POSSIBLE**

**Court Ordered:** \_\_Yes \_\_No    **Committing Judge**

**Attach school history, student service plan or list the goals.**

**Other service providers presently involved with this youth and family:**

Name of Agency	Type of Service
1. <input type="text"/>	<input type="text"/>
2. <input type="text"/>	<input type="text"/>

**Additional Information Enclosed:** ☐

<input type="checkbox"/> School History	<input type="checkbox"/> Student Service Plan
<input type="checkbox"/> Days absent	<input type="checkbox"/> Current Grades
<input type="checkbox"/> Class Schedule	<input type="checkbox"/> Any Other Educational Reports

**The signatures below authorize Youth Advocate Programs. INC. to provide services to the above captioned youth and family.**

**Services authorized to start on; Date**

**Counselor / Principal/ Administrative**

**Date**

**Supervisor:** \_\_\_\_\_

**Date** \_\_\_\_\_

Parent Signature \_\_\_\_\_

Date \_\_\_\_\_

A referral for assessment may be submitted upon request.

### **Post-Assessment Letter**

Date: \_\_\_\_\_

Child's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Parent's/Guardian's Name (Present during assessment): \_\_\_\_\_

Dear Walker County School System Staff:

Please accept this letter on behalf of the above mentioned child. She/he was assessed today regarding possible suicidal/homicidal ideations. A release exchange information between the school and \_\_\_\_\_ was signed. It was determined:

- ☐ She/he needed further assessment for stabilization of symptoms and was referred to the hospital for immediate assessment and stabilization and will follow up with their preferred provider for additional services when discharged.

These recommendations were made to the child and family.

- ☐ Further mental health assessment and treatment. Services recommended:

- ☐ Brief individual therapy to further explore current issues
- ☐ Individual therapy
- ☐ Family therapy
- ☐ Group therapy
- ☐ Psychiatric therapy
- ☐ Psychiatric consultation
- ☐ Psychological testing
- ☐ Family support
- ☐ Case management
- ☐ Basic living skills
- ☐ In-home services

- ☐ The parent/guardian has chosen to engage in services at \_\_\_\_\_.

- ☐ The child is schedule to be seen:

Date of next appointment: \_\_\_\_\_

\_\_\_\_\_  
(Signature of Child)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Signature of Parent/Guardian)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Signature of Assessing Therapist)

\_\_\_\_\_  
(Date)

### **Suicide Assessment Questions**

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Explain to student that you need to call a parent or guardian to help with the situation

CALL Parent or Guardian (IF DHR case call DHR worker) and ask them to please come to the school while you develop Safety Plan.

Use the following questions to guide in talking with the student and for creating the Safety plan.

- 1) Are you thinking about killing yourself at this time? Can you explain why you are feeling this way?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 2) Do you have a plan? If yes, ask (what, where, when, how and why).

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 3) Do you have access to any objects that could be used to harm yourself?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 4) What problems seem very big in your life right now?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 5) What would make you want to live?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 6) Who are the people most important to you that can offer emotional support? (Help the student create a list with telephone numbers for the Safety Plan)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 7) What can you do on your own if you become suicidal again, to help yourself not to act on your thoughts? What activities could you do to help take your mind off your problems even if it is for a brief period (*Coping Strategies examples: listening to music, hobbies, pets, etc....*)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 8) Would you be willing to develop and sign a Safety Plan?

\_\_\_\_\_

---

# **Sample Safety Plans**



## Student Safety Plan

I, \_\_\_\_\_ agree to do no harm to myself in any way. I understand that if I am having suicidal thoughts that I agree to contact my counselor, nurse or principal while at school. I know I can use the following resources outside of school if I need help.

### **Available resources:**

Suicide Hotline

1-800-784-2433 OR 1-800-448-3000

Bradford Health Services Response Office

1-800-891-9673

Indian Rivers Mental Health (Crisis Response Team)

205-391-3131

Crisis Center Teen Link (3:00 p.m. until 10:00 p.m.)

205-328-5465

Birmingham Crisis Line

205-323-7777

National Suicide Prevention Lifeline

1-800-273-TALK {8255}

National Hope Line Network

1-800-442-4673

Emergency

911

If I cannot reach them, I will call 911 and get help for myself.

Student

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### **Additional resources:**

Emotional Support Contacts- People I can count on for support

What are some activities that can help keep your mind off your problems, even if for a short period of time? (Coping Strategies)

# Safety Plan

This is an agreement between my counselor, \_\_\_\_\_  
and myself, \_\_\_\_\_, to help keep me safe from harm.

- 1) I agree that if I have thoughts about physically hurting myself or anyone else while I am at school, I will tell my counselor or teacher.
- 2) If I am at home and I have these thoughts, I agree to tell one of my adult supports\*, OR call the National Suicide Prevention Lifeline at 1-800-273-8255, OR call 911.
- 3) Signing my name on this paper means that I agree not to hurt myself or anyone else.

I understand that my counselor wants to make sure that I am safe and that others around me are safe. This means that my counselor may need to talk to my parent or guardian to make sure I am safe when I am not at school. Also, my counselor may need to call 911 or may need to escort me to the hospital. If I have threatened to harm a certain person, sometimes my counselor will need to tell this person about it to protect the other person's safety.

My counselor and I can talk about what information is private and what things we need to let others know about.

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness/School Mental Health Clinician

\_\_\_\_\_  
Date

# Getting Help

\*SUPPORTS are people that are there for you when you need them. You can talk to them and share your feelings with them. Most importantly, you can go to them for help.

If you are looking at this with a counselor right now, your counselor is one example of an adult support in your school. You might have family members, neighbors, or teachers that are also supports for you.

It is good to know who can support you at school AND who can support you at home.

**Who are three adults you can talk to when you are at home (not in school)?**

- 1) Name: \_\_\_\_\_ Phone # \_\_\_\_\_  
2) Name: \_\_\_\_\_ Phone # \_\_\_\_\_  
3) Name: \_\_\_\_\_ Phone # \_\_\_\_\_

**Who are two adults (other than your counselor!) you can talk to at school?**

- 1) Name: \_\_\_\_\_ Phone # \_\_\_\_\_  
2) Name: \_\_\_\_\_ Phone # \_\_\_\_\_

1) I can come to \_\_\_\_\_'s office in \_\_\_\_\_ to talk about my feelings.

2) I can talk to a teacher, family member, or other trusted adult about my feelings (see List).

3) I can do or tell myself some of the things I wrote down on the first page.

4) I can call one of the hotline numbers listed on page 2 or can call 911.

5) I can ask someone to take me to the hospital. If no one is around, I can call 911. The hospital is a safe place where I can get help and can be safe from hurting myself.

By signing this safety contract in the presence of a counselor, I agree to take positive actions whenever I feel like hurting myself. I will not hurt myself or try to kill myself. I will be near people who can help me or will be able to make a phone call if I need to contact people who can help me.

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness/School Mental Health Clinician

\_\_\_\_\_  
Date

# Safety Plan

Safety Plan (as we go through this I say, 'If you've done ALL these things and you still feel bad, then we add the next item so they understand it goes in order, it's not just do one and you are fine... do then UNTIL you are fine or call 911)

1. Who can you CALL to help you deal with the situation? List out a name AND phone number if possible.
2. List another person to call with number
3. Try to get 3 people to call – family members, friends, etc. if not that is okay. It just needs to be a very reliable person.
4. Do they have a pet? List pet's name here if they do AND like their pet.
5. Activity they like to do when they are feeling low: drawing, poetry, painting, shooting basketball, walking, listening to music (try to list out a specific band or song that they like and lifts them up), playing games with a sibling, etc. If they struggle with a positive song – I have used this song with students before (Hold On by Good Charlotte): <https://www.youtube.com/watch?v=FJEzZTFIEjg>  
If they mention that Christian faith is important to them/like Christian music, this is a good song <https://www.youtube.com/watch?v=ck2sFfoRMdg> (Praise you in this storm, casting crown)
6. **List out Teen Link #, Crisis Line # and Suicide Prevention Line – in that order.**
7. **911!!**
8. They can also list at the bottom "The one thing that is most important to me and worth living for is...."
9. Have the student sign it – even though it isn't a contract I do ask them, do you give me your word you will try these things the next time you want to cut/kill yourself?
10. Make a copy – I scan it into my computer.
  - I tell the student this is yours and only yours. You can put it anywhere you want, but make sure it is easily accessible if you have a bad day. Put it under your pillow, on your mirror, in your planner, etc... wherever that student is likely to see it when needed.