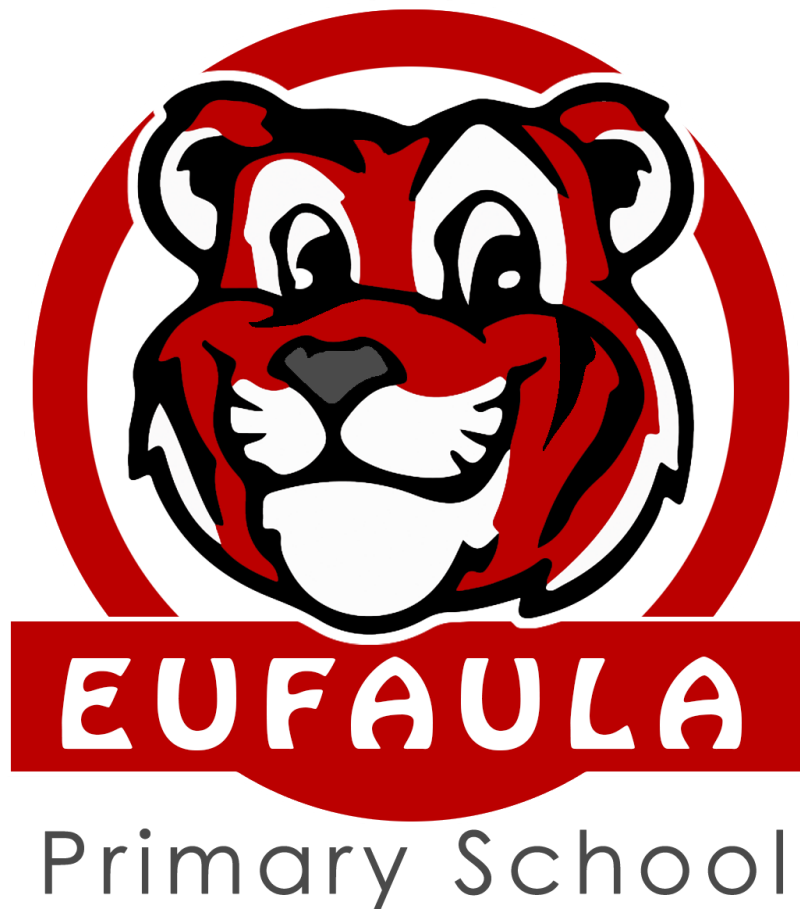


Eufaula Primary School

Comprehensive Counseling and Guidance Plan



2026-2027

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Eufaula Primary School
Counseling Guidelines for Program
Development PK-2

Rationale

The Guidance Program at Eufaula Primary School serves to maximize the personal and academic potential of its students. All students need help reaching their potential.

Guidance with its many components and goals is a specialized curriculum. Guidance counselors offer many services with techniques designed to affect personal, social, educational, and career development.

Students go through many changes and have many choices to make which affect their lives now and in the future. Eufaula Primary School's Comprehensive Counseling and Guidance Program serves the divergent and changing needs of students. The Counseling Program provides preventive services at the Pre-Kindergarten level that continues through the elementary years.

Definition

Eufaula Primary School's comprehensive counseling program is an integral part of the school's educational plan. Counseling and guidance activities are designed to address the different development stages of students. Activities are sequentially organized and taught by a certified school counselor.

The components of a comprehensive guidance program include:

1. Developmentally sound curriculum that is divided into three domains: knowledge of self and others, educational goals, and career planning. The curriculum contains activities that are designed to meet the individual students' needs within the domains.
2. Individual planning with students and parents in each content area: personal/social, academic, and career planning.
3. Responsive services of counseling, consultation, and referral.
4. System support including parent and staff training, as well as counselor professional development.

Philosophy

The Counseling and Guidance Program at Eufaula Primary School is a service designed to benefit all students through a sequential, comprehensive, developmental program which begins in kindergarten and continues through second grade. It should help each student gain a positive and meaningful perspective of his/her strengths and areas for improvement in his/her academic, mental, physical, social, and career development. Therefore, the function of the Counseling Program is to help the student face and solve problems and become a responsible citizen in the world in which he/she lives.

The following goals from the basis upon which the Eufaula Primary School Counseling Program has been developed:

- Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in the school and across the lifespan.
- Students will complete school with academic preparation essential to choose from a wide range of substantial post-secondary options.
- Students will understand the relationship of academics to the world of work and to life at home and in the community.
- Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed choices.
- Students will employ strategies to achieve future career goals with success and satisfaction.
- Students will understand the relationship between personal qualities, education, training, and the world of work.
- Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.
- Students will make decisions, set goals, and take necessary action to achieve goals.
- Students will understand safety and survival skills.

**Reprinted from The ASCA National Model: A Framework for School Counseling Programs.*

Every student at Eufaula Primary School has multiple opportunities to acquire competencies in their academic, career, and personal/social development. The four program components help students achieve these competencies. The counselor must be able to create a flexible schedule (not in rotations) to organize and manage the

counseling and guidance program to provide equal access and the most effective delivery of services to students, staff, parents, and the community. The counseling and guidance program adheres to the ethics and standards and practices set by ECSS.

MISSION STATEMENT

The mission of the Eufaula Primary School's Comprehensive School Counseling and Guidance program is to provide a structured program of services to ensure that all students (grades K-2), regardless of individual differences, acquire the skills, knowledge, and attitudes needed to become effective students, responsible citizens, productive workers, and lifelong learners. Our comprehensive program addresses the educational, career and personal/social competencies necessary for all students to function and contribute in a changing society.

Eufaula Primary School's Comprehensive Counseling and Guidance Program is based upon the following beliefs:

- All children are unique and can benefit from the counseling and guidance services described in the *Comprehensive Counseling and Guidance Model for Alabama Public Schools*, Bulletin 2003, No. 89.
- Every student has the right to participate in activities that promote self-direction and self-development
- Every student has the right to participate in a comprehensive school counseling and guidance program designed to assist all students in attaining their maximum potential in academic, career, and personal/social development.

Eufaula Primary School's Comprehensive Counseling and Guidance Program is an integral part of the overall educational program and serves as a critical link to the instructional program and the community. The Program:

- is data-driven to meet the specific needs of the students' goals and developmental student competencies,
- involves planning and coordination with other representatives of the school and community with a purposeful and sequential program of activities,
- utilizes many combined resources of the community,
- is evaluated on specific goals and agreed upon student competencies,
- actively involves students and others.

PROGRAM BENEFITS

Benefits for students

- Ensures every student access to the school counseling and guidance program
- Monitors and interprets data to facilitate student improvement and school success
- Provides strategies for closing the achievement gap
- Promotes the most challenging and appropriate academic curriculum for each student
- Advocates for students and promotes equitable access to educational opportunities

Benefits for Parents/Guardians

- Supports active partnerships for student learning and career planning
- Invites and coordinates access to school and community resources
- Advocates for student academic, career, and personal development
- Provides training and informational workshops
- Provides data for information on student progress

Benefits for Teachers

- Promotes an interdisciplinary team approach to address student needs and educational goals
- Increases collaboration with school counselors and teachers
- Supports development of classroom management skills
- Analyzes data to improve school climate and student achievement

Benefits for Administrators

- Utilizes data for school improvement
- Uses data for implementation of the Educator Effectiveness evaluation system
- Provides a proactive school guidance curriculum that addresses student needs and enhances school climate

Benefits for School Counselors

- Defines responsibilities within the context of a school counseling and guidance program
- Eliminates non-school counseling program activities
- Supports access to every student
- Provides a tool for program management, implementation, and accountability
- Recognizes school counselors and leaders, advocate, and agents of change
- Ensures the school counseling and guidance program contributes to the school's mission
- Provides evidence of ongoing activities for the implementation of Educator Effectiveness evaluation system

Benefits for Communities

- Builds collaboration with business and industries and enhances the potential for every student's post-secondary success
- Provides a workforce with a stronger academic foundation
- Promotes equity and access to the workforce

Organizational Framework, Activities, and Time

Eufaula Primary School implements a comprehensive counseling and guidance program that:

- A. Ensures that each professional school counselor develops and follows a planned calendar of activities
- B. Ensures that each professional school counselor's time is spent providing counseling and guidance services through the four program delivery components of school guidance core curriculum, individual student planning, responsive services, and indirect services.
- C. Ensures that each professional school counselor participates annually in a planned professional development program designed to strengthen identified needs of the counseling program and/or the counselor as well as to foster ethical standards.

Eufaula Primary School implements an evaluation plan for professional school counselors. The elements of this evaluation should conform to the duties and responsibilities of the professional school counselor as stated in The Alabama Model.

Eufaula Primary School makes provisions for new professional school counselors to attend the Alabama State Department of Education Counselor Academy as a part of approved professional development conferences and also encourages experienced school counselors to participate in this professional development opportunity.

Eufaula Primary School establishes a counseling and guidance advisory committee to assist in the development and implementation of the comprehensive school counseling and guidance program.

Competencies

Eufaula Primary School implements a comprehensive counseling and guidance program that ensures every student has the opportunity to achieve the minimum competencies at the appropriate grade level.

Structural Components

Eufaula Primary School provides counseling and guidance services performed by certified professional school counselors for all students in grades K-2 at a ratio designated by professional and state approved accrediting organizations.

Resources

Eufaula Primary School provides facilities that are easily accessible and allow for the implementation of a comprehensive counseling and guidance program. Minimum facility requirements for delivery of counseling and guidance services include facilities that:

- A. Provide private space(s) properly equipped with locked files for counseling records.
- B. Provide private telephone line(s) for confidential telephone conversations.
- C. Are adequate in size for conducting small-group and classroom guidance activities.
- D. Ensure adequate space for reception areas and for organizing and displaying counseling and guidance materials
- E. Provide appropriate planning time and staff support to effectively implement the comprehensive counseling and guidance program

Eufaula Primary School provides resource materials that are relevant to the program, appropriate for the community, and of sufficient quantity to be useful.

GUIDANCE CURRICULUM

The school counseling core curriculum includes structured experiences presented systematically through classroom and group activities from kindergarten through second grade in the three domains of academic, career, and personal/social development. The curriculum is a planned sequential program of guidance activities that serves to enhance the instructional program and focuses on increasing student achievement. The curriculum emphasizes decision making; self-understanding; prosocial behaviors, study skills; and career exploration, preparation, and planning.

Examples of school guidance curriculum delivery options within this component may include, but are not limited to the following:

Group Activities. Professional school counselors conduct small-group counseling sessions outside the classroom to respond to student identified interests or needs. Small-group counseling may be either immediate-response or extended counseling.

Instruction. Professional school counselors facilitate, co-lead, or assist in the delivery of guidance curriculum activities. These activities may be conducted in the classroom, in the guidance center, or in other school facilities. Professional school counselors assist teachers in the delivery of classroom units that lead to acquisition of competencies in the areas of behavioral skills, social skills, academic success, and employability skills for each student in developmentally appropriate ways.

Workshops. Professional school counselors conduct workshops and information sessions for parents/guardians to address the needs of the school community and to reflect the school counseling and guidance curriculum.

Topics for school counseling and guidance curriculum activities within this component may include, but are not limited to career awareness and exploration, career development skills, communication skills, decision making skills, goal setting/planning, peer relationships, personal safety, personal/social development skills, preventive programs, self-concept, and study skills.

Individual Student Planning

Individual student planning includes counseling activities that provide every student with equal access to opportunities to plan, monitor, and manage his or her academic, career, and personal/social development. Individual student planning emphasizes test results interpretation to identify student interests, achievements levels, and aptitudes. Examples of individual student planning delivery options within this component may include but are not limited to the following:

Individual or Small-Group Advisement. Professional school counselors help students acquire self-appraisal skills and educational, career, and labor market information. This information assists students in planning for personal, academic, and career goals. Professional school counselors recognize the critical need to enlist teachers and parents/guardians in helping students make academic and career choices.

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

Placement and Follow-Up. Professional school counselors advise students in making transitions by supplying information and by assisting in providing access to appropriate resources.

Topics for individual student planning activities may include assessment results interpretation, career awareness and exploration, career and technical education programs, college and career readiness, goal setting, interest inventories, role playing, school success, social/soft essential skills, student recognition, and transition.

RESPONSIVE SERVICES

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

responsive services delivery options within this component may include but are not limited to the following:

Consultation: School counselors serve as student advocates by consulting with students, parents/guardians, teachers, administrators, and community agencies regarding strategies to help students and families.

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

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

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

Referrals: Counselors use referral sources to enhance the services provided through the school counseling program. These referral sources may include but are not limited to the following:

- Mental health agencies
- Juvenile services
- Social services
- Grief counseling

Eufaula Primary School strives to include activities that meet the immediate needs and concerns of individual students whether those concerns involve individual or group counseling, information dissemination, crisis intervention, peer mediation, consultation or referral. When cases are identified that require outside, emergency, long-term, and/or intensive treatment, the counselors work closely with the school nurses, the system social worker, school resource officers, the juvenile court system, local hospice, local mental health providers, and the Barbour County Department of Human Resources. Some of the local agencies that are used for student referral include ARCH counseling, SpectraCare, Barbour County Juvenile and Family Court and Communities of Transformation.

SYSTEM SUPPORT

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

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

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

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

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

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

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

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

Advisory Committees: Counselors form counseling and guidance advisory committees at both the system and the individual school level. Counselors actively service on community committees or advisory councils that influence other programs to generate support for system and individual school counseling and guidance programs.

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

Research and Evaluation: Some examples of counselor research and evaluation include Educator Effectiveness or other personnel guidance evaluations, programs evaluations, data analysis, follow-up studies, professional development, and updating of resources.

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

At Eufaula Primary School, the system support component activities are two-fold. The first includes those activities that establish, maintain and enhance the preceding three program components. Activities in the component include program development, program evaluation and assessment, parent education, materials development, testing and community relations. The second aspect of the system support component includes activities that support other programs in the school. Those activities include but are no limited to the following:

- Building Test Coordinator
- MTSS/PBIS Team Member
- Leadership Team Member
- Building Leadership Team (BLT) member
- ELL Committee Member
- School 504 Coordinator

- Continuing Improvement Plan (CIP) Committee Member
- IEP Team Member
- LEA Representative
- Problem Solving Team (PST) member
- Advisory Council Member
- Weekend Food Assistance Program
- Peer Helpers+ Coordinator

At Eufaula Primary School, the counselor provides assistance with registering students, withdrawing students, and scheduling students. The counselor also assists with morning and afternoon arrival/dismissal duty, assists administrators and teachers with identifying student needs, and serves on school and curriculum committees. The counselor conducts classroom guidance assessments and utilizes that data to analyze its impact. They collaborate with teachers in determining the factors that are impeding the success of students and conduct follow-up assessments of the students. The counselor plays a role in identifying at-risk students. At-risk students are identified by evaluating their academic record, discipline referrals, attendance, and state assessment data. Guidance counselors in Eufaula City Schools are involved with many community agencies and programs. Some of those include:

- Department of Human Resources (DHR)
- ARCH counseling
- SpectraCare
- Boys and Girls Club of Barbour County
- Clearing House
- Barbour County Juvenile Court
- A number of local churches and other community organizations

When funding is made available, the counselors continue professional growth by attending seminars, workshops, in-services, and completing classes to maintain certification with the Alabama State Department of Education.

STRUCTURAL COMPONENTS

In order to ensure that Eufaula City Schools Counseling and Guidance Program is an integral part of the total school system and community, a comprehensive developmental counseling and guidance program is implemental at each school level (K-12) and appropriate policies and procedures are in place to maintain, enhance, and evaluate the district's counseling and guidance program. An advisory committee provides input and support for the program. Each school's counseling department has a certified school counselor that is also assisted by their advisory committee.

Advisory Committee

The district advisory committee consists of representative stakeholders of the school counseling program including students, parents/guardians, teachers, counselors, administrators, school board members, as well as business and community representatives. The advisory committee reviews program goals, competencies, and results, and participates in making recommendations to the school counseling and guidance department, principal, and superintendent.

Counseling and Guidance Department Organization

At the beginning of the school year, the counselors meet with the principals regarding the counseling and guidance program. At this time, the counselor and the principal sign the Annual Agreement and Code of Ethics.

All schools must provide counseling and guidance services from certified school counselors in grades k-12 at a ratio designation for the type of school by the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI). Adequate support personnel should be available to counselors to ensure effective program delivery.

Coordinator's Role

Coordination and direction of the LEA's comprehensive counseling and guidance program is critical. Counseling and guidance coordinators provide necessary support

for comprehensive school guidance program development, implementation, and evaluation of procedures that enhance the effectiveness of the school system's comprehensive counseling and guidance program. Counseling and guidance coordinators serve as facilitators, leaders, supporters, and advisors. Counseling and guidance coordinators provide leadership to ensure the credibility of the comprehensive counseling and guidance program for faculty, staff, and the community.

Principal's Role

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

Counselor's Role

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

Elementary School Counselors

Elementary School Counselors assist students with learning the skills and attitudes necessary to be successful in school. They emphasize to students that the classroom is their workplace and that communication, decision-making, interpersonal and career awareness skills are important to their success.

Teacher's Role

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

Guidance Resources

Appropriate guidance resources are required for each of the four program delivery components: School Guidance Curriculum, Individual Student Planning, Responsive Services, and System Support. These resources include equipment and materials, staff expertise, and community resources. Resource materials must be relevant to the program, appropriate for the diversity of the school and community, and of sufficient quantity to be useful. All counselors should be provided the necessary equipment and materials to implement the comprehensive counseling and guidance program.

Materials, Supplies, and Equipment

- Materials are relevant to the program and appropriate for the community.
- The school counselor consults with the advisory committee and the local school board policy concerning the evaluation and selection of program materials.
- Materials, supplies, and equipment are easily accessible and of sufficient quantity to support the program.
- All school counselors have locking file cabinets, private telephone lines and computers with Internet access in their offices.

Facilities

- All facilities are easily accessible and provide adequate space to organize and display school counseling materials.
- The school counselor has a private office that is designed with consideration of the student's right to privacy and confidentiality.
- Access is provided to facilities for meeting with groups of students.

Technology

- School counselors use technology daily in their work, including the Internet, word processing, student databases systems, and presentation software.
- School counselors use technology to help students perform career and advanced educational searches for use in their education development plans
- School counselors assist in the process of registering, withdrawing, and scheduling students using PowerSchool. They also use PowerSchool Special Programs in their role as building 504 coordinator.
- School counselors use data regarding their school population to work with the principal, teachers, and the advisory committee in making recommendations to improve academic achievement.
- School counselors receive ongoing training in appropriate areas of technology advancement and updates.
- Some school counselors maintain an up-to-date guidance website with pertinent information for students and parents.
- School counselors use technology in the planning, implementation, and evaluation of the school counseling program.
- School counselors use technology as a tool to gather, analyze, and present data to drive systemic change.
- School counselors communicate with teachers, administrator, central office, outside agency representatives, and other counselors via email.

Use of Time

The Eufaula Primary School counselor utilizes the Alabama State Department of Education's recommended distribution of counseling time as a guide in determining the adequate percentage of service to be provided in each program area. The counselor keeps daily records that document time and activities performed. These records allow counselors and administrators to determine the actual amount of time spent in each of the four program delivery components and in non-school counseling activities. By analyzing this data, adjustments can be made to better utilize counselor time so that the greatest amount of time is spent in direct service to students.

Eufaula Primary School Scope and Sequence Chart for Academic Development Domain, Career Development Domain, and Personal/Social Development Domain for Grades K-2

ACADEMIC DEVELOPMENT DOMAIN

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan

Competency A:A.1 Improve Academic Self-Concept

Month	Topic	Indicators
March	Working Cooperatively	A:A 1.1 Articulate feelings of competence and confidence as learners
March	Working Cooperatively	A:A 1.2 Display a positive interest in learning
March	Working Cooperatively	A:A 1.3 Take pride in work and achievement
March	Working Cooperatively	A:A 1.4 Accept mistakes as essential to the learning process

Competency A:A.2 Acquire Skills for Improving Learning

Month	Topic	Indicators
January	Conflict Resolution	A:A 2.3 Use communication skills to know when and how to ask for help when needed

Competency A:A.3 Achieve School Success

Month	Topic	Indicators
March	Working Cooperatively	A:A 3.1 Take responsibility for their actions

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:B.1 Improve Learning

Month	Topic	Indicators
Intercom	Monthly	A:B 1.3 Apply the study skills necessary for academic success at each level

Competency A:B.2 Plan to Achieve Goals

Month	Topic	Indicators
Intercom	Monthly	A:B 2.6 Understand the relationship between classroom performance and success at school

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:C.1 Relate School to Life Experiences

Month	Topic	Indicators
May	Career Awareness	A:C 1.3 Understand the relationship between learning and work.

CAREER DEVELOPMENT DOMAIN

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:A.1 Develop Career Awareness

Month	Topic	Indicators
May	Career Awareness	C:A 1.2 Learn about the variety of traditional and non-traditional occupations
March	Working Cooperatively	C:A 1.4 Learn how to interact and work cooperatively
May	Career Awareness	C:A 2.9 Develop hobbies and vocational interests

Competency C:A.2 Develop Employment Readiness

Month	Topic	Indicators
May	Career Awareness	C:A 2.7 Develop a positive attitude toward work and learning
May	Career Awareness	C:A 2.9 Utilize time and task management skills

Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

Competency C:B.2 Identify Career Goals

Month	Topic	Indicators
May	Career Awareness	C:B 2.1 Demonstrate awareness of the education and training needed to achieve career goals

Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.

Competency C:C.1 Acquire Knowledge to Achieve Career Goals

Month	Topic	Indicators
May	Career Awareness	C:C 1.1 Understand the relationship between educational achievement and career success
May	Career Awareness	C:C 1.7 Understand that work is an important and satisfying means of personal expression

Competency C:C.2 Apply Skills to Achieve Career Goals

Month	Topic	Indicators
January	Conflict Resolution	C:C 2.2 Learn how to use conflict management skills with peers and adults

PERSONAL/SOCIAL DEVELOPMENT DOMAIN

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

Competency PS:A.1 Acquire Self Knowledge

Month	Topic	Indicators
May	Career Awareness	PS:A 1.1 Understand the relationship between educational achievement and career success
November	Healthy Choices	PS:A 1.4 Understand that change is a part of life
December	Anger Management	PS:A 1.5 Identify and express feelings

December	Anger Management	PS:A 1.6 Distinguish between appropriate and inappropriate behavior
April	Good Touch/Bad Touch	PS:A 1.7 Recognize personal boundaries, rights and privacy needs
December	Self-Control	PS:A 1.8 Understand the need for self-control and how to practice it
March	Working Cooperatively	PS:A 1.9 Demonstrate cooperative behavior in groups
May	Career Awareness	PS:A 1.10 Identify personal strengths and assets
March	Coping Skills	PS:A 1.12 Identify and recognize changing family roles

Competency PS:A.2 Acquire Interpersonal Skills

Month	Topic	Indicators
February	Respect Differences	PS:A 2.1 Recognize that everyone has rights and responsibilities
February	Compliments	PS:A 2.3 Recognize, accept, respect, and appreciate individual differences
February	Respect Differences	PS:A 2.4 Recognize, accept, and appreciate ethnic and cultural diversity
February	Respect Differences	PS:A 2.5 Recognize and respect differences in various families
September	Listening	PS:A 2.7 Know that communication involves speaking, listening and non-verbal behavior
August	Friendship	PS:A 2.8 Learn how to make and keep friends

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

Month	Topic	Indicators
January	Conflict Resolution	PS:B 1.2 Understand consequences of choices and actions
January	Conflict Resolution	PS:B 1.3 Identify alternative solutions to a problem

January	Conflict Resolution	PS:B 1.4 Develop effective coping skills for dealing with problems
January	Tattling vs. Telling	PS:B 1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
January	Conflict Resolution	PS:B 1.6 Know how to apply conflict resolutions skills
February	Respecting Differences	PS:B 1.7 Demonstrate a respect and appreciation for individual and cultural differences
October	Bullying	PS:B 1.8 Know when peer pressure is influencing a decision

Standard C: Students will understand safety and survival skills

Month	Topic	Indicators
August	Meet the Counselor	PS:C 1.1 Demonstrate knowledge of personal information
September	EPS Expectations	PS:C 1.2 Learn about the relationship among rules, laws, safety and the protection of rights of individuals
April	Good Touch/Bad Touch	PS:C 1.3 Learn about the differences between appropriate and inappropriate physical contact
April	Good Touch/Bad Touch	PS:C 1.6 Identify resource people in the school and community and know how to seek their help
November	Healthy Choices	PS:C 1.7 Apply effective problem solving and decision making skills to make safe and healthy choices
November	Healthy Choices	PS:C 1.8 Learn about the emotional and physical dangers of substance use and abuse
January	Conflict Resolution	PS:C 1.10 Learn techniques for managing stress and conflict