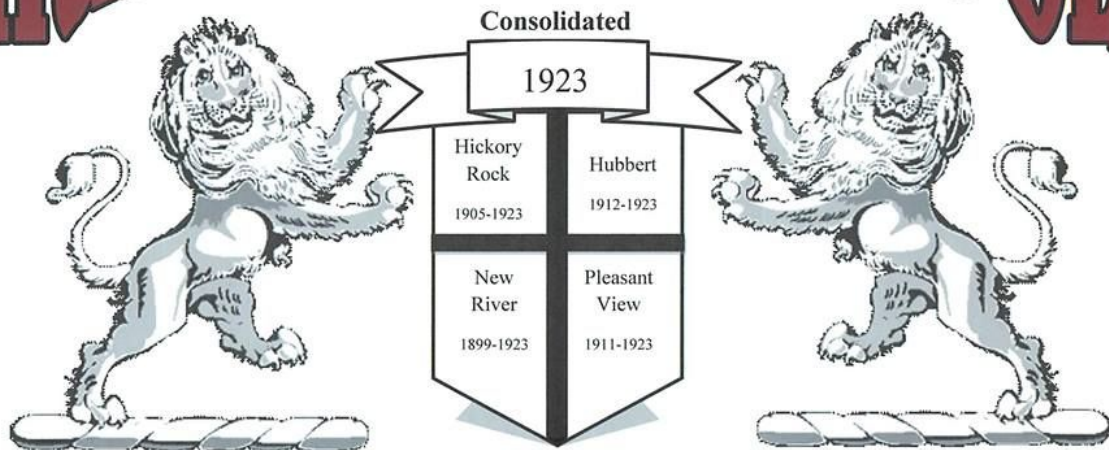


Hubbertville School Counseling and Guidance Plan

HUBBERTVILLE SCHOOL



HOME OF THE LIONS

TABLE OF CONTENTS

Counseling and Guidance Committee.....	1
Mission Statement.....	2
Purpose.....	3
Rationale.....	4
Program Components.....	5
Program Goals.....	16
Program Activities.....	17
Counseling/Guidance Curriculum Scope and Sequence.....	18
Counselor Responsibilities.....	24
Program Accountability Components.....	27
Appendix A	
Job Descriptions.....	29
Appendix B	
Fayette County Resource List.....	36

COUNSELING AND GUIDANCE ADVISORY COUNCIL

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MISSION STATEMENT

The mission of the Fayette County School System is to provide a safe, disciplined learning environment that empowers all students to develop their full potential. Our vision is to prepare, inspire, and enlighten today's students for tomorrow's challenges.

The mission statement of each school in the district is to provide a supportive and secure environment for academic success and character development in order for all students to be productive citizens in our technological world. The counselor works in collaborative partnerships with students, educators, parents, and community members to empower students to reach their highest level as productive members of society

The mission of Fayette County's Comprehensive School Counseling and Guidance Plan is based on the Fayette County School District's mission. Its focus is to prepare every student socially, academically, and emotionally for present and future challenges.

The Fayette County School System does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Dr. Rene P. Nichols - 504 and Title IX Supervisor
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PURPOSE

The Counseling and Guidance Program is based on individual, school, and community needs and organized around skill developmental goals. The program is delivered through the direct service program components of guidance instruction, individual student planning, and responsive services. In addition, the program provides indirect services supporting the total education program. The guidance program is implemented by a professional certified school counselor with the support of teachers, administrator, students, and parents.

The counseling and guidance program is an integrated part of the total education program and is sequentially designed for the overall school population. Personal/social, academic, and career development is provided for all students.

RATIONALE

A sound academic background is a must in preparing students to become successful and contributing members of society. Equally important, however, is their career, personal/social, and emotional adjustment. School has traditionally been considered the basis of educational training. Schools today, in an effort to respond to the many challenges and stresses placed upon youth, also provide support in career, personal/social, and emotional development of students.

Each school provides a comprehensive and balanced developmental guidance program. The following framework should be considered the minimum standards covered by the guidance program. An assessment of local school and community needs should be conducted to determine how to best meet the needs of the students grades K-12.

The rationale for the services provided by the counselor is based on the following tenets:

1. Each student has the right to respect and dignity as a human being and to the counseling and guidance services described in the State model without regard to person, character, belief, or race.
2. Each student has the right to self-direction and self-development.
3. Each student has the right of choice and the responsibility for choices made.
4. Each 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 counseling and guidance program is an essential component of the total instructional program through which the students have maximum opportunity for academic, career, and personal/social development. In this regard, counseling and guidance involves a planned, purposeful, and sequential program of activities that begins in fifth grade and continues throughout the eighth grade.

The comprehensive 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 COMPONENTS

The comprehensive counseling and guidance program components organize the work of the counselor into activities and services. They include the services of 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 for kindergarten through twelfth grade. The curriculum emphasizes decision-making, self-understanding, career exploration, and study skills. It is designed to serve all students through classroom guidance activities, group activities, curriculum development, and parent workshops.

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, educational counseling including pre-college and post-secondary career-technical planning, and career planning. The activities in this component are delivered either on a group or individual basis with students and parents. Teachers may be involved as advisors.

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. This component includes such activities as individual and small group counseling, consulting with staff and parents, and referring students and families to other specialists or programs.

System Support includes indirect guidance management activities that maintain and enhance the total guidance program. Responsibilities in this component include staff and community relations, research and evaluation, and fair-share responsibilities.

PROGRAM COMPONENTS - Elementary

The comprehensive counseling and guidance program components organize the work of the counselor into activities and services. They include the services of 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 for kindergarten through twelfth grade. The curriculum emphasizes decision-making, self-understanding, career exploration, and study skills. It is designed to serve all students through classroom guidance activities, group activities, curriculum development, and parent workshops.

Topics/Activities May Include:

- Meet the Counselor
 - Counselor will discuss the appropriate and inappropriate times to come to the counselor's office. Students will also have the opportunity in this lesson to get to know the counselor and learn more about the counselor's role in the school and his/her duties.
- Character Education
 - Character education will be provided to the school each morning through announcements that cover Fayette County's Character Education word of the week. Students will also participate in this activity.
- Parent Workshops and Parent involvement meetings
 - Parents will be given the opportunity participate in school activities throughout the school year. This may include: Parent Night, PTO performances, Title Meetings, workshops, etc.
- Proactive Leader Skills
 - Proactive vs. reactive
- Study Skills
 - Students will learn the skills necessary to help them become lifelong learners. Students will learn study skills and test taking skills to help them succeed in school and during tests.
- Organization
 - Students will gain understanding of why organization is important in school work and their lives. They will learn how to organize their backpacks and class binders to help them keep up with important information.
- Mistakes
 - Students will learn that mistakes happen and can be used to help them learn valuable lessons. Students will gain knowledge to make better choices and use information gained from the mistake.
- Bullying
- Red Ribbon Week/Substance Abuse Prevention
 - Drug awareness and substance abuse prevention will be discussed with all students to help them say NO to any harmful product. The students will learn to say NO and learn various products that may be harmful to their body.

- Enrichment Day/Career Day
 - Community and business leaders are invited to present at Enrichment/Career Day. Students are allowed the opportunity to see interesting aspects of each career and are able to ask questions of each presenter. Presenters typically include police, firefighters, mail carriers, emergency medical technicians, truck drivers, power company representatives, local artists, and forestry experts.
- Giving/Appreciation
 - Students are allowed the opportunity to participate in a canned food drive. Students also have whole group lessons on appreciating the things and people in their lives.
- Goal Setting
- Learning Styles
 - Students are informed of various learning styles. They are able to investigate various styles and determine which style best fits them in their education.
- Play It Safe
- Puppet Show
 - Children's Advocacy Center comes every three years to perform a puppet show informing students of appropriate and inappropriate touches. This puppet show also informs the students about the importance of reporting any situations they feel uneasy about.
- Interest Inventories
 - Students are given age appropriate interest inventories so that they may research careers according to their interests.
- Diversity
 - Many lessons throughout the elementary years focus on diversity and recognizing and celebrating student differences.
- Emotions
 - Lessons focus on recognizing and appropriately expressing various emotions.
- Anger Management
 - Lessons focus on recognizing and appropriately expressing anger. Students are also encouraged to practice various ways of handling anger.
- Test Taking Skills
 - Students are taught good test taking practices not only for standardized tests, but also for classroom testing. This helps reinforce what the classroom teacher has already taught about getting plenty of rest, eating a good breakfast, dressing in layers, reading the directions, reading each answer choice then reading the question, not staying on one question too long, and answering each question.
- Big deals/Little deals
 - This lesson informs students about various life situations and helps them to determine which situations are consider a big deal and need attention and which situations are little and do not need to be dwelled on. Students will learn to learn from each situation, but also learn that not all events in life require them to stress over them.
- Making/keeping friends
 - Students will learn the importance of being a good friend, skills to becoming a good friend, and how to keep friends.

- Safety
 - Phone numbers, address, and the importance of knowing local emergency numbers
- Decision making

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, educational counseling including pre-college and post-secondary career-technical planning, and career planning. The activities in this component are delivered either on a group or individual basis with students and parents. Teachers may be involved as advisors.

Topics/Activities May Include:

- Individual study skills
 - Students have the opportunity to seek help with study skills in a non-threatening environment that will help them succeed in the classroom and life. These study skills will prepare them for middle, high-school, and college.
- Individual goal setting for students (utilizing student test data)
 - Students will understand the importance in analyzing themselves and determining areas they may need improvement. Students will learn the difference between short term and long term goals and how to implement them in their life and keep track of achievement. The students will also understand the importance of evaluating goals periodically to see that they are met.
- Individual student achievement
- Test interpretation
 - Counselors are available to answer student, teacher, and parent questions regarding the interpretation of state assessments and other educational test reports.
- Student enrollment
 - The counselor enrolls all incoming kindergarten students, new students, and transfer students. At this time the parents/guardians complete required documentation while the counselor builds a relationship with the child. The counselor is then responsible for introducing the student and family to the teacher and helping them become familiar with the school environment.
- Enrollment interviews with parents
 - Counselors meet with new parents to explain the routines and procedures for each school. Counselors typically introduce new parents to the school staff that will work with their child. During this time, parents are given the opportunity to discuss concerns and their child's needs and services received at the withdrawing school.
- Informal student counseling
- Parent workshops
- Kindergarten registration/orientation
 - During kindergarten registration, parents are invited to the school to complete enrollment paperwork, meet the school staff, and tour the school with their child and the counselor. Incoming kindergartners are given assessments to aid in their placement.

- Open house
 - During open house, the counselor assists parents and students. The counselor also enrolls incoming transfer students. The counselor is available to answer questions and create relationships with students and families.

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. This component includes such activities as individual and small group counseling, consulting with staff and parents, and referring students and families to other specialists or programs.

Topics/Activities May Include:

- Jason Flatt Act
- Gender Meetings
- Individual Student Counseling
 - The school counselor is available to meet with students on an individual basis. Students may self-refer, teachers may refer students for individual counseling, and parents may refer their child for counseling.
- 504 Re-evaluations and parent/teacher meetings
 - The counselor serves as the school 504 coordinator. During 504 evaluations and reevaluations, the counselor provides the 504 committee with necessary information on a need to know basis.
- Crisis Counseling
- Agency Referral
 - The counselor will refer students who are in need of specific areas to the following services: DHR, Children Services, possible family/individual counseling agencies
- Consultation with parents, teachers, and other professionals
 - The counselor will consult regularly with parents, teachers, and other professionals about test data, guidance curriculum, and other school issues that may arise.
- Small Group counseling
 - The counselor facilitates small groups on various topics throughout the year. Parental permission is obtained before students participate in small groups. Small group topics may include study skills, conflict resolution, anger management, and divorce.
- Enrollment interviews
 - Counselors meet with new parents to explain the routines and procedures for each school. Counselors typically introduce new parents to the school staff that will work with their child. During this time, parents are given the opportunity to discuss concerns and their child's needs and services received at the withdrawing school.
- Parent Conferences
- Teacher Conferences

- PST/RTI
 - The school counselor will design and implement plans to address the needs of struggling students and collect results data based on the effectiveness of the interventions created for each individual student by the RtI team.

System Support includes indirect guidance management activities that maintain and enhance the total guidance program. Responsibilities in this component include staff and community relations, research and evaluation, and fair-share responsibilities.

Topics/Activities May Include:

- Club sponsorship
 - The counselor will help facilitate school clubs and organizations, such as: Honor Society, School Counselor, etc.
- EL team
 - The school counselor serves on the EL team at each local school and county. The counselor is in charge of assessing the incoming students to determine their placement in the EL program. The counselor will also help to create the IELP, accommodation sheet, and meet regularly with the classroom teacher to insure the student's needs are being met.
- RTI/PST
- Data Meetings
- Scantron Training
 - Counselors are trained on Scantron at the district. Counselors then train the school faculty.
- School Test Coordinator
 - The counselor assists the principal in scheduling, various test for each grade level, and test environment.
- School Leadership team meeting for ACIP plans
- Intake and Dismissal Duty
- Orientation to Guidance Program and Curriculum
 - The counselor will provide faculty and staff with an overview of the guidance program and curriculum yearly.
- Progress Reports/Report Cards
 - The counselor prints progress reports and report cards every six weeks. She/he is responsible for distributing the reports to each teacher.
- Honor Rolls
 - The counselor is responsible for contacting the local newspaper every six weeks with All A and A & B Honor Roll.
- Counselor brochure, website, trifold, slide show Parent Information Display
 - These documents help inform students, parents, and staff with and overview to the Guidance Program and Curriculum.
- ALCA conference
 - This conference is a very informative professional development opportunity for all school counselors grades K-12. This conference has various break out sessions that specialize in topics specifically geared to counselors.
- Child Find Duties/Gifted Screening
 - The counselor is in charge of screening all second grade students at the local

school. This information helps the Gifted Specialist determine the students that qualify for gifted services.

PROGRAM COMPONENTS - Secondary

The comprehensive counseling and guidance program components organize the work of the counselor into activities and services. They include the services of 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 for kindergarten through twelfth grade. The curriculum emphasizes decision-making, self-understanding, career exploration, and study skills. It is designed to serve all students through classroom guidance activities, group activities, curriculum development, and parent workshops.

Topics/activities may include:

- Freshman Orientation - 8th grade students and parents are invited to attend an evening event to choose courses for grades 9-12. Four year plans are entered in Kuder, printed out, edited and approved by signatures of parent, student and school official.
- Senior Orientation - information for college and career readiness, FAFSA, financial aid, scholarships, scheduling, dual enrollment is shared with students and parents
- Student Scheduling - pre-registration is held annually with students selecting classes for the upcoming school year
- Middle School Orientation - transition information from middle school to high school is provided to the students. Activities may include introduction to high school staff, school tours, information on clubs and organizations, rules and regulations, goal setting, .
- Grade Level Assemblies
- Graduation Requirements - beginning with 8th grade orientation, yearly the requirements for graduation are reviewed with the students - deficiencies are addressed as well as advanced placement, and dual enrollment opportunities
- Standardized Testing Overview - students are informed of the sequence of standardized tests and the importance of their performance on them
- College Fair - coordination between our local community college and all the school system that provides our students with access to information and contact with colleges in our area
- Career Awareness - various resources are used to promote career awareness - guest speakers, military recruiters, Kuder, websites, literature, and more
- College and Military Recruiters - college and military recruiters are allowed to visit our schools either in the form of a lunchroom set-up or a classroom visit
- Create and Update 4 year plans - beginning with the 8th grade, yearly student plan their future classes promoting awareness of their future curriculum and opportunities that are available
- College Application Week - this is a week dedicated to college planning, applications, FAFSA completion with the goal of 100% participation
- Red Ribbon Week - drug awareness and prevention is the purpose with various resources and activities used to promote a drug free school and life

- College 101/Financial Aid Workshop -with professionals from local colleges financial aid department, our seniors received valuable information on the steps to complete to plan for a successful college experience and assistance with FAFSA and scholarship completion
- WOW Career Fair - all the 8th grade students in our system participate in the Worlds of Work event held at Shelton State with the county providing transportation for all students to attend
- Parent Involvement Meetings - including an evening event and open house, all parents are invited to visit our school, talk with the faculty and get information on their students opportunities. Parent workshops are offered on the various topics: Scholarships, Advanced Placement courses, Diploma Types, ACCESS, Test Data, FAFSA
- Erin's Law - Sexual Abuse Awareness program annually presented so that all students are aware and armed with information and resources in case they need help
- Transcript Audit - conducted annually to insure all student are following the requirements for the Alabama High School Diploma
- Torch Invitational - students in grades 10-12 selected by the faculty to compete at our local community college for scholarships in both academic and talent areas. Competition includes Schools from the surrounding area - first place winners in each area win a \$1000 scholarship to Bevill State
- Goal Setting - in conjunction with 4 year planning, goals are discussed and plans are made to support those choices through academic opportunities
- Suicide Prevention - Jason Flatt Act
- Bullying Prevention - Guest speakers, videos, peer support
- Soft Skills for Career and Life - incorporated in guidance lessons and coordinated with classroom teachers
- Social Media and Internet Safety - awareness of the consequences of poor choices, dangers of exploitation, and legal implications are covered
- Substance Abuse - Prescription and Illegal Drugs, Alcohol, and Tobacco - programs from West Alabama Mental Health, law enforcement, and additional resources
- Study Skills - coordinated with classroom teacher, guidance lessons
- Classroom Guidance Activities - includes other activities not included in above descriptions
- Implement Guidance and Counseling Plan - sequencing and level of curriculum that covers topics in the state plan

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, educational counseling including pre-college and post-secondary career-technical planning, and career planning. The activities in this component are delivered either on a group or individual basis with students and parents. Teachers may be involved as advisors.

Topics/activities may include:

- Career Awareness - coordinate or assist career coach on lessons exploring career opportunities
- Job Shadowing - coordinate or assist student in securing job shadowing opportunities

- Senior Advisory Sessions - review coursework plans, advise on scholarship and/or financial aid opportunities, review dual enrollment opportunities
- 4 Year Educational Plans - meet individually with each student to review or create the plan and update annually ensuring that students are informed of all opportunities
- Financial Aid/Scholarship Advising - offer services to assist in completing any financial aid documents and provide letters of recommendation when needed
- Resume' - begin resume' writing in 9th grade and update annually
- NCAA Clearinghouse Registration and Eligibility - meet with students and or parents to assist in registration for the Clearinghouse
- Testing Results Interpretation - PreACT, ACT, WorkKeys - coordinate remediation efforts to improve scores, create and provide login for practice sites, plan for re-tests
- Post Secondary Applications - College and/or Employment
- Awards Day/Night
- Academic At- Risk Counseling - after each six weeks, meet with students who are in danger of failing
- Crisis Intervention Counseling
- Mock Interviews - each senior participates in at least one interview with volunteer community members and/or stakeholders
- Interpersonal Relationship Counseling
- Student Schedule Adaptation to meet individual needs - review test data and insure student is enrolled in appropriate courses - coordinate support efforts if needed
- Dual Enrollment/ACCESS/AP Advisement
- Create or review 504 Plan - meet with the 504 Team to initiate and implement 504 plans
- Facilitate RTI meeting

Individual services are provided at the request of the student, teachers, parents, and/or administrators. Through the above activities counselors provide academic support to students. In an effort to provide career support, counselors bring in external resources including career coaches, industry personnel, community leaders, military recruiters, and college representatives. Finally, social support is provided with partnerships through mental health, children's services, law enforcement and the Department of Human Resources.

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. This component includes such activities as individual and small group counseling, consulting with staff and parents, and referring students and families to other specialists or programs.

Topics/activities may include:

- Crisis Counseling
- Suicide Prevention Counseling/Intervention
- Referral to Mental Health
- Referral to DHR
- Referral to Juvenile Services
- REACH Advisory Program
- Consultation with Parents

- Consultation with Teachers
- Referral for Special Services
- Provide resources for parents/students - provide resource list of support agencies including but not confined to DHR, Children's Services, local clergy, hotlines, rehabilitation facilities
- Law enforcement - provide legal implications of choices - explain the consequences of possession of drugs, drug paraphernalia, underage drinking, aiding and abetting, false testimony, statutory rape, mandatory reporting, child abuse and neglect
- Peer support group - small group guidance activity where students are supported by peers who have or have had similar issues, external referral to local children services if needed
- Social Security Disability Documentation

Counselors respond to students' immediate needs and concerns by direct personal counseling, by connecting students and/or their families to community agencies for outside support, and by being involved in local school student support teams. Counselors are actively involved in local school problem solving teams in an effort to help the team provide resources and interventions that address the needs of the whole child. The counselors understand that in order for students to achieve academic success, their basic needs also should be considered. Student struggles with physiological needs, safety concerns, and self-esteem often impede their opportunities to be successful; therefore, the counselors are invested in providing responsive support to students and their families.

System Support includes indirect guidance management activities that maintain and enhance the total guidance program. Responsibilities in this component include staff and community relations, research and evaluation, and fair-share responsibilities.

Topics/activities may include:

- Professional Development
- Inservice training
- Webinars
- Testing coordinator training
- Print Progress Reports
- Print Report Cards
- Partner with local business and industry - school visits by local businesses or industry to discuss job opportunities, requirements, and other pertinent information
- Manage Testing Participation
- Consultation with staff
- 4 Year and 5 Year Cohort
- Coordinate with local 4 year and community colleges - Our county currently has an articulation agreement with the University of Alabama and Beville State that offers our students various opportunities for dual enrollment and accelerated courses. Dual enrollment courses are taught on the Fayette County High School campus and on the Beville Fayette Campus. Counselors coordinate with Beville State with dual and accelerated enrollment, scholarships, College Fair, Career Fair, and Torch Invitational.

Counselors work closely with Bevill State recruiters to offer the best opportunities for our students. Bevill offers scholarships for the career tech dual enrollment. Currently, academic classes are not funded by a scholarship.

- Test data analysis - coordinates with the Leadership team and administration by analyzing student data to better assist in instruction
- West Alabama Youth Leadership - coordinate with Bevill State in selecting future leaders to participate in WAYL workshops
- Alabama Power Youth Leadership Conference - faculty selects a group of students to attend this day long conference that includes motivational speakers
- TRIO Program - ETS, Upward Bound, SSS - targeting low income and first generation college students, ETS meets with and provides support to its members, Upward Bound provides after school guidance and tutoring as well as cultural experiences, SSS provides support at the college level, including tutoring and book loans
- Coordinate state and national testing - ACT, Pre-ACT, PSAT, WorkKeys, ACCESS, ScanTron, NAEP, PISA
- Local scholarship interviews/awards - scholarships provided by local families, clubs, or organizations come to our school and interview applicants to select the recipients
- Other school responsibilities - bus duty, lunch duty, hall monitoring, ball games, club sponsorship, fundraising, club memberships

The counselors recognize the importance of their being actively involved in system support. Through connections with the staff and community stakeholders, counselors develop a network of support that contributes to the overall strength and viability of the guidance program. As a result, they are recognized as a valuable part of the team at the local school level and in the community.

PROGRAM GOALS

Listed below are the national standards developed by the American School Counselor Association (ASCA) and used by Alabama to provide essential elements 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.

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 or work.

Personal/Social Development

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

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

Standard C. Students will understand safety and survival skills

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

PROGRAM ACTIVITIES

To accomplish these goals, the comprehensive counseling and guidance program will be an integral part of the school's total educational program. The program will include sequential activities in grades K-12.

The counselor will 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 will provide systematic instruction for all students in all grade levels.

The counselor will plan and teach or assist in teaching coordinated units in classrooms or in other large-group settings. Individual planning activities will be provided to assist all students. Individual, small-group, personal, and crisis counseling will be available to all students. Consultation services concerning student behavior and academic progress will be provided for parents, teachers, and administrators. Referrals to other professionals in the school district or to agencies and institutions outside of the district will be made as required or requested.

The counselor will support the overall district's educational program through general consultation activities and committee work. She will also support the local school program through community outreach and professional development.

COUNSELING/GUIDANCE CURRICULUM SCOPE AND SEQUENCE

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

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

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

Guidance Curriculum Scope and Sequence Chart*

ACADEMIC DEVELOPMENT DOMAIN		K-2	3-5	6-8	9-12
Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.					
Competency A:A1 Improve Academic Self-Concept					
A:A1.1	articulate feelings of competence and confidence as learners		●	○	○
A:A1.2	display a positive interest in learning	●	○	○	○
A:A1.3	take pride in work and achievement	●	○	○	○
A:A1.4	accept mistakes as essential to the learning process		●	○	○
A:A1.5	identify attitudes and behaviors leading to successful learning			●	○
Competency A:A2 Acquire Skills for Improving Learning					
A:A2.1	apply time-management and task-management skills			●	○
A:A2.2	demonstrate how effort and persistence positively affect learning		●	○	○
A:A2.3	use communications skills to know when and how to ask for help when needed	●	○	○	○
A:A2.4	apply knowledge and learning styles to positively influence school performance			●	○
Competency A:A3 Achieve School Success					
A:A3.1	take responsibility for their actions	●	○	○	○
A:A3.2	demonstrate the ability to work independently, as well as the ability to work cooperatively with other students		●	○	○
A:A3.3	develop a broad range of interests and abilities			●	○
A:A3.4	demonstrate dependability, productivity and initiative		●	○	○
A:A3.5	share knowledge		●	○	○

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

Guidance Curriculum Scope and Sequence Chart (Continued)

ACADEMIC DEVELOPMENT DOMAIN		K-2	3-5	6-8	9-12
Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.					
Competency A:B1 Improve Learning					
A:B1.1	demonstrate the motivation to achieve individual potential		●	○	○
A:B1.2	learn and apply critical-thinking skills		●	○	○
A:B1.3	apply the study skills necessary for academic success at each level	●	○	○	○
A:B1.4	seek information and support from faculty, staff, family, and peers			●	○
A:B1.5	organize and apply academic information from a variety of sources			●	○
A:B1.6	use knowledge of learning styles to positively influence school performance			●	○
A:B1.7	become a self-directed and independent learner		●	○	○
Competency A:B2 Plan to Achieve Goals					
A:B2.1	establish challenging academic goals in elementary, middle/junior high and high school		●	●	●
A:B2.2	use assessment results in educational planning			●	○
A:B2.3	develop and implement annual plan of study to maximize academic ability and achievement*			●	●
A:B2.4	apply knowledge of aptitudes and interests to goal setting			●	○
A:B2.5	use problem-solving and decision-making skills to assess progress toward educational goals			●	○
A:B2.6	understand the relationship between classroom performance and success in school	●	○	○	○
A:B2.7	identify postsecondary options consistent with interests, achievement, aptitude and abilities			●	○
STANDARD C: Students will understand the relationship of academics to the world of work and to life at home and in the community					
Competency A:C1 Relate School to Life Experience					
A:C1.1	demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life		●	○	○
A:C1.2	seek 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)

C CAREER DEVELOPMENT DOMAIN		K-2	3-5	6-8	9-12
STANDARD A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.					
Competency C:A1 Develop Career Awareness					
C:A1.1	develop skills to locate, evaluate and interpret career information			●	○
C:A1.2	learn about the variety of traditional and nontraditional occupations	●	○	○	○
C:A1.3	develop an awareness of personal abilities, skills, interests and motivations	●	○	○	○
C:A1.4	learn how to interact and work cooperatively in teams		●	○	○
C:A1.5	learn to make decisions		●	○	○
C:A1.6	learn how to set goals		●	○	○
C:A1.7	understand the importance of planning			●	○
C:A1.8	pursue and develop competency in areas of interest			●	○
C:A1.9	develop hobbies and vocational interests	●	○	○	○
C:A1.10	balance between work and leisure time		●	○	○
Competency C:A2 Develop Employment Readiness					
C:A2.1	acquire employability skills such as working on a team and problem-solving and organizational skills			●	○
C:A2.2	apply job readiness skills to seek employment opportunities				●
C:A2.3	demonstrate knowledge about the changing workplace				●
C:A2.4	learn about the rights and responsibilities of employers and employees				●
C:A2.5	learn to respect individual uniqueness in the workplace				●
C:A2.6	learn how to write a resume				●
C:A2.7	develop a positive attitude toward work and learning	●	○	○	○
C:A2.8	understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace			●	○
C:A2.9	utilize time- and task-management skills	●	○	○	○

Guidance Curriculum Scope and Sequence Chart (Continued)

CAREER DEVELOPMENT DOMAIN		K-2	3-5	6-8	9-12
STANDARD B: Students will employ strategies to achieve future career goals with success and satisfaction.					
Competency C:B1 Acquire Career Information					
C:B1.1	apply decision-making skills to career planning, course selection and career transition			●	○
C:B1.2	identify personal skills, interests and abilities and relate them to current career choice	●	○	○	○
C:B1.3	demonstrate knowledge of the career-planning process			●	○
C:B1.4	know the various ways in which occupations can be classified		●	○	○
C:B1.5	use research and information resources to obtain career information			●	○
C:B1.6	learn to use the Internet to access career-planning information			●	○
C:B1.7	describe traditional and nontraditional career choices and how they relate to career choice		●	○	○
C:B1.8	understand how changing economic and societal needs influence employment trends and future training			●	○
Competency C:B2 Identify Career Goals					
C:B2.1	demonstrate awareness of the education and training needed to achieve career goals	●	○	○	○
C:B2.2	assess and modify their educational plan to support career				●
C:B2.3	use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience			●	○
C:B2.4	select course work that is related to career interests			●	○
C:B2.5	maintain a career-planning portfolio			●	○
STANDARD C: Students will understand the relationship between personal qualities, education, training and the world of work.					
Competency C:C1 Acquire Knowledge to Achieve Career Goals					
C:C1.1	understand the relationship between educational achievement and career success	●	○	○	○
C:C1.2	explain how work can help to achieve personal success and satisfaction		●	○	○
C:C1.3	identify personal preferences and interests influencing career choice and success			●	○
C:C1.4	understand that the changing workplace requires lifelong learning and acquiring new skills			●	○
C:C1.5	describe the effect of work on lifestyle			●	○
C:C1.6	understand the importance of equity and access in career choice		●	○	○
C:C1.7	understand that work is an important and satisfying means of personal expression	●	○	○	○

Guidance Curriculum Scope and Sequence Chart (Continued)

C CAREER DEVELOPMENT DOMAIN		K-2	3-5	6-8	9-12
C Competency C:C2	Apply Skills to Achieve Career Goals				
C:C2.1	demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals		●	○	○
C:C2.2	learn how to use conflict management skills with peers and adults	●	○	○	○
C:C2.3	learn to work cooperatively with others as a team member		●	○	○
C:C2.4	apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences			●	○
PERSONAL/SOCIAL DEVELOPMENT DOMAIN		K-2	3-5	6-8	9-12
STANDARD A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.					
	Competency PS:A1 Acquire Self-Knowledge				
PS:A1.1	develop positive attitudes toward self as a unique and worthy person	●	○	○	○
PS:A1.2	identify values, attitudes and beliefs	●	○	○	○
PS:A1.3	learn the goal-setting process		●	○	○
PS:A1.4	understand change is a part of growth	●	○	○	○
PS:A1.5	identify and express feelings	●	○	○	○
PS:A1.6	distinguish between appropriate and inappropriate behavior	●	○	○	○
PS:A1.7	recognize personal boundaries, rights and privacy needs	●	○	○	○
PS:A1.8	understand the need for self-control and how to practice it	●	○	○	○
PS:A1.9	demonstrate cooperative behavior in groups		●	○	○
PS:A1.10	identify personal strengths and assets		●	○	○
PS:A1.11	identify and discuss changing personal and social roles		●	○	○
PS:A1.12	identify and recognize changing family roles	●	○	○	○
	Competency PS:A2 Acquire Interpersonal Skills				
PS:A2.1	recognize that everyone has rights and responsibilities	●	○	○	○
PS:A2.2	respect alternative points of view		●	○	○
PS:A2.3	recognize, accept, respect and appreciate individual differences	●	○	○	○
PS:A2.4	recognize, accept and appreciate ethnic and cultural diversity	●	○	○	○
PS:A2.5	recognize and respect differences in various family configurations	●	○	○	○
PS:A2.6	use effective communications skills	●	○	○	○
PS:A2.7	know that communication involves speaking, listening and nonverbal behavior	●	○	○	○
PS:A2.8	learn how to make and keep friends	●	○	○	○

Guidance Curriculum Scope and Sequence Chart (Continued)

PERSONAL/SOCIAL DEVELOPMENT DOMAIN		K-2	3-5	6-8	9-12
STANDARD B: Students will make decisions, set goals and take necessary action to achieve goals.					
Competency PS:B1 Self-knowledge Application					
PS:B1.1	use a decision-making and problem-solving model		●	○	○
PS:B1.2	understand consequences of decisions and choices	●	○	○	○
PS:B1.3	identify alternative solutions to a problem	●	○	○	○
PS:B1.4	develop effective coping skills for dealing with problems	●	○	○	○
PS:B1.5	demonstrate when, where and how to seek help for solving problems and making decisions	●	○	○	○
PS:B1.6	know how to apply conflict-resolution skills	●	○	○	○
PS:B1.7	demonstrate a respect and appreciation for individual and cultural differences	●	○	○	○
PS:B1.8	know when peer pressure is influencing a decision	●	○	○	○
PS:B1.9	identify long- and short-term goals			●	○
PS:B1.10	identify alternative ways of achieving goals			●	○
PS:B1.11	use persistence and perseverance in acquiring knowledge and skills		●	○	○
PS:B1.12	develop an action plan to set and achieve realistic goals			●	○
STANDARD C: Students will understand safety and survival skills					
Competency PS:C1 Acquire Personal Safety Skills					
PS:C1.1	demonstrate knowledge of personal information (telephone number, home address, emergency contact)	●	○	○	○
PS:C1.2	learn about the relationship between rules, laws, safety and the protection of rights of the individual	●	○	○	○
PS:C1.3	learn about the differences between appropriate and inappropriate physical contact	●	○	○	○
PS:C1.4	demonstrate the ability to set boundaries, rights and personal privacy		●	○	○
PS:C1.5	differentiate between situations requiring peer support and situations requiring adult professional help		●	○	○
PS:C1.6	identify resource people in the school and community, and know how to seek their help	●	○	○	○
PS:C1.7	apply effective problem-solving and decision-making skills to make safe and healthy choices	●	○	○	○
PS:C1.8	learn about the emotional and physical dangers of substance use and abuse	●	○	○	○
PS:C1.9	learn how to cope with peer pressure		●	○	○
PS:C1.10	learn techniques for managing stress and conflict	●	○	○	○
PS:C1.11	learn coping skills for managing life events			●	○

COUNSELOR RESPONSIBILITIES

The school counselor functions 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 Standards for Comprehensive School Counseling and Guidance Programs in Alabama

Minimum Standards for School Counseling and Guidance Programs in Fayette County

Organizational Framework, Activities, and Time

In an effort to meet the state guidelines to implement a counseling and guidance program, Fayette County shall implement a program that:

- Ensures that the counselor develops and follows a planned calendar of activities.
- Ensures that 100% of the counselor's time is spent in providing guidance services through the four program components: guidance curriculum, individual student planning, responsive services, and system support.
- Ensures that the counselor participates annually in a planned professional development program designed to strengthen identified needs of the guidance program and/or the counselor as well as to foster ethical standards.

The counselor shall be evaluated using the state adopted evaluation process. The elements of this evaluation are performance-based and shall conform to the duties and responsibilities of the counselor as stated in the comprehensive school counseling and guidance program.

The Fayette County School System shall provide an opportunity for all counselors beginning service in the school system to attend professional development conducted by the Alabama Department of Education or other approved organizations.

A guidance and counseling advisory council shall be established at the school level to assist with the development and implementation of the comprehensive counseling and guidance program.

Competencies

Fayette County schools shall 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

Fayette County schools shall provide for all students' counseling and guidance services from a certified school counselor in grades K-12 at the ratio designated by the Southern Association of Colleges and Schools.

The counselor supervisor for the Fayette County School System is Rene Nichols. She coordinates and monitors the delivery of counseling and guidance services to all students.

School Guidance Curriculum

Fayette County schools shall implement a comprehensive counseling and guidance program that:

- a. Ensures that the counselor engages in counseling with students in small groups to influence responsible student behavior and enhance student academic achievement; and
- b. Ensures that the 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 manner that will enhance the instructional program and focus on increasing student achievement.

Individual Student Planning

Fayette County schools shall implement a comprehensive counseling and guidance program that:

- a. Ensures that the counselor works with students in individual settings that facilitate responsible behavior and enhance student learning.
- b. Ensures that the counselor guides eighth grade students in the development of a high school four-year educational plan. This plan shall be approved with a signature by parents or guardians.
- c. Ensures that the counselor presents accurate and appropriate interpretation of assessment data and relevant information.

- d. Ensures that the counselor provides equal access and appropriate placement for all students.
- e. Ensures that the counselor offer support and guidance for career/technical (C/T) education programs. This includes individuals of special populations: single parents, single pregnant women and individuals pursuing nontraditional training in order to provide equal access to C/T programs.
- f. Cooperates with school personnel to ensure that students with disabilities are provided supplementary services, curricular and classroom accommodations and instructional aides/devices.

Responsive Services

The counselor shall assist in the early identification of students at risk of school failure and must facilitate in the delivery of preventive and intervention services. These services are accomplished through participation on each local school's PST (Problem Solving Team, as part of RTI, Response to Intervention framework).

The counselor shall consult with students, parents, teachers, community agencies, and appropriate others regarding strategies to help students achieve.

System Support

Fayette County Schools shall implement a comprehensive counseling and guidance program that:

- a. Ensures that the counselor organizes and manages the counseling and guidance program to provide equal access and effective delivery services to students, staff, parents, and the community.
- b. Conducts systematic evaluations to determine the need for program revision.
- c. Promotes awareness of the program to students, staff, and the community
- d. Ensures that the counselor coordinates guidance services with all aspects of the school program.

Resources

Fayette County Schools shall provide facilities that are easily accessible and allow for the implementation of a comprehensive counseling and guidance program.

Fayette County Schools shall provide resource materials that are relevant to the program.

Program Accountability Components

Accountability and evaluation of school counselor and the guidance and counseling program are integral components of quality programs. The counseling and guidance program should be data-driven. Data collected should be analyzed to validate counseling and guidance activities as well as to determine if any change in student perception and behavior has occurred as a result of the services. The counselor is asked to demonstrate the effectiveness of her programs in measurable terms. This can be accomplished through continuous program and student results evaluations.

Monitoring Student Progress

The counselor of a data-driven school counseling and guidance program is able to determine what, if any, student change has occurred as a result of her efforts. Data analysis allows the counselor, administrators, faculty, and advisory committee members to look at the over-all school picture of students, focus on their 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. The counselor is a key member of the school's Building Based Student Support Team (BBSST) and assists in early identification of at-risk students. Therefore, the counselor should be proficient in collecting and using student achievement and related data. She monitors student progress through three types of data:

- a. Student-achievement data – measures academic progress
- b. Achievement-related data – measure those areas correlated to academic success
- c. Standards-and competency-related data – measure student mastery of competencies listed in the counseling and guidance program

Disaggregated Data

Ensuring academic success of every student includes the counselor and a collaborative effort of appropriate others. Activities are designed to meet the needs of under-served, under-performing, and under-represented populations. The school counselor helps in this effort by examining student academic achievement data and developing outcome-based interventions designed to help students succeed. The counselor must be able to disaggregate data and to determine if some groups are not performing as well as others.

Data Over Time

Assessing the 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 the counselor and other school staff have a clear understanding of the unique needs of the students and that through the counseling program they are addressing the needs.

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 – longitudinal and examine trends from year to year.

Monitoring Program Progress

Program Evaluations

The evaluation of the comprehensive counseling and guidance program is very important in determining the effectiveness of the school program. It provides a means of altering, enhancing, and improving the over-all program. An evaluation uses several different kinds of data including process, perception, and results to measure the degree to which students have acquired the skills and knowledge defined in the competencies in the comprehensive counseling and guidance programs.

Model Job Description for Counselors

Counseling Coordinator

Position: Coordinator of Counseling and Guidance Programs

Primary Function: The Counseling Coordinator coordinates efforts in the local school system for the delivery of a comprehensive counseling and guidance program for all students.

Major Job Responsibilities:

- Develops a system plan to include goals, objectives, and activities consistent with the State Plan for program implementation and evaluation
- Formulates goals consistent with local board of education philosophy and policies
- Provides leadership in developing appropriate comprehensive counseling and guidance program activities
- Coordinates, monitors, and evaluates activities of a comprehensive program as a part of the total school program
- Assists principals in annual counselor evaluations
- Serves as a consultant to principals and counselors in the implementation of the statewide and local schools' comprehensive counseling and guidance plans
- Serves as a consultant to principals and counselors in the areas of psychological services for individual students with unusual problems that appear to be beyond the scope of local staff
- 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 and recommendation process of counseling/guidance personnel
- Develops a consistent perception and common understanding of counseling and guidance functions and the role of the school counselor
- Interprets to local schools the objectives of the system's comprehensive counseling and guidance program and the procedures for utilizing guidance services
- Establishes a systematic approach for making the counseling and guidance program visible at all levels
- Develops a resource file containing the names of individuals and agencies that may provide support for counseling and guidance programs
- Makes provision for a system-wide counseling and guidance communications network

High School Counselor

Position: High School Counselor

Primary Function: As a member of the system's counseling and guidance staff, the high school counselor provides a comprehensive counseling and guidance program for high school students; consults and collaborates with teachers, parents, and staff to enhance effectiveness in helping students; and provides support to other high school educational programs.

Major Job Responsibilities:

- Implements the high school counseling and guidance program curriculum
- Guides and counsels groups and individual students through the development of educational and career plans
- Consults with small groups and individual students
- Consults and collaborates with teachers, staff, and parents in understanding and meeting the needs of students
- Refers students with problems and their parents to appropriate specialists, special programs, or outside agencies
- Participates in activities that contribute to the effective operation of the school
- Plans, evaluates, and revises the counseling and guidance program
- Pursues professional growth

Illustrative Key Duties:

1. **Implements the high school counseling and guidance program curriculum:** conducts counseling learning activities in the classroom for each grade level during the year in collaboration with the teaching staff; consults with and is a resource to teachers to facilitate the infusion of counseling content into the regular education curriculum.
2. **Guides and counsels groups and individual students through the development of educational and career plans:** Collaborates with middle school personnel to assist students in making a smooth transition to high school; provides orientation activities for incoming students and their parents; informs students and parents of test results and their implications for educational and career planning; guides students in updating their high school four-year educational plans; plans and coordinates the registration of students; guides seniors to help them develop and implement appropriate steps regarding their post-high school educational and/or career plans; coordinates career assessments and interprets results to students to assist in their career and educational planning; guides all students to develop educational/career plans through the reaching and /or supervision of career development activities; provides for the systematic and efficient dissemination of current, accurate information needed by students and/or parents as they develop their educational or career plans; provides individual assistance to students regarding personal, social, educational, and career issues and plans.
3. **Consults with small groups and individual students:** Conducts structured, goal-oriented counseling sessions to meet the identified needs of individuals and groups of students.
4. **Consults and collaborates with teachers, staff, and parents in understanding and meeting the needs of students:** Participates in staffing and team meetings; plans and conducts staff development programs and activities; facilitates conferences with teachers and/or parents and/or students; plans and conducts parent education programs; assists families with school-related problems and issues; writes articles for newsletters and other publications.

Appendix A

5. **Refers students with problems and their parents to appropriate specialists, special programs, or outside agencies.** Consults and collaborates with school system specialists; consults with and refers to community-based resources including physicians, services agencies, and others.
6. **Participates in activities that contribute to the effective operation of the school:** Cooperates and collaborates with other professionals in enhancing the education of students; establishes and maintains effective relationships with instructional departments and administrators; cooperates with other school personnel in placing students with special needs in appropriate programs; interprets group test results to faculty and administration for use in enhancing instruction; communicates with administrators, teachers, staff, students, parents, and the community regarding the counseling and guidance program and its role in the educational program; participates in the implementation of the school system assessment program.
7. **Plans, evaluates, and revises the counseling and guidance program:** Reviews the counseling and guidance program annually with the guidance department staff and guidance program advisory committee; communicates regularly with other counseling staff to establish and maintain a sequential comprehensive counseling and guidance program; identifies student needs periodically and uses the results for program planning; establishes a planning calendar for counseling and guidance program activities; evaluates the counseling and guidance program.
8. **Pursues professional growth:** Attends local, state, and national staff development programs; joins professional counseling and guidance associations; attends local, state, and national workshops and conferences sponsored by professional organizations; reads professional journals; completes postgraduate courses.

Middle School Counselor

Position: Middle School Counselor

Primary Function: As a member of the school system's counseling and guidance staff, the middle school counselor provides a comprehensive counseling and guidance program for middle school students; consults and collaborates with teachers, parents, and staff to enhance effectiveness in helping students; and provides support to other middle school educational programs.

Major Job Responsibilities:

- Implements the middle school comprehensive counseling and guidance program curriculum
- Guides and counsels groups and individual students through the development of personal, social, educational, and career plans
- Counsels with small groups and individual students
- Consults and collaborates with teachers, staff, and parents in understanding and meeting the needs of students
- Refers students with problems and their parents to appropriate specialists, special programs, or outside agencies
- Participates in activities that contribute to the effective operation of the school
- Plans, evaluates, and revises the counseling and guidance program
- Pursues professional growth

Illustrative Key Duties:

1. **Implements the middle school comprehensive counseling and guidance program curriculum:** Conducts guidance learning activities in the classroom in collaboration with the teaching staff; consults with and is a resource to teachers. Takes a leadership role to facilitate the infusion of counseling and guidance content into the regular education curriculum.
2. **Guides and counsels groups and individual students through the development of personal, social, educational, and career plans:** Collaborates with elementary and high school personnel to assist students in making a smooth transition from elementary school to high school; provides orientation activities for incoming students and their parents; guides eighth graders in the development of their high school four-year educational plans; informs students and parents of test results and their implications for educational and career planning; coordinates career interest assessment and interpretation of results; coordinates registration and enrollment of middle school students; coordinates the implementation of personal, social, educational, and career learning activities; provides individual assistance to students regarding personal, social, educational, and career issues.
3. **Counsels small groups and individual students:** Conducts structured, goal-oriented counseling sessions to meet the identified needs of individuals and groups of students.
4. **Consults and collaborates with teachers, staff, and parents in understanding and meeting the needs of students:** Participates in staff and team meetings; plans and conducts staff development programs and activities; facilitates conferences with teachers and/or parents and/or students; plans and conducts parent education programs; assists families with school-related problems and issues; writes articles for newsletters and other publications.

Appendix A

5. **Refers students with problems and their parents to appropriate specialists, special programs, or outside agencies:** Consults and collaborates with school system specialists; consults with and refers to community-based resources including psychologists, physicians, service agencies, and others.
6. **Participates in activities that contribute to the effective operation of the school:** Cooperates and collaborates with other professionals in enhancing the education of students; establishes and maintains effective relationships with grade levels or departments and administrators; cooperates with other school personnel in placing students with special needs in appropriate programs; interprets group test results to faculty and administration for use in enhancing instruction; communicates with administrators, teachers, staff, students, parents, and the community regarding the counseling and guidance program and its role in the educational program; participates in the implementation of the school system assessment program.
7. **Plans, evaluates, and revises the counseling and guidance program:** Reviews the counseling and guidance program annually with the counseling and guidance department staff and counseling and guidance program advisory committee; communicates regularly with other counseling staff to establish and maintain a sequential comprehensive counseling and guidance program; identifies student needs periodically and uses the results for program planning; establishes a planning calendar for counseling and guidance program activities; evaluates the counseling and guidance program.
8. **Pursues professional growth:** Attends local, state, and national staff development programs; joins professional counseling and guidance associations; attends local, state, and national workshops and conferences sponsored by professional organizations; reads professional journals; completes post-graduate courses.

Elementary School Counselor

Position: Elementary School Counselor

Primary Function: As a member of the school system's counseling and guidance staff, the elementary school counselor provides a comprehensive counseling and guidance program for elementary school students; consults and collaborates with teachers, parents, and staff to enhance effectiveness in helping students; and provides support to other elementary school educational programs.

Major Job Responsibilities:

- Implements the elementary school counseling and guidance program curriculum
- Guides and counsels groups and individual students through the development of personal, social, educational, and career plans
- Counsels small groups and individual students
- Consults and collaborates with teachers, staff, and parents in understanding and meeting the needs of students
- Refers students with problems and their parents to appropriate specialists, special programs, or outside agencies
- Participates in activities that contribute to the effective operation of the school
- Plans, evaluates, and revises the counseling and guidance program
- Pursues professional growth

Illustrative Key Duties:

1. **Implements the elementary school counseling and guidance program curriculum:** Conducts counseling and guidance learning activities in each teacher's classroom and/or systematically conducts counseling and guidance activities for each grade level during the year in collaboration with the teaching staff; consults with and is a resource to teachers. Takes a leadership role in seeing the infusion of counseling and guidance content into the regular education curriculum.
2. **Guides and counsels groups and individual students through the development of personal, social, educational, and career plans:** Collaborates with middle school personnel to assist students in making a smooth transition from elementary school to middle school; provides orientation activities for incoming students and their parents; informs students and parents of test results and their implications for educational planning; provides resources and coordinates the implementation of personal, social, educational, and career learning activities; provides individual assistance to students regarding personal, social, educational, and career issues.
3. **Counsels small groups and individual students:** Conducts structured, goal-oriented counseling sessions to meet the identified needs of individuals and groups of students.
4. **Consults and collaborates with teachers, staff, and parents in understanding and meeting the needs of students:** Participates in staff and team meetings; plans and conducts staff development programs and activities; facilitates conferences with teachers and/or parents and/or students; plans and conducts parent education programs; assists families with school-related problems and issues; writes articles for newsletters and other publications.
5. **Refers students with problems and their parents to appropriate specialists, special programs, or outside agencies:** Consults and collaborates with in-district specialists; consults with and refers to community-based resources including physicians, service agencies, and others.
6. **Participates in activities that contribute to the effective operation of the school:** Cooperates and collaborates with other professionals in enhancing the education of students; establishes and maintains

effective relationships with grade levels and administrators; cooperates with other school personnel in placing students with special needs in appropriate programs; interprets group test results to faculty and administration for use in enhancing instruction; communicates with administrators, teachers, staff, students, parents, and the community regarding the counseling and guidance program and its role in the educational program; participates in the implementation of the school system assessment program.

7. **Plans, evaluates, and revises the counseling and guidance program:** Reviews the counseling and guidance program annually with the counseling and guidance department staff and counseling and guidance program advisory committee; communicates regularly with other counseling and guidance staff to establish and maintain a sequential comprehensive counseling and guidance program; identifies student needs periodically and uses the results for program planning; establishes a planning calendar for counseling and guidance program activities; evaluates the counseling and guidance program.
8. **Pursues professional growth:** Attends local, state, and national staff development programs; joins professional counseling and guidance associations; attends local, state, and national workshops and conferences sponsored by professional organizations; reads professional journals; completes post-graduate courses.

Fayette County Resource List of Community Agencies

Berry Police Department	Gerald Dedeaux	205-689-4562
Bevill State Community College	Max Weaver – Associate Dean Kelley Harbison– Educational Talent Search Sherry Terry – Director Student Services Cole Richards - Recruiter	205-932-3211 Kelley.Harbison@bscc.edu sterry@bscc.edu Cole.Richards@bscc.edu
Boy Scouts	Steven Nolen	205-932-5204
Fayette County Board of Education - Board Members	Mr. Jim Burkhalter, Superintendent Mr. Tom Hubbert Mr. Sam Sullivan Mr. Walden Tucker Mr. Keith Madison Mr. Tim Fields Mr. John Stowe	205-932-4611 thubbert@fayette.k12.al.us ssullivan@fayette.k12.al.us wtucker@fayette.k12.al.us kmadison@fayette.k12.al.us tfields@fayette.k12.al.us jstowe@fayette.k12.al.us
Fayette County Board of Education - Central Office Supervisors	Mary Raines, Deputy Superintendent and Federal Programs Julie Chaffin, CFO Mary Gravlee, Special Education and Testing Dr. Rene Nichols, Career Technical and Attendance Amy Tucker, Child Nutrition Program Dr. Kim Williams, Curriculum and Technology	mraines@fayette.k12.al.us jchaffin@fayette.k12.al.us mgravlee@fayette.k12.al.us rnichols@fayette.k12.al.us atucker@fayette.k12.al.us kwilliams@fayette.k12.al.us
Fayette County DHR	Dwan Madden	205-932-1655
Fayette County Extension Agency	Ronni Rena Brasher	205-932-8941
Fayette County Health Department		205-932-5260
Fayette County Juvenile Probation Officer	Debbie Sizemore	205-932-3417

Fayette County Sheriff's Department	Sheriff Byron Yerby	205-932-3205
Fayette Medical Center DCH	Donald Jones	205-932-5966
Fayette Police Department	Police Chief Danny Jenkins	205-932-5312
Fayette Fire Department	Fire Chief Shannon Taylor	205-932-5311
Military Recruitment	Sgt. Marcus Lollar, Alabama National Guard	205-292-1966
	Sgt. Erik Ramskill, United States Army	205-221-5423
	AOC Wilson, United States Navy	205-758-7220
	Sgt. Joseph Knight, United State Marine Corps	205-345-2195
	Sgt. Galen Waddell, United States Army Reserve	205-221-5243
	Adam C. Huling, United States Air Force	205-758-5096
Northwest Alabama Mental Health/ Children's Services	Tracy Martin	205-932-3216
Fayette County School Nurse	Heather Collins	205-932-6313
West Alabama Children's Advocacy Center	Paul Young	205-695-8100