

Double Springs Middle School



COMPREHENSIVE
COUNSELING AND GUIDANCE
PROGRAM

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INTRODUCTION

The following school counseling plan establishes an outline of the comprehensive school counseling program at Double Springs Middle School (DSMS). Double Springs Middle School is located in a quiet, rural community. The school buildings are attractive and well kept.

The counselor works in an environment with faculty, staff, and administrators who express interest in and concern for students. The student population in our school is made up of all socioeconomic groups with the majority of students coming from middle to lower socioeconomic families. A virtual school is staffed to allow students to learn from home if they choose. DSMS standardized test scores are usually within national and state ranges.

The DSMS counselor works to support safe school policies as established by the Winston County Board of Education in an effort to provide a safe, secure environment for children to grow and to become life-long learners and productive members of society. The DSMS counselor supports school administrators and faculty by providing a professional comprehensive school counseling program. The DSMS counselor provides educational activities to assist students in developing competencies for improving their academics. Activities help students learn about careers, career-training options, and making career plans. Planned activities promote the academic, personal, and social skills addressed in the Winston County Comprehensive School Counseling and Guidance Plan and the Comprehensive Counseling and Guidance State Model for Alabama Public Schools.

MISSION STATEMENT

The mission of Double Springs Middle School's counseling program is for all students to engage in a comprehensive developmentally age-appropriate counseling program, which is equally accessible regardless of race, religion, and economic status. The school counseling program will help prepare students to excel personally, socially, and academically so that they can become productive members of society. The school counselor will work with administrators, teachers, parents, and community stakeholders to advocate for equity, access, and success of all students.

PURPOSE

The Double Springs Middle School Comprehensive School Counseling and Guidance Plan is based on the revised *Comprehensive Counseling and Guidance Model for Alabama Public Schools*. This plan identifies a professional school counseling program as an essential instructional support service for students. American School Counselor Association (ASCA) National Standards are considered to ensure professional comprehensive school counseling standards are included in the goals of the Double Springs Middle School Comprehensive School Counseling and Guidance Plan. Our students deserve to have quality professional school counseling services. These services promote students' individual personal competencies in the areas of establishing and achieving academic goals, in developing career plans, and in developing personal/social skills to become life-long learners and contributing community members. The Double Springs Middle School counselor strives to establish a professional school counseling program and evaluation procedures that are effective in implementing and evaluating our school counseling program. The Double Springs Middle School counselor serves as an advocate for students and responds to needs as they arise.

RATIONALE

The rationale for the services provided by counselors in Winston County Schools is based on the following beliefs:

- Each student has the right to respect and dignity as a human being and to the counseling services described in the Winston County Comprehensive School Counseling and Guidance Plan without regard to person, character, belief, or race.
- Each student has the right to self-direction and self-development.
- Each student has the right of choice and the responsibility for choices made.
- School counseling programs are for all students and the purpose is to assist individuals in attaining their maximum academic potential, in developing their personal/social skills, and in their career planning.

A comprehensive counseling and guidance program is an essential component of the total instructional program through which the students have maximum opportunity for their development. In this regard, the professional school counseling and guidance program provides a proactive system designed to anticipate and facilitate the academic, personal/social, and career needs of students. A cooperative relationship with school staff, parents, and community agencies is essential. The program is delivered through a K-12 comprehensive school counseling curricula, through crisis intervention, and through post-secondary planning services. The school counseling curriculum program also provides additional services that support the school's total educational program.

OVERVIEW OF COMPREHENSIVE DEVELOPMENTAL SCHOOL COUNSELING SERVICES

Comprehensive professional school counseling services are provided for the developmental needs of all students at Double Springs Middle School. School counselors are professionals trained in developmental theories such as Erik Erikson's theory on psychosocial development; Jean Piaget's theory on cognitive development; Robert Havighurst's theory on physical development; Lawrence Kohlberg and Carol Gilligan's theory on moral development; and Benjamin Bloom's theory on educational objectives. School counselors are also trained in many psychoanalytic, behavioristic, and humanistic counseling theories (e.g. Choice Theory, Solution-Focused, Multimodal, Adlerian, Rogerian, etc.). School counselors are well prepared to provide consultation services to students, parents, teachers, administrators, and community members based on knowledge of guiding developmental principles and theories.

The emphasis, in a comprehensive developmental school counseling program, has shifted from working mainly with individuals to working with groups. Proactive and preventive services emphasize working with all students through small or large group activities. A yearly and monthly program of planned educational and service-oriented activities is implemented. Also, school counselors assist students, parents, and administrators with planning and providing remediation services for students to ensure their school success.

Winston County School Counselors recommend the following guiding principles for Winston County School Counseling programs:

1. School counseling addresses appropriate developmental needs of all students.
2. School counseling services are delivered through a planned curriculum.
3. School counseling curriculum lessons are sequential and flexible.
4. A comprehensive school counseling program is systemic in that it is integrated into the total program of the school and supports academics, career planning, and personal/social skills for each student.

PHILOSOPHY OF SCHOOL PROGRAM

The Winston County School Counseling and Guidance Plan is implemented at Double Springs Middle School. The delivery system for the professional comprehensive school counseling program of K-12 activities includes four components of curriculum, individual planning, response services, and systems support. A written curriculum is coordinated and delivered by a professional school counselor. There are ongoing activities/services designed to assist each student in establishing, monitoring, and managing educational, career, or personal goals. The immediate needs of students are addressed by a school counselor through strategies such as individual/group counseling, consultation, coordination of referrals to other professionals, crisis intervention, and conflict resolution. School counselors provide support to academic and social programs other than counseling. This support includes, but is not limited to, coordination of the school testing program, coordination of Section 504 services, the Jacket PRIDE Advisory Program, the Rtl process and student progress monitoring, involvement in development of the school's Continuous Improvement Plan, serving on school/district-based curriculum committees, and consulting with school administrators and community groups regarding local student needs.

SCHOOL COUNSELING PROGRAM DELIVERY

Comprehensive School Counseling Program Components

Comprehensive school counseling services collaborate with other instructional school programs by providing comprehensive counseling Curriculum, Individual Planning, Responsive Services, and System Support components. Those program components are designed to assist students in acquiring competencies in the following domains: Academic Development, Career Development, and Personal/Social Development. The primary goal of services is to prepare students for a lifetime of learning and successful community living.

Counseling Curriculum Component

The Double Springs Middle School counseling curriculum presents content in a systematic way to all students in grades five through eight in order to promote student awareness and to develop and apply the skills and competencies needed in everyday life. The counseling and guidance curriculum includes structured lessons presented through classroom and group activities. The curriculum emphasizes decision-making, self-understanding, career exploration/preparation, and the improvement of study skills. Small group counseling sessions and interdisciplinary curriculum unit presentations for large group sessions assist students in developing competencies for being life-long learners and successful community members. Examples of guidance learning activities may include but are not limited to the following:

- Self-esteem development
- Communication skills
- Peer relationships
- Interpersonal relationships
- Substance abuse programs
- Study skills
- Decision-making skills
- Personal safety
- Post-high school planning
- Career awareness
- Career exploration/planning
- Pre-employment skills
- Job preparation

Individual Planning Component

Students are assisted in planning, monitoring, and managing their learning, their personal lives, and career planning. The purpose is to inform and provide students with the opportunity for educational and occupational

planning, decision-making, and goal-setting. Students are informed of educational opportunities and are assisted with appropriate course selections. Planning is implemented through the following:

(1) individual appraisal in which students learn to assess and interpret their abilities, interests, skills, and achievement; (2) individual advisement through which students are helped to acquire self-appraisal, knowledge of self and others, and education, career, and labor market information; and (3) placement and follow-up in which students are assisted in making transitions. The focus is on giving information, advising, and counseling. Examples of individual planning activities include:

- Career awareness
- Career exploration
- Career shadowing
- Role playing
- Course selection discussion
- Four-year plan development
- Honors and awards programs
- College application
- Financial aid programs
- Scholarship searches
- Career technical training

Responsive Services Component

School counseling activities and services are delivered by a professional school counselor. Services are delivered directly to students through personal counseling or indirectly through consultation and collaboration with other professional staff. Teachers, parents, community participants (speakers and guests), local mental health workers, and local junior college representatives (Federal Programs representatives – Educational Talent Search, Upward Bound, and other junior college counselors/recruiters) assist school counselors in implementing a comprehensive professional school counseling program.

Responsive services address the immediate concerns of students. The purpose of responsive services is to provide prevention and intervention. Areas addressed include personal concerns such as physical abuse, sexual abuse, emotional abuse, substance abuse, stress management, grief counseling, family issues, and sexuality issues; school-related concerns include areas such as tardiness, absences and truancy, misbehavior, school avoidance, and drop-out prevention. Responsive services are delivered through consultation, personal counseling, and crisis counseling. Counseling and support services are provided through

intervention plans to students and families facing specific emergency situations. When necessary, appropriate referral sources, such as mental health agencies, employment and training programs, juvenile services, and social services are utilized.

System Support Component

System support includes programs, staff, and school support activities and services with emphasis on indirect counseling. Management activities that maintain and enhance the total school counseling program are performed. The focus of system support is on staff and community relations, special research projects (data gathering) as requested by federal or state agencies, school or community committees, professional development, and student support activities. School counseling program development, parent education, staff development, public relations, school improvement planning, and teacher and administrator consultation are areas addressed.

Program Evaluation/Assessment

Regular assessment is the key to evaluating program success. Principals, students, parents, teachers, and community members along with the Double Springs Middle School advisory committee assist the counselor with evaluation efforts. Local school counselors meet regularly to up-date school counseling programs and to promote the ongoing improvement of their local school counseling programs by sharing ideas, lesson units, etc. Professional development activities are conducted during meetings with individual counselors obtaining speakers and programs. Continual evaluation of local program goals provides useful data to communicate the program effectiveness. Needs assessments are obtained. Professional evaluations are conducted by principals for program and personal effectiveness.

Suggested Use of Counselor Time in Each Program Component

Program Components	Elementary School	Middle School	High School
Curriculum	35-45% of time	25-35% of time	15-25% of time
Individual Planning	5-10% of time	15-25% of time	25-35% of time
Responsive Services	30-40% of time	30-40% of time	25-35% of time
Systems Support	10-15% of time	10-15% of time	15-20% of time

Strategies for Implementing the DSMS Counseling Program

The professional school counselor is a resource person for the faculty, administration, and other school staff. The school counselor is a facilitator of change who assumes primary responsibility for the local school's development and implementation of a comprehensive school counseling program. School counselors inform and motivate colleagues, administrators, the Board of Education, parents, students, and other community members to understand the need and value for an organized comprehensive school counseling program. The success of this process is directly linked to understanding and following guidelines presented in the Alabama School Counseling Model and in the ASCA National Standards.

The Double Springs Middle School Counseling Program described in this document represents a commitment and a direction toward a more consistent approach to school counseling services. It is the desire of Winston County professional school counselors that parents and students are confident as students move from elementary to middle school, from middle to high school, or from one school to another and that they build on previous achievement, educational and career plans for a successful future. This goal is accomplished by students receiving similar counseling services in the Winston County School System.

The following steps have driven the development of the Winston County Comprehensive School Counseling Plan to better organize, plan, develop, and continue to revise school counseling programs and services for Winston County students. Winston County school counselors have followed these steps in presenting the school counseling program plan.

Professional school counselors are planning unified lessons and building a foundation for change to provide better comprehensive services. Those services are addressing the components and elements of a professional school counseling program reflecting Alabama's school counseling goals and objectives, as well as the national standards of the American School Counselor Association. This is to assist Winston County students in achieving those recognized state and national counseling competencies.

The history of counseling and guidance in Winston County Schools is always considered with program plans projected for the next school year. It is the responsibility of each school counselor to define the professional school counselor's role by conducting those comprehensive school counseling activities to assist students in developing and achieving

competencies in their academic learning, career exploration and planning, and personal/social skill development to become life-long learners and effective family and community members.

Local school counseling advisory committees are being established at local schools. Advisory committee members will meet with the local counselor to advise the counselor on the local school counseling plan. Principals have been requested to support local school counselors in administering a comprehensive school counseling plan.

Winston County school counselors are evaluating their local time usage within the four program elements and are identifying the counseling activities and desired outcomes of their school programs. Surveys will be sent to teachers, students, parents, and other stakeholders as appropriate to gather information on program status and improvement. The information will be used along with a parent, student, and faculty needs assessment to guide the changes in the current local school counseling program.

The Winston County Comprehensive School Counseling Model has defined the structure of the program and identified the competencies by content and grade levels. A comprehensive professional school counseling program for students in grades K-12 is planned. When school counselors conduct comprehensive counseling programs, there is insufficient time for conducting nonguidance duties such as testing, record keeping, or registration of students as full responsibilities of the local school counselors. It is desirable for the local school principals to provide assistance to be given by other appropriate staff members when requesting nonguidance duties to be conducted by counselors. The Alabama Counseling Plan and ASCA expect a counselor's time be spent on comprehensive counseling program activities and services. School counseling facilities are accessible to all students, parents, teachers, administrators, and community members requesting appropriate activities or services from the school counselor. Facilities' standards and recommendations for counselors are to be provided the following provisions:

- a work area for small groups to meet
- an area to store and maintain confidential records
- a confidential conference area easily accessible and private to conduct individual counseling sessions
- a private or secure telephone line

Counselors at each local school are provided the following guides to assist them in program planning, implementation, and development:

- a job description
- a recommended counselor time usage chart appropriate to each school level
- a professional evaluation to assist the counselor in program and individual improvement
- opportunities for professional development

Local principals assist the local school counselors with individual and program evaluation by providing the following:

- Evaluate school counselors' performance.
- Support the counselor in conducting program evaluation.
- Support the local counselor in conducting program effectiveness evaluation.
- Collect and analyze program design and effectiveness evaluation data.
- Report program design and effectiveness evaluation data.

COUNSELOR SUPERVISION AND EVALUATION

In order to effectively implement a professional comprehensive school counseling program in the Winston County School System, job descriptions were provided that specify duties and responsibilities (See Appendix A and Appendix B). Each local professional school counselor has a written school counseling plan. This plan is to be submitted to the counseling coordinator each year, demonstrating the planned comprehensive school counseling activities to be implemented in the local school counseling program.

Individual counselor evaluation is based on the degree of accomplishment in various areas of responsibility as stated in the written job description. The Teaching Effectiveness process is used to assist the professional school counselor in evaluating the counseling program and personal effectiveness. The process aids in the identification of areas in need of growth and provides the structures necessary to increase effectiveness. The purpose is to support growth in instructional practice that will ultimately lead to continuous improvement and increases in student performance.

ORGANIZATIONAL STRUCTURE

Structural Components

Definition

Winston County professional school counselors desire to provide all students with a professional comprehensive and developmental school counseling program by providing students an opportunity to gain personal/social competencies in understanding self/others and to perform academically their best in educational and occupational explorations and planning in a safe, caring and encouraging school and community environment.

Assumptions

Winston County professional school counselors use the Winston County School Counseling Plan in an attempt to provide uniformity in implementing basic student goals and competencies. The identified programs include all of the elements, goals, and competencies recognized as essential in the total development of all students as stated in the Alabama State Plan and in professional national standards.

Professional certified counselors in each school are school counseling program managers in delivering both individual services, personal counseling/academic advising to students and in managing services delivered by other appropriate school, community, and state organizations.

Increased understanding of self/others, personal/social skill competencies, educational achievement, and career exploration and planning are encouraged through providing counseling services for all students through individual counseling and/or group services. Counselors maintain a portfolio or schedule of programs/activities; calendars; resources; referrals to outside agencies; contact visits for students, parents, and community resources; conferences held; and a record of the professional development opportunities attended.

FOUR COMPONENTS OF A COMPREHENSIVE SCHOOL COUNSELING PROGRAM

<p>GUIDANCE CURRICULUM Provides guidance content in a systematic way to all students in grades K-12</p>	<p>INDIVIDUAL STUDENT PLANNING Assists students in planning/managing their personal and career planning</p>	<p>RESPONSIVE SERVICES Addresses the immediate concerns of students</p>	<p>SYSTEM SUPPORT Includes program, staff, and school support activities and services</p>
<p>Purpose Student awareness, skill development and application of skills needed in everyday life</p>	<p>Purpose Student educational and occupational planning, decision making and goal setting</p>	<p>Purpose Prevention and intervention</p>	<p>Purpose Program delivery and support</p>
<p>Areas Addressed:</p> <p>Academic Motivation to achieve Decision-making skills Goal setting Planning Problem-solving skills</p> <p>Career Awareness of educational opportunities Knowledge of career opportunities Knowledge of career/technical training</p> <p>Personal/Social Self-esteem development Interpersonal effectiveness Communication skills Cross-cultural effectiveness Responsible Behavior</p>	<p>Areas Addressed:</p> <p>Academic Acquisition of study skills Awareness of educational opportunities Appropriate course selection Lifelong learning Utilization of test data</p> <p>Career Knowledge of career opportunities Knowledge of vocational and technical training Need for positive work habits</p> <p>Personal/Social Development of healthy self-concept Development of adaptive and adjusted social behavior</p>	<p>Areas Addressed:</p> <p>Academic 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</p>	<p>Areas Addressed:</p> <p>Academic 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</p>
<p>Counselor Role Structured groups Consultation Guidance Curriculum implementation</p>	<p>Counselor Role Assessment Planning Referral</p>	<p>Counselor Role Individual counseling Small-group counseling Consultation Referral</p>	<p>Counselor Role Program development and management Consultation Coordination</p>

Note: These lists represent examples and are not exhaustive.

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

COMPREHENSIVE COUNSELING AND GUIDANCE PROGRAM ELEMENTS

CONTENT	ORGANIZATION & FRAMEWORK ACTIVITIES		RESOURCES
Competencies	Structural Components	Program Components	Resources
<p style="text-align: center;">Double Springs Middle School's Plan Reflects the Alabama State Counseling Competencies and the ASCA National Standards for School Counseling</p> <p style="text-align: center;">K-12 Competencies Grouped by Domains of</p> <p style="text-align: center;">ACADEMIC SKILLS DEVELOPMENT</p> <p style="text-align: center;">CAREER SKILLS DEVELOPMENT</p> <p style="text-align: center;">PERSONAL/SOCIAL SKILLS DEVELOPMENT</p>	<p style="text-align: center;">Definition</p> <p style="text-align: center;">Assumptions</p> <p style="text-align: center;">Rationale</p>	<p style="text-align: center;">Guidance Curriculum Structured Groups Classroom Presentations</p> <p style="text-align: center;">Individual Planning Advisement Assessment Placement and Follow-up</p> <p style="text-align: center;">Responsive Services Individual Counseling Small Group Counseling Consultation Referral</p> <p style="text-align: center;">System Support Guidance Management Comprehensive Guidance & Counseling Services Consultation Community Activities Public Relations</p>	<p style="text-align: center;">Human</p> <p style="text-align: center;">Financial</p> <p style="text-align: center;">Physical</p> <p style="text-align: center;">Community</p> <p style="text-align: center;">Political</p> <p style="text-align: center;">Facilities</p>

Major Sources of Winston County Comprehensive Counseling and Guidance Plan

1. State of Alabama Guidance Plan, 1996
2. American School Counselor (ASCA) Association, 1997, National Standards for a Counseling Program
3. Norman Gysbers and Patricia Henderson's 1994, 2001 Comprehensive Guidance Program
4. Robert Myrick's 1987, 1997 *Developmental Guidance and Counseling: A Practical Approach*
5. National Career Development Guidelines, NOICC (1990)

GOALS FOR STUDENTS IN A COMPREHENSIVE COUNSELING AND GUIDANCE PROGRAM ORGANIZED BY THREE DOMAINS

Individual school counseling programs throughout Winston County may differ in recognized needs; however, each school will develop a comprehensive and sequential school counseling program related to specific needs of all students categorized by the goals of the three domains. A professional school counseling program should ensure that all students have opportunities to acquire essential counseling competencies based upon the needs of students and modified for the progressive grade levels in accordance with the following goals:

PERSONAL/SOCIAL GOALS

- Students will gain self-awareness.
- Students will develop positive attitudes.
- Students will learn how to make healthy choices.
- Students will respect others and resolve conflicts.
- Students will gain responsibilities.
- Students will develop relationship skills.
- Students will make effective decisions.

ACADEMIC DEVELOPMENT

- Students will apply effective study skills.
- Students will set educational goals.

CAREER DEVELOPMENT

- Students will analyze skills and interests.
- Students will form a career identity.
- Students will plan for the future.

DSMS STUDENT COMPETENCIES BY GRADE

Competencies for DSMS students at each grade level correlate with the goals listed previously. They include examples of skills to help the counselor in planning and developing various activities within the guidance curriculum and the individual planning components of the program. The examples under “Students Can” are some of many goals and expectations which could be included. Winston County school counselors are not required to personally implement all of the competencies, but they are aware of when and where skills are being taught so that they may coordinate with and complement the classroom teacher’s instructional program.

GRADE 5

<u>PERSONAL/SOCIAL SKILLS</u>	<u>STUDENTS CAN</u>
Gaining Self-Awareness	Specify personal characteristics they believe are important.
Developing Positive Attitudes	Define positive beliefs and describe their own.
Making Healthy Choices	Determine situations that produce unhappy, angry, or anxious feelings and describe how they deal with those feelings.
Respecting Others	Specify personal characteristics they like in others.
Gaining Responsibility	Describe ways to express feelings in an acceptable manner.
Developing Relationship Skills	Recognize cultural differences and describe ways to accept these differences.
Resolving Conflicts	Evaluate ways others listen and express thoughts and feelings to them.
Making Effective Choices	Apply a choice-making process.

<u>EDUCATIONAL GOALS</u>	<u>STUDENTS CAN</u>
Applying Effective Study Skills	Recognize the importance of completing assignments.
Setting Educational Goals	Describe the benefits of learning, both in and out of school.
Learning Effectively	Recognize differences in the way they study for different subjects, settings, and objectives.
Gaining Test-Taking Skills	Describe how they prepare for tests.

<u>CAREER PLANNING</u>	<u>STUDENTS CAN</u>
Forming a Career Identity	Define change and discuss what influences it.
Planning for the Future	Discuss the career planning process and resources.
Combating Career Stereotyping	Describe stereotypes that are associated with certain jobs.
Analyzing Skills and Interests	Relate skills and hobbies to career choices.

GRADE 6

<u>PERSONAL/SOCIAL SKILLS</u>	<u>STUDENTS CAN</u>
Gaining Self-Awareness	Analyze how abilities change and how they can be expanded.
Developing Positive Attitudes	Analyze how their attitudes influence what they do.
Making Healthy Choices	Understand what “pressure” means and describe methods for handling pressure.
Respecting Others	Recognize the difference in others and evaluate their own effect on others.
Gaining Responsibility	Describe how their responsibilities have changed since childhood.
Developing Relationship Skills	Apply problem-solving skills to conflict situations.
Resolving Conflicts	Use appropriate nonverbal communications.
Making Effective Choices	Recognize how school choices influence them.

<u>EDUCATIONAL GOALS</u>	<u>STUDENTS CAN</u>
Applying Effective Study Skills	Learn how to assert themselves by asking questions.
Setting Educational Goals	Evaluate how their parents’ goals influence them.
Learning Effectively	Describe how to design study areas at home.
Gaining Test-Taking Skills	Review memory skills to improve their recall of information.

<u>CAREER PLANNING</u>	<u>STUDENTS CAN</u>
Forming a Career Identity	Discuss how their parents’ work influences their lives.
Planning for the Future	Discuss the career planning process and career resources.
Combating Career Stereotyping	Predict how stereotypes might affect their career choices.
Analyzing Skills and Interests	Analyze the relationship between interests and abilities.

GRADE 7

<u>PERSONAL/SOCIALSKILLS</u>	<u>STUDENTS CAN</u>
Gaining Self-Awareness	Compare their characteristics and abilities with those of others and identify their strengths.
Developing Positive Attitudes	Discuss ways to organize their time and use personal strengths.
Making Healthy Choices	Distinguish between substances helpful and harmful to physical health.
Respecting Others	Compare their personalities with others and identify their unique traits.
Gaining Responsibility	Discuss the responsibilities of students in the school and in the community environments.
Developing Relationship Skills Resolving Conflicts	Analyze the pressure they feel from peers. Evaluate how listening and communicating effectively helps to solve problems.
Making Effective Choices	Provide examples of how past choices have affected present actions.

<u>EDUCATIONAL GOALS</u>	<u>STUDENTS CAN</u>
Applying Effective Study Skills Setting Educational Goals	Develop a plan for monitoring study time. Describe what motivates them to perform well.
Learning Effectively Gaining Test-Taking Skills	Describe ways in which people learn. Provide examples of how past choices have affected present actions.

<u>CAREER PLANNING</u>	<u>STUDENTS CAN</u>
Forming a Career Identity	Explain how needs can be met in work and in leisure.
Planning for the Future	Predict ways in which some present careers may be different in the future.
Combating Career Stereotyping	Describe occupations that are stereotyped and analyze how these stereotypes are reinforced.
Analyzing Skills and Interests	Analyze various methods of monitoring their progress toward a goal.

GRADE 8

<u>PERSONAL/SOCIAL SKILLS</u>	<u>STUDENTS CAN</u>
Gaining Self-Awareness Developing Positive Attitudes	Discuss the meaning of self-concept. Predict their actions and reactions in a variety of settings.
Making Healthy Choices	Practice dealing with pressure to use drugs, alcohol, and other harmful substances.
Respecting Others	Describe positive qualities of people that are culturally different from themselves.
Gaining Responsibility	Evaluate how responsibility helps them manage their lives.
Developing Relationship Skills	Analyze effective family relationships, their importance, and how they form.
Resolving Conflicts	Analyze how conflict-resolution skills improve relationships with others.
Making Effective Choices	Demonstrate how gaining more information increases their alternatives.

<u>EDUCATIONAL GOALS</u>	<u>STUDENTS CAN</u>
Applying Effective Study Skills	Evaluate the importance of maintaining a balance between study time and extracurricular activities.
Setting Educational Goals	Develop a tentative four-year education plan and portfolio of study based on current legislative and other graduation requirements from high school (to be reviewed each year).
Learning Effectively	Identify learning styles used both in and out of the school environment.
Gaining Test-Taking Skills	Develop skills to predict test questions.

<u>CAREER PLANNING</u>	<u>STUDENTS CAN</u>
Forming a Career Identity	Analyze how stereotypes are affecting their career identities.
Planning for the Future	Locate, analyze, and use career information.
Combating Career Stereotyping	Evaluate the ways in which certain groups (men, women, and minorities) are stereotyped in the work force.
Analyzing Skills and Interests	Describe their present skills and predict their future skills.

DSMS Counseling Curriculum Calendar

Month	Awareness/ Prevention	5th	6th	7th	8th
August		<ul style="list-style-type: none"> • Welcome • Transition to Middle School 	<ul style="list-style-type: none"> • Welcome 	<ul style="list-style-type: none"> • Welcome 	<ul style="list-style-type: none"> • Welcome
September	Suicide Prevention Awareness Month	<ul style="list-style-type: none"> • PATH Program Overview • PATH Lesson: "Getting to Know Us" 	<ul style="list-style-type: none"> • PATH Program Overview • PATH Lesson: "Getting to Know Us" 	<ul style="list-style-type: none"> • PATH Program Introduction and Overview • PATH Lesson: "Refusal Skills" • Too Good For Drugs Program 	<ul style="list-style-type: none"> • PATH Program Introduction and Overview • PATH Lesson: "Peer Pressure" • Field Trip: Worlds of Work (WOW)
October	Bullying Prevention Month Substance Awareness and Prevention Campaign / Red Ribbon Week October 24-28	<ul style="list-style-type: none"> • PATH Lesson: "My Go-To People" 	<ul style="list-style-type: none"> • PATH Lesson: "Go-To People" 	<ul style="list-style-type: none"> • PATH Lesson: "Harmful Effects of Use and Abuse" • PATH Lesson: "Dependency and Getting Help" • Too Good For Drugs Program 	<ul style="list-style-type: none"> • PATH Lesson: "Spotlight: Alcohol & Vaping" • PATH Lesson: "Addiction"
November	National Career Development Month	<ul style="list-style-type: none"> • PATH Lesson: "Trustworthy" 	<ul style="list-style-type: none"> • PATH Lesson: "Trustworthy" 	<ul style="list-style-type: none"> • Too Good For Drugs Program • PATH Lesson: "Understanding Bullying" 	<ul style="list-style-type: none"> • PATH Lesson: "Recognizing Bullying" • Educational Planning for High School/ Four-Year Plans
December		<ul style="list-style-type: none"> • PATH Lesson: "Keeping My Body Safe" 	<ul style="list-style-type: none"> • PATH Lesson: "Keeping Safe!" 	<ul style="list-style-type: none"> • PATH Lesson: "Your Digital Footprint" 	<ul style="list-style-type: none"> • PATH Lesson: "Cyberbullying: The New Bathroom Wall"

DSMS Counseling Curriculum Calendar

Month	Awareness/ Prevention	5th	6th	7th	8th
January	Get Organized Month National Mentoring Month National Human Trafficking Month	<ul style="list-style-type: none"> • PATH Lesson: “Coping With Life Events” 	<ul style="list-style-type: none"> • PATH Lesson: “My Life Events and Coping Skills” 	<ul style="list-style-type: none"> • PATH Lesson: “Witness” • PATH Lesson: “Understanding Abuse” 	<ul style="list-style-type: none"> • PATH Lesson: “Training Your Brain to Be Compassionate” • PATH Lesson: “Types of Abuse”
February	Teen Dating Violence Awareness and Prevention Month National School Counseling Week February 6-10 Kindness Campaign / Random Acts of Kindness Week February 13-17	<ul style="list-style-type: none"> • PATH Lesson: “Can I Make Tough Decisions” 	<ul style="list-style-type: none"> • PATH Lesson: “Decisions, Decisions” 	<ul style="list-style-type: none"> • PATH Lesson: “Coping with Abuse” • PATH Lesson: “Healthy Relationships” 	<ul style="list-style-type: none"> • PATH Lesson: “Varied Effects of Abuse” • PATH Lesson: “Creating Healthy Relationships”
March	Gender Equality Month Self-Injury Awareness Day March 1	<ul style="list-style-type: none"> • PATH Lesson: “What Are My Strengths?” 	<ul style="list-style-type: none"> • PATH Lesson: “How Does My Character Look?” 	<ul style="list-style-type: none"> • PATH Lesson: “Health Includes Mental Health” 	<ul style="list-style-type: none"> • PATH Lesson: “Mental Health: How We Think, Feel, & Act”
April	Child Abuse Prevention Month	<ul style="list-style-type: none"> • PATH Lesson: “Using My Voice” 	<ul style="list-style-type: none"> • PATH Lesson: “My Voice, My Actions” 	<ul style="list-style-type: none"> • PATH Lesson: “Self-Harm and Healthier Coping Strategies” 	<ul style="list-style-type: none"> • PATH Lesson: “Nonspecific Self-Injury”
May	Mental Health Month Children’s Mental Health Awareness Day May 2	<ul style="list-style-type: none"> • PATH Lesson: “Cyber Trouble” • Transition to 6th Grade 	<ul style="list-style-type: none"> • PATH Lesson: “Out in Cyberspace” • Transition to 7th Grade 	<ul style="list-style-type: none"> • PATH Lesson: “Suicide – The Irreversible Act” • Transition to 8th Grade 	<ul style="list-style-type: none"> • PATH Lesson: “Suicide – The Permanent Decision” • Transition to High School

**Scope and Sequence of Lessons Related to
Winston County Counseling
(ALTERNATE PLANNING GUIDE/PROGRAM GOALS)**

LESSON TOPICS AND FOCUS BY GRADE AND THEME			
Grade	Decision-Making Skills	Communication & Work-Related Skills	Goal-Setting Skills
K	Learning to Problem Solve	Learning Appropriate Group Behaviors	Learning to Learn
1	Making Effective Choices	Manners for Treating Others with Respect	Learning Cooperation
2	Influences of Others on Decision Making	Learning Effective Ways to Listen	Learning Good Work Habits
3	Behavioral Consequences	Understanding Feelings & Ways Feelings are Communicated	Learning Effective Study Skills
4	Independently Following Directions	Thinking before Speaking	Learning to Set Goals
5	Making a Plan of Action	Effects of Helpful & Harmful Words	Learning the Importance of Goals
6	Learning Rational Emotive Behavior	Practicing Good Communication Skills	Writing Goals
7	Making Higher Level Decision/PS	Practicing Interviewing Skills	Setting Educational Goals
8	Career Planning Decisions/HS	Relationship Issues with Friends	Setting High School Goals
9	Learning Resiliency Behaviors	Relationship Issues with Family	Planning Career Goals
10	Career Planning	Effective Communication on the Job	Evaluating Goals
11	Preparing for a Career	Preparing for College/Work Interviews	Reviewing Goals
12	Examining My Career Decisions	Demonstrating Effective Communication Skills	Setting Life-Long Learning & Career Goals

APPENDIX A

WINSTON COUNTY SCHOOL SYSTEM

JOB DESCRIPTION: Professional School Counselor

TITLE: ELEMENTARY, MIDDLE, AND HIGH SCHOOL COUNSELORS

QUALIFICATIONS: 1. Valid teacher's certificate with endorsement in counseling and guidance
2. Good interpersonal skills
3. Three years teaching experience preferred
4. Such alternatives to the above qualifications as the Board may find appropriate and acceptable

REPORTS TO: Principal
Central Office Coordinator of Counseling

JOB GOAL: To provide a comprehensive developmental guidance program for students to assist them in building self-esteem, developing decision-making and problem-solving skills, planning for their future careers and becoming mature and responsible adults.

MAJOR JOB RESPONSIBILITIES:

1. Implement and evaluate the local school guidance and counseling plan in accordance with the state and system plans.
2. Develop and follow a planning calendar for counseling programs and activities.
3. Communicate with administrators, teachers, staff, students, parents, and the community regarding the counseling and guidance program and its role in the educational program.
4. Consult with and collaborate with teachers, staff, and parents in understanding and meeting the needs of all students.
5. Consult with parents, teachers, and community resources about the special needs of students and make appropriate referrals and placements.
6. Implement a planned sequential program of large group guidance activities designed to teach the essential skills pertaining to academic, career, and personal/social development as outlined in the State Plan.
7. Provide individual and small group counseling to help meet the developmental and remedial needs of all students.
8. Participate in the implementation of the state and district assessment program.
9. Analyze and interpret test results to teachers, parents and students for use in enhancing instruction.
10. Facilitate conferences with teacher and/or parents and/or students.
11. Collaborate with appropriate school personnel to assist students in making a smooth transition from elementary school to middle school to high school.
12. Participate in professional development programs.

13. Maintain student records and protect their confidentiality.
14. Assist with the registration of students.
15. Guide students in updating their "High School Four-Year Plans."
16. Guide seniors to help them develop and implement appropriate steps regarding their post-high school educational and/or career plans.
17. Assess the counseling and guidance program on a regular basis, and make revisions as needed.
18. Perform other duties as assigned by principal or coordinator of counselors.

TERMS OF EMPLOYMENT: As determined by the Board. Salary and work year to be established by the Board of Education.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Professional Personnel.

APPENDIX B

POSITION: Coordinator of School Counseling Programming (Individual is responsible to Central Office Designated Counselor Supervisor)

****This position is to be rotated between county counselors annually. The rotation schedule is as follows: Technical Center, Addison, Double Springs Elementary, Double Springs Middle, Lynn, Winston County High, Grant Counselors (if any). Counselors serving in this position must have a masters' level counseling degree with Alabama State Department of Education school counseling certification.**

PRIMARY FUNCTION: To coordinate efforts between the local school counselors for the delivery of a comprehensive school counseling program to all students in the system. Counselors will meet monthly to allow collaboration on counseling efforts and build a strong counseling network for our students.

MAJOR JOB RESPONSIBILITIES: Develops a system plan to include goals, objectives, and activities consistent with the Alabama State Plan as a model for program implementation and evaluation. Each Winston County School Counselor will participate in EDUCATEAlabama evaluations for program and personal effectiveness. The following responsibilities are assigned to this position:

- Provides leadership in developing appropriate comprehensive counseling program activities.
- Assists principals in preparing counselors for annual counselor evaluations (if needed).
- Serves as a consultant to principals and counselors in implementation of the statewide and local schools' comprehensive counseling plans.
- Serves as liaison between local schools and community agencies.
- Plans and administers in-service training program for counselors and facilitates continuous program development and improvement.
- Serves as a representative of counselors on various committees/boards.
- Participates in the interview process and recommends personnel for school counseling positions.
- Interprets to local schools the objectives of the system's professional comprehensive school counseling program and the procedures for utilizing school counseling services.
- Establishes a systematic approach for making the professional school counseling program visible at all levels.
- Schedules monthly counseling meetings with other professional school counselors

APPENDIX C

Winston County School Counselor's Role with Special Services

The Winston County school counselors take active roles in providing professional school counseling services for all students. Professional school counselors advocate for all students. Services are provided to special needs students consistent with those provided to all students in the school counselor's caseload.

Interventions in which the professional school counselor participates may include but are not limited to the following:

- Serving on the school's multidisciplinary team to identify special needs students
- Collaborating with teachers and administrators in the delivery of services
- Consulting with parents and teachers
- Providing social skills training in a classroom setting, small groups, or individually
- Leading group counseling activities through a comprehensive school counseling program to improve self-esteem
- Providing group and individual counseling
- Providing school counseling services for career planning and a smooth post-secondary transition from school to additional training.

The Winston County school counselors should not be the only source for information or administrative representation when preparing the IEP. Counselors may serve as the local education association representative as the principal designates. All IEP team members share in the process of providing services to students with disabilities.

School counselors should not be the only individual designated to complete diagnostic testing services when evaluating or reevaluating special education students. Interpretation of diagnostic tests or test scores is within the designated professional role.

According to the American School Counselor Association (ASCA, Adopted 1999), counselors do not make administrative decisions regarding placement or retention of students. All decisions regarding placement or retention are made by an IEP team. The counselor may serve as a team member if the principal makes that appointment as his designated representative.

Also, the school counselor is not to be solely responsible for the coordination of the 504 planning team or supervision of the implementation of the 504 plan. Counselors are not to become immersed in conducting diagnostic educational testing for evaluation or reevaluation for eligibility of those students at the expense of time taken from comprehensive school counseling programs.

Counselors serve as a member of the Problem-Solving Team (PST)/Response to Intervention (RtI) team, not the chairman of the team. Counselors participate in making referrals but are not to be the sole individual responsible for conducting evaluations, reporting, or contacting individuals regarding decisions made by the Problem Solving Team (PST).

APPENDIX D

Winston County School Counselor's Role in Discipline

Counselors do not deal directly with discipline, but rather approach discipline from a preventive perspective. Counselors are encouraged not to administer or assist teachers in administration of corporal punishment, but rather should be the advocate supporting the child. Counselors are encouraged to make special efforts to advise teachers that a time interval of no less than thirty minutes should pass between a child's discipline for an offense and talking with a counselor to prevent the student from associating discipline with the counselor or counselor's office. This effort is made to maintain the counselor's role as a child advocate and the counselor's office as a place where the child does not experience rejection or punishment.

Ideally, discipline problems are identified, discussed, and resolved before they significantly disrupt the classroom and the educational process. This early behavioral intervention is a legitimate activity for counselors prior to the child's need for discipline.

Consultation is one of the key intervention strategies employed by the counselor to create positive change and assist the child, parents, and/or teachers with behavioral modification plans which will elicit positive behavior from the student. The counselor acts as an arbitrator between teachers and students regarding problem situations and relationships in school and classrooms. A systematic process is utilized which includes meeting with the teacher and with the students individually and together to monitor progress and evaluate outcomes.

After all available school resources are expended to assist the disruptive child, the school counselor utilizes 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.

Specific group guidance activities and sessions employed by the counselor can assist students in their total school adjustment and thus reduce classroom problems. The counselor may schedule small-group counseling sessions to assist particular students with inappropriate or aggressive behavior.

The following are examples of counselor intervention strategies that focus on school adjustment and discipline problems:

- Classroom orientation sessions to assist teachers in acquainting students with the discipline policy. Positive aspects and rewards of acceptable practices in attendance, classroom behavior, and social relationships in the school environment are emphasized.
- Group guidance sessions discussing responsible school behavior.
- Follow-up sessions with a student returning from a suspension are conducted when requested by the school administrator.
- Conferences with parents, teachers, and administrators are scheduled when requested or when the counselor has concerns for groups of students or individual students.
- Teachers are provided in-service and forms for initiating referrals concerning problem behaviors.
- Immediate responses are made to principal-initiated referrals for particular student concern received.



Education Plan

Date Printed: 6/6/2014 10:20 AM
Last Revised On: 6/6/2014

Education Plan Name: Blank Demo
 Student Name: Meg Smith
 Associated School: Brewbaker Technology Magnet High School
 Planned Level of Education: Associate degree or completion of a specialized career school
 Diploma Program: Alabama High School Diploma
 Student Signature: _____ Status: Pending
 School Signature: _____ Status: Pending
 Parent Signature: _____ Status: Pending
 Area of Study: _____

	9th Grade	10th Grade	11th Grade	12th Grade	Subject Credits
Core					
Math					0
English					0
Science					0
Social Studies					0
Elective					
Physical Education					0
Fine Arts Education					0
Foreign Language					0
Health Education					0
Business Technology Applications					0
Career Technical Elective					0
Elective - Non Career Tech					0
Total Credits	0	0	0	0	0

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APPENDIX F

Double Springs Middle School LESSON PLAN/EVALUATION

Counselor: Haley Batchelor

Lesson Topic: <input type="checkbox"/>	Character Trait: <input type="checkbox"/>	
Grade Level(s): <input type="checkbox"/>	Number of Students: <input type="checkbox"/>	Date of Activity: <input type="checkbox"/>
Related Curriculum Area(s): <input type="checkbox"/>		
Goal/Objective/Outcome: <input type="checkbox"/>		

Standards/Competencies/Indicators: <input type="checkbox"/>

Materials/Resources Needed:

Activity:

Evaluation: Description of how student attainment of Standards/Competencies/Indicators: was determined.

Verbal: <input type="checkbox"/>	Written: <input type="checkbox"/>	Observation: <input type="checkbox"/>
Comments: <input type="checkbox"/>		

Reading Skills Used:

Prediction Fact and opinion Facts and details Main idea Author's purpose
 Summarizing Compare and contrast Sequencing Cause and effect
 Figurative language Word meaning in text

Academic Follow-up:

Writing prompt Drawing Reflection Other

APPENDIX G

Student Self-Referral Form

Dear Miss Batchelor,

Today I feel _____,

and I would like to talk with you about _____

_____.

On a scale of 1-10, how important is it that you see me today? (circle one)

< 1 2 3 4 5 6 7 8 9 10 >

Unimportant

VERY Important

Name: _____ Date: _____ Grade: _____



SCHOOL COUNSELOR REFERRAL FORM

Person Making Referral: _____ Date: _____

Student Name: _____ Grade/HR: _____

Briefly describe the specific incidents which led to this referral. _____

What goal do you want this student to achieve? _____

Check which actions you have already taken to help this student

- | | |
|--|---|
| <input type="checkbox"/> Conference with Student | <input type="checkbox"/> Worked with Student Individually |
| <input type="checkbox"/> Called Parent/Guardian | <input type="checkbox"/> Parent/Guardian Conference |
| <input type="checkbox"/> Sent to Principal/Asst. Principal | <input type="checkbox"/> Sent to Nurse |
| <input type="checkbox"/> Consulted with Counselor | <input type="checkbox"/> Other: _____ |

Briefly describe at least two positive strengths this student displays. _____

PARENT/GUARDIAN SURVEY

The school counseling department wants to develop and provide programs that meet student needs. Please be honest in your responses, as only you will know the answers you provide unless you choose to share your name at the end of the survey. This survey will help me learn what topics parents/guardians feel need the most attention. It will also help me evaluate the services I provide to students. Thank you for helping me better meet the needs of students.

–Haley Batchelor, DSMS Counselor

*** Required**

1. What grade is your child in? * Check all that apply.

- 5th Grade
- 6th Grade
- 7th Grade
- 8th Grade

2. Please rank the following topics in order of importance with 1 being the most important thing for your child to learn more about and 10 being the least important. * Mark only one oval per row.

	1	2	3	4	5	6	7	8	9	10
Relationships (Healthy & Unhealthy); Making Friends; Fitting In; Bullying; Cliques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career Awareness/Opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drug Awareness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expressing Feelings Appropriately; Communicating Effectively; Conflict Resolution; Avoiding Conflict	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing Life's Pressures/Stress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positive Self-Concept; Self-Esteem; Self-Awareness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respect for Self & Others; Diversity; Accepting Differences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responsibility; Making Good Decisions; Being Organized; Managing Time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School Pride; Getting Involved in School Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Setting Goals; Academic Success; Study Skills; Learning Styles; Listening & Following Directions; Test-Taking Skills; Text Anxiety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate the following statements

3. State and school test score reports and other information about my child were reported in a clear and concise manner. * Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Don't Know

4. My child has explored careers. * Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Don't Know

5. I am encouraged to participate in school events. * Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Don't Know

6. The school counselor has information available (via online or on paper) to parents and the community about the school counseling and guidance program. * Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Don't Know

7. The school counselor is willing to hear concerns and offer help to my child and me. * Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Don't Know

8. The school counselor shows respect for, and interest in, my child and me. * Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Don't Know

9. The school counselor has shared counseling and consultation opportunities available in the school and community with me when necessary. * Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Don't Know
- Not Applicable

10. The school counselor is willing and available to meet with me. * Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Don't Know
- Not Applicable

11. The school counselor participates in parent meetings as appropriate. * Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Don't Know
- Not Applicable

12. Please list any concerns or needs that you personally would like the school counselor to address. Please add your name and your child's name here if you would like me to get back to you regarding your survey. – Haley Batchelor, DSMS Counselor

DSMS STAFF SURVEY

*** Required**

1. What is your position? * Mark only one oval.

- Teacher
- Administrator
- Paraprofessional
- Support Staff
- Other

2. I believe the school counselor is accessible to all students. * Mark only one oval.

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

3. The school counselor provides important services to the students in our school. * Mark only one oval.

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

4. I have a clear understanding of the school counselor's role in the school. * Mark only one oval.

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

5. The school counselor helps students to develop socially and emotionally. * Mark only one oval.

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

6. The school counseling program helps to enhance student academic achievement. *
Mark only one oval.

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

7. The school counseling program helps students develop an understanding about careers.
* Mark only one oval.

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

8. The school counselor advocates for students and works well with teachers, administrators, and other school staff. * Mark only one oval.

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

9. I feel comfortable consulting and collaborating with the school counselor in order to help students. * Mark only one oval.

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

10. I believe students feel comfortable with the school counselor. * Mark only one oval.

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

11. Feel free to include any comments/suggestions regarding the school counseling program.

DSMS NEEDS ASSESSMENT (STAFF)

The school counseling department wants to develop and provide programs that meet student needs. This needs assessment will help me learn which topics the DSMS Staff feels need more attention. Thank you for helping me better meet our students' needs. –Ms. Haley

* **Required**

What is your position? * Mark only one oval.

- Teacher
- Administrator
- Paraprofessional
- Support Staff
- Other

To what degree are our students in need of services to address the following:

NOT NEEDED AT ALL – 0 1 2 3 4 – HIGHLY NEEDED

1. Anger Management * Mark only one oval.

- 0 - NOT NEEDED AT ALL
- 1 - SOMEWHAT NOT NEEDED
- 2 - CURRENT SERVICES ARE ADEQUATE OR NOT SURE
- 3 - SOMEWHAT NEEDED
- 4 - HIGHLY NEEDED

2. Attendance * Mark only one oval.

- 0 - NOT NEEDED AT ALL
- 1 - SOMEWHAT NOT NEEDED
- 2 - CURRENT SERVICES ARE ADEQUATE OR NOT SURE
- 3 - SOMEWHAT NEEDED
- 4 - HIGHLY NEEDED

3. Bullying/Cyberbullying * Mark only one oval.

- 0 - NOT NEEDED AT ALL
- 1 - SOMEWHAT NOT NEEDED
- 2 - CURRENT SERVICES ARE ADEQUATE OR NOT SURE
- 3 - SOMEWHAT NEEDED
- 4 - HIGHLY NEEDED

4. Career Awareness and Exploration; Post-High School Planning; Pre-Employment Skills *
Mark only one oval.

- 0 - NOT NEEDED AT ALL
- 1 - SOMEWHAT NOT NEEDED
- 2 - CURRENT SERVICES ARE ADEQUATE OR NOT SURE
- 3 - SOMEWHAT NEEDED
- 4 - HIGHLY NEEDED

5. Choice/Decision Making Skills; Self-Control * Mark only one oval.

- 0 - NOT NEEDED AT ALL
- 1 - SOMEWHAT NOT NEEDED
- 2 - CURRENT SERVICES ARE ADEQUATE OR NOT SURE
- 3 - SOMEWHAT NEEDED
- 4 - HIGHLY NEEDED

6. Communication Skills; Conflict Avoidance and Resolution * Mark only one oval.

- 0 - NOT NEEDED AT ALL
- 1 - SOMEWHAT NOT NEEDED
- 2 - CURRENT SERVICES ARE ADEQUATE OR NOT SURE
- 3 - SOMEWHAT NEEDED
- 4 - HIGHLY NEEDED

7. Development of Four-Year Educational Plans (Required in 8th Grade) * Mark only one oval.

- 0 - NOT NEEDED AT ALL
- 1 - SOMEWHAT NOT NEEDED
- 2 - CURRENT SERVICES ARE ADEQUATE OR NOT SURE
- 3 - SOMEWHAT NEEDED
- 4 - HIGHLY NEEDED

8. Grief and Loss * Mark only one oval.

- 0 - NOT NEEDED AT ALL
- 1 - SOMEWHAT NOT NEEDED
- 2 - CURRENT SERVICES ARE ADEQUATE OR NOT SURE
- 3 - SOMEWHAT NEEDED
- 4 - HIGHLY NEEDED

9. Internet/Technology Safety * Mark only one oval.

- 0 - NOT NEEDED AT ALL
- 1 - SOMEWHAT NOT NEEDED
- 2 - CURRENT SERVICES ARE ADEQUATE OR NOT SURE
- 3 - SOMEWHAT NEEDED
- 4 - HIGHLY NEEDED

10. Mental Health * Mark only one oval.

- 0 - NOT NEEDED AT ALL
- 1 - SOMEWHAT NOT NEEDED
- 2 - CURRENT SERVICES ARE ADEQUATE OR NOT SURE
- 3 - SOMEWHAT NEEDED
- 4 - HIGHLY NEEDED

11. Parent/Guardian Outreach and Support * Mark only one oval.

- 0 - NOT NEEDED AT ALL
- 1 - SOMEWHAT NOT NEEDED
- 2 - CURRENT SERVICES ARE ADEQUATE OR NOT SURE
- 3 - SOMEWHAT NEEDED
- 4 - HIGHLY NEEDED

12. Peer/Social Relationship Skills * Mark only one oval.

- 0 - NOT NEEDED AT ALL
- 1 - SOMEWHAT NOT NEEDED
- 2 - CURRENT SERVICES ARE ADEQUATE OR NOT SURE
- 3 - SOMEWHAT NEEDED
- 4 - HIGHLY NEEDED

13. Personal Safety: Sexual Abuse Prevention; General Safety: Neighborhood, Home, and School * Mark only one oval.

- 0 - NOT NEEDED AT ALL
- 1 - SOMEWHAT NOT NEEDED
- 2 - CURRENT SERVICES ARE ADEQUATE OR NOT SURE
- 3 - SOMEWHAT NEEDED
- 4 - HIGHLY NEEDED

14. Respect, Nonviolence, and Multi-Culturalism/Diversity * Mark only one oval.

- 0 - NOT NEEDED AT ALL
- 1 - SOMEWHAT NOT NEEDED
- 2 - CURRENT SERVICES ARE ADEQUATE OR NOT SURE
- 3 - SOMEWHAT NEEDED
- 4 - HIGHLY NEEDED

15. School Pride * Mark only one oval.

- 0 - NOT NEEDED AT ALL
- 1 - SOMEWHAT NOT NEEDED
- 2 - CURRENT SERVICES ARE ADEQUATE OR NOT SURE
- 3 - SOMEWHAT NEEDED
- 4 - HIGHLY NEEDED

16. Self-Concept; Self-Esteem * Mark only one oval.

- 0 - NOT NEEDED AT ALL
- 1 - SOMEWHAT NOT NEEDED
- 2 - CURRENT SERVICES ARE ADEQUATE OR NOT SURE
- 3 - SOMEWHAT NEEDED
- 4 - HIGHLY NEEDED

17. Stress Management * Mark only one oval.

- 0 - NOT NEEDED AT ALL
- 1 - SOMEWHAT NOT NEEDED
- 2 - CURRENT SERVICES ARE ADEQUATE OR NOT SURE
- 3 - SOMEWHAT NEEDED
- 4 - HIGHLY NEEDED

18. Study Skills; Organizational Skills; Identifying and Understanding Learning Styles * Mark only one oval.

- 0 - NOT NEEDED AT ALL
- 1 - SOMEWHAT NOT NEEDED
- 2 - CURRENT SERVICES ARE ADEQUATE OR NOT SURE
- 3 - SOMEWHAT NEEDED
- 4 - HIGHLY NEEDED

19. Substance Abuse/Drug Program * Mark only one oval.

- 0 - NOT NEEDED AT ALL
- 1 - SOMEWHAT NOT NEEDED
- 2 - CURRENT SERVICES ARE ADEQUATE OR NOT SURE
- 3 - SOMEWHAT NEEDED
- 4 - HIGHLY NEEDED

20. Suicide Prevention * Mark only one oval.

- 0 - NOT NEEDED AT ALL
- 1 - SOMEWHAT NOT NEEDED
- 2 - CURRENT SERVICES ARE ADEQUATE OR NOT SURE
- 3 - SOMEWHAT NEEDED
- 4 - HIGHLY NEEDED

21. Test-Taking Skills; Test Anxiety * Mark only one oval.

- 0 - NOT NEEDED AT ALL
- 1 - SOMEWHAT NOT NEEDED
- 2 - CURRENT SERVICES ARE ADEQUATE OR NOT SURE
- 3 - SOMEWHAT NEEDED
- 4 - HIGHLY NEEDED

22. Please list any other concerns or needs related to the school counseling program that you would like to see the school counselor address. Please add your name here if you would like me to get back to you regarding your responses. –Ms. Haley

STUDENT SURVEY AND NEEDS ASSESSMENT (Grade 5)

Student Instructions: The school counseling department wants to develop and provide programs that meet your needs. Please be honest in your responses. Only you will know the answers you provide unless you provide your name at the bottom of the survey. This survey will help me learn how many students need programs and activities on certain topics. Please read each statement and mark the most appropriate answer choice for YOU. Thank you for helping me better meet your needs. –Ms. Haley Batchelor

* Required

I need help with the following PERSONAL/SOCIAL concerns:

Answer each statement by selecting how true it is.

1. Making friends or fitting in * Mark only one oval.

- Agree
- Neither Agree nor Disagree
- Disagree

2. Skills for getting along with others and resolving conflicts * Mark only one oval.

- Agree
- Neither Agree nor Disagree
- Disagree

3. Being teased or bullied * Mark only one oval.

- Agree
- Neither Agree nor Disagree
- Disagree

4. Social skills and talking to others * Mark only one oval.

- Agree
- Neither Agree nor Disagree
- Disagree

5. Concerns about alcohol and/or drugs * Mark only one oval.

- Agree
- Neither Agree nor Disagree
- Disagree

6. Helping myself (gaining more self-confidence, feeling better about myself, expressing my feelings and thoughts) * Mark only one oval.

- Agree
- Neither Agree nor Disagree
- Disagree

7. Feeling sad or depressed * Mark only one oval.

- Agree
- Neither Agree nor Disagree
- Disagree

8. Grief over the death of a loved one * Mark only one oval.

- Agree
- Neither Agree nor Disagree
- Disagree

9. Parental divorce or separation * Mark only one oval.

- Agree
- Neither Agree nor Disagree
- Disagree

10. Controlling my anger * Mark only one oval.

- Agree
- Neither Agree nor Disagree
- Disagree

I need help with the following ACADEMIC/SCHOOL and CAREER concerns:

Answer each statement by selecting how true it is.

11. Being more organized * Mark only one oval.

- Agree
- Neither Agree nor Disagree
- Disagree

12. Improving my study skills * Mark only one oval.

- Agree
- Neither Agree nor Disagree
- Disagree

13. Improving my test-taking skills * Mark only one oval.

- Agree
- Neither Agree nor Disagree
- Disagree

14. Understanding how I learn best * Mark only one oval.

- Agree
- Neither Agree nor Disagree
- Disagree

15. Learning about careers * Mark only one oval.

- Agree
- Neither Agree nor Disagree
- Disagree

Please select how much you agree with the following statements:

16. I like coming to school. * Mark only one oval.

- Agree
- Neither Agree nor Disagree
- Disagree

17. I understand why I need a good education. * Mark only one oval.

- Agree
- Neither Agree nor Disagree
- Disagree

18. I plan to finish (graduate) high school. * Mark only one oval.

- Agree
- Neither Agree nor Disagree
- Disagree

19. I plan to continue my education/training after high school. * Mark only one oval.

- Agree
- Neither Agree nor Disagree
- Disagree

20. My teachers are willing to help me when I have questions. * Mark only one oval.

- Agree
- Neither Agree nor Disagree
- Disagree

21. My school counselor is willing to help students if they need it. * Mark only one oval.

- Agree
- Neither Agree nor Disagree
- Disagree

22. I feel comfortable talking to my school counselor. * Mark only one oval.

- Agree
- Neither Agree nor Disagree
- Disagree

23. I enjoy classroom guidance lessons. * Mark only one oval.

- Agree
- Neither Agree nor Disagree
- Disagree

24. OTHER CONCERNS: Please list any other concerns or needs that were not mentioned that you would like the school to help you with. Please include your name if you would like me to get back to you regarding your responses.

STUDENT SURVEY AND NEEDS ASSESSMENT (Grade 6)

The school counseling department wants to develop and provide programs that meet your needs. Please be honest in your responses. Only you will know the answers you provide, as no student identifying information is included on this survey unless you provide it at the bottom. This survey will help me learn how many students need programs and activities on certain topics. Please read each statement and mark the most appropriate answer choice for YOU. Thank you for helping me better meet your needs. –Ms. Haley Batchelor

* Required

I need help with the following PERSONAL/SOCIAL concerns:

Answer each statement by selecting how true it is.

1. Making friends or fitting in * Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

2. Dealing with peer pressure * Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

3. Skills for resolving conflicts and getting along with others * Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

4. Handling teasing or being bullied * Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

5. Dating or relationship issues * Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

6. Improving communication with others * Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

7. Getting involved in school activities * Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

8. Concerns about alcohol and/or drugs * Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

9. Helping myself (gaining more self-confidence, feeling better about myself, expressing my feelings and thoughts) * Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

10. Feeling sad or depressed * Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

11. Grief over the loss of a loved one * Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

12. Parental divorce or separation * Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

13. Dealing with anger * Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

14. Feeling stressed * Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

I need help with the following ACADEMIC/SCHOOL and CAREER concerns:

Answer each statement by selecting how true it is.

15. Being more organized * Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

16. Managing my time better * Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

17. Improving study skills * Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

18. Reducing test anxiety * Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

19. Improving test-taking skills * Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

20. Understanding my learning style to improve how I learn * Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

21. Understanding the best career options for me * Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

Please check how much you agree with the following statements:

22. I like coming to school. * Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

23. I understand why I need a good education. * Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

24. I will stay in school until I graduate high school. * Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

25. I plan to continue my education after high school. * Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

26. My teachers are willing to help me when I have questions. * Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

27. My counselor is available to me if I need to see her. * Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

28. I feel comfortable going to see my counselor if necessary for help with school concerns. *

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

29. I feel comfortable going to see my counselor if necessary for help with personal concerns. *

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

30. OTHER CONCERNS: Please list any other concerns or needs that were not mentioned that you personally would like the school to help you with. Please include your name if you would like me to get back to you regarding your response.

STUDENT SURVEY AND NEEDS ASSESSMENT (Grades 7-8)

The school counseling department wants to develop and provide programs that meet your needs. Please be honest in your responses. Only you will know the answers you provide, as no student identifying information is included on this survey unless you provide it at the bottom. This survey will help me learn how many students need programs and activities on certain topics. Thank you for helping me better meet your needs. –Ms. Haley Batchelor

* Required

I need help with the following PERSONAL/SOCIAL concerns:

Answer each statement by selecting how true it is for YOU.

1. Making friends or fitting in * Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

2. Dealing with peer pressure * Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

3. Skills for resolving conflicts and getting along with others * Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

4. Handling teasing or being bullied * Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

5. Dating or relationship issues * Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

6. Improving communication with others * Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

7. Getting involved in school activities * Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

8. Concerns about alcohol and/or drugs * Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

9. Helping myself (gaining more self-confidence, feeling better about myself, expressing my feelings and thoughts) * Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

10. Feeling sad or depressed * Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

11. Grief over the death of a loved one * Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

12. Parental divorce or separation * Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

13. Dealing with anger * Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

14. Feeling stressed * Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

I need help with the following ACADEMIC/SCHOOL and CAREER concerns:

Answer each statement by selecting how true it is for YOU.

15. Being more organized * Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

16. Managing my time better * Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

17. Improving my study skills * Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

18. Reducing test anxiety * Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

19. Improving my test-taking skills * Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

20. Understanding my learning style to improve how I learn * Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

21. Understanding the best career options for me * Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

Please select how much you agree with the following statements:

22. I like coming to school. * Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

23. I understand why I need a good education. * Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

24. I will stay in school until I graduate high school. * Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

25. I plan to continue my education after high school. * Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

26. My teachers are willing to help me when I have questions. * Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

27. My school counselor is available to me if I need to see her. * Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

28. I feel like my school counselor cares about students and is willing to help them. * Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

29. I feel comfortable talking to my school counselor. * Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

30. OTHER CONCERNS: Please list any other concerns or needs that were not mentioned that you personally would like the school to help you with. Please include your name if you would like me to get back to you regarding your responses.

