Dothan City Schools

Comprehensive Counseling and Guidance Plan

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Dothan, Alabama

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INTRODUCTION

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

The comprehensive counseling and guidance programs provided through our counseling departments at each school site in Dothan City Schools are based on the following beliefs:

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

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

Organizational Framework, Activities, and Time

A. School Guidance Curriculum

Dothan City Schools guidance and counseling program offers a variety of evidence based and research-based programs for meeting the diverse needs of our students. The objectives of our guidance and counseling programs are as follows:

1. To prepare every student socially, academically, and emotionally for present and future challenges.
2. To provide students with opportunities in an environment that is safe, caring, and encouraging
    a. to gain an understanding of self and others
    b. to participate in educational and occupational exploration
    c. to pursue career planning opportunities
3. To ensure that each counselor engages in counseling with students in small groups to influence responsible student behavior and enhance student academic achievement; and
4. To ensure that each counselor implements a planned sequential program of large-group guidance activities designed to teach students the competencies identified in the three domains of Academic Development, Career Development, and Personal/Social Development in a fashion that enhances the instructional program and focuses on increasing student achievement.

Individual Student Planning

Dothan City Schools Guidance and Counseling program is committed to providing opportunities for a positive impact on students, parents/guardians, teachers, administrators, the board of education, as well as school counselors. In implementing our comprehensive counseling and guidance program, Dothan City Schools offers the following programs

1. Facilitate responsible student behavior and enhance student academic achievement
    a. **"CHARACTER COUNTS!"** offers a comprehensive student development workshop for teachers, counselors, administrators, and other school leaders. Schools implementing CHARACTER COUNTS! have a choice of employing a wide range of print and/or digital resources that allow educators to seamlessly integrate values and skill-building strategies into their classroom. Built on the cornerstone of the Six Pillars of CHARACTER COUNTS!, The Ray Center helps create strong, vibrant communities that value positive, healthy relationships and respectful behavior. https://www.drake.edu/raycenter/
    b. **ThriveWay "Peer Helpers"** - Peer Helpers is a comprehensive, peer-to-peer prevention and support program. Our mission is to empower students to be academically, socially, and emotionally successful; to recognize and resolve conflict; to value diversity; and to be advocates for positive change and healthy choices. https://thriveway.com/pages/peer-helpers
    c. **PSA Student Led (Public Service Announcements)**- The Greatest Save Teen PSA Program is a resource of 30-second video messages created by teens for teens on topics that prevent victimization and that can be used

to enhance existing programs and engage students in classroom content while raising awareness. https://teenpsa.org/about-us/

d. **"Too Good for Violence"** - Too Good for Violence (TGFV) is a school-based violence prevention and character education program
designed to improve student behavior and minimize aggression. TGFV is designed to help students in kindergarten through 8th grade learn the skills they need to get along peacefully with others. A high school version, called Too Good for Drugs and Violence-High School, is available and contains substance-abuse prevention components.

2. Guide students in Grades 8-12 in the development and annual revision of a high school four-year educational plan and support students in maintaining an educational/career planning portfolio of study based on legislative and other graduation requirements approved by signature of the parents/guardians and become part of the educational/career planning portfolio. These counseling sessions ensure that students' academic performance is reviewed as well as provide a complete and accurate appropriate interpretation of assessment data through sharing of reports and other available information.

Responsive Services

Dothan City Schools offers a variety of responsive services. The Mental Health Coordinator Responsive services include counseling or referral activities that meet the immediate needs and concerns of students. Responsive services include personal counseling, crisis counseling, problem solving, agency referral, and consultation. Examples of responsive services delivery options within this component may include, but are not restricted to:

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

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

Crisis Counseling: Counseling and support services are provided to students and families facing emotional crises as outlined in the school crisis management

plan. Crisis counseling is normally short-term and temporary, using appropriate referral sources if necessary.

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

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

- Mental Health Agencies
- Employment and Training Programs
- Vocational Rehabilitation
- Juvenile Services
- Social Services
- Grief Counseling

System Support

Dothan City Schools is committed to providing continued, sustained support services for the guidance and counseling program. Services provided are ongoing professional development opportunities that

- Ensure that each counselor organizes and manages the counseling and guidance program to provide equal access and the most effective delivery of services to students, staff, parents, and the community;
- Conduct systematic evaluations and follow-up studies to determine the need for program revision;
- Promote awareness of the program components to students, staff, and the community; and
- Ensure that each counselor coordinates guidance services with all aspects of the school program in conjunction with other school staff and community resources.

Delivery of these supports can be found in the LEA's Community Resource Fair, monthly check-in opportunities for counselors to share ideas, thoughts, concerns, etc., and district level digital resources for the purpose of continuously evaluating services, feedback, and follow up activities.

Resources and Supports

The goal and purpose of the guidance and counseling programs with Dothan City Schools is to ensure that facilities are easily accessible and allow for the implementation

of a comprehensive counseling and guidance program. Every school within the school system does provide resource materials that are relevant to the program, appropriate for the community, and of sufficient quantity to be useful.

- Southeast Alabama Child Advocacy Center
- Houston County Department of Human Resources
- National Association of Educating Homeless Children and Youth
- Wiregrass 211
- 334 Prevention (formerly Substance Abuse Prevention)
- SpectraCare Services
- Mental Health Coordinator/ Crisis counseling
- ELL (English Language Learner) Coordinator
- RTI Coordinator/Positive Behavior Supports
- Specialized Services i.e. Problem-Solving Team (PST), 504 Coordinator
- Small Group Counseling, Whole Group Counseling Services, Individualized Counseling Services

Evaluation of the Comprehensive Guidance Plan

The use of assessment data both in survey data and student academic performance data are integral parts in the decision-making process for the school counseling and guidance programs with Dothan City Schools. Data is collected to validate certain counseling and guidance activities as well as to determine if any change in student perception and behavior has occurred as a result of counseling and guidance activities. The needs assessment supports the efforts of the counseling and guidance programs with Dothan City Schools as we continuously evaluate the effectiveness of our program offerings.

Program Benefits

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

Benefits for Students

- Ensures every student access to the school counseling and guidance program
- Monitors and interprets data to facilitate student improvement and school success
- Provides strategies for closing the achievement gap

- Promotes the most challenging and appropriate academic curriculum for each student
- Advocates for students and promotes equitable access to educational opportunities

Benefits for Parents/Guardians

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

Benefits for Teachers

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

Benefits for Administrators

- Develops and implements a school counseling and guidance plan to promote student success
- Utilizes data for school improvement
- Uses data for implementation of the *LEAD Alabama Program for Counselors*
- Provides a proactive school guidance curriculum that addresses student needs and enhances school climate

Benefits for Boards of Education

- Provides data that support the implementation of a standards-based school counseling and guidance program
- Ensures equity and access to a quality school counseling and guidance program for every student
- Articulates appropriate credentials and staffing ratios
- Informs the community about school counseling and guidance program success
- Provides data about improved student achievement

Benefits for School Counselors

- Defines responsibilities within the context of a school counseling and guidance program
- Eliminates non-school counseling program activities
- Supports access to every student
- Provides a tool for program management, implementation, and accountability
- Recognizes school counselors as leaders, advocates, and agents of change
- Ensures the school counseling and guidance program contributes to the school's mission
- Provides evidence of ongoing activities for the implementation of the *LEAD Alabama Program for Counselors*

Benefits for Communities

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

Benefits for Postsecondary Education

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

Benefits for Student Services Personnel

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

Program Structural Components

As per the ALSDE guidelines, Dothan City Schools supports and aligns the following structural components.

Local Education Agency (LEA) Counseling and Guidance Advisory Committee

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

Individual School Counseling and Guidance Advisory Committee

In addition to the LEA counseling and guidance advisory committee, each local school must establish a counseling and guidance advisory committee to advise and assist with the development and implementation of the comprehensive counseling and guidance program as reflected in the LEA advisory committee guidelines. The committee helps identify student needs and provides program support. The individual school counseling and guidance committee assists with the development and implementation of the comprehensive counseling and guidance program. Committee members represent all interested parties of the comprehensive counseling and guidance program: students, parents/guardians, teachers, administrators, and community resource persons. It is recommended that the committee meet at least twice a year.

Counseling and Guidance Department Organization

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

All schools must provide counseling and guidance services from certified school counselors in Grades K- 12 at a ratio designated for the type of school by the Southern Association of Colleges and Schools.
Adequate support personnel should be available to counselors to ensure effective program delivery.

Coordinators' Role

Coordination and direction of the 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.

Principals' Role

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

Counselors' Role

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

Elementary School Counselors

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

Secondary/Intermediate/Middle School Counselors

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

High School Counselors

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

Teachers' Role

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

make it possible for the school counseling and guidance program to become an integral part of the total educational program.

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.

Use of Time

Dothan City Schools' counselors will utilize the Alabama State Department of Education's recommended distribution counseling time as a guide in determining the adequate percentage of service to be provided in each program area. The counselors will keep 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.

Figure 2

	Percentage Rate		
	Elementary School	Middle/Junior High School	High School
School Guidance Curriculum	35—45	25—35	15—25
Individual Student Planning	5—10	15—25	25—35
Responsive Services	30—40	30—40	25—35
System Support	10—15	10—15	15—20
	100	100	100

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

Program Accountability Components

Accountability and evaluation of school counselors and the school counseling and guidance program are integral components of quality programs. Alabama's comprehensive school counseling and guidance programs should be data driven. This means data should be collected to validate certain counseling and guidance activities as well as to determine if any change in student perception and behavior has occurred as a result of counseling and guidance activities.

School counselors and the comprehensive counseling and guidance program must answer the question, "How are students different as a result of the school counseling and guidance program?" Now, more than ever, school counselors are challenged to demonstrate the effectiveness of their programs in measurable terms. This is accomplished through continuous program evaluations and student results evaluations that assess the implementation of a comprehensive counseling and guidance program that must follow the Minimum Requirements for School Counseling and Guidance Programs in Alabama. The monitoring of student progress and program progress in addition to performing personnel evaluations requires the collection of data that support and link school counseling and guidance programs to students' academic success.

MONITORING STUDENT PROGRESS

Counselors of data-driven school counseling and guidance programs are able to determine what, if any, student change has occurred as a result of their efforts. Data analysis allows school counselors, administrators, faculty, and advisory committee members to create a current picture of students and the school environment. Careful analysis of the current situation allows discussion and planning to focus on student needs and the counselor's role in addressing those needs.

Student Data

Using student, school site, and system data to monitor student progress ensures that every student receives the necessary support to be successful in school. In order for this to occur, school counselors must be proficient in the collection, analysis, and interpretation of student achievement and related data.
Monitoring student progress is part of the school counselor's responsibility as indicated on page 7 of this document in the section, "Individual Student Planning." To achieve this goal, school counselors monitor student progress through three types of data: student-achievement data, achievement-related data, and standards- and competency-related data.

Student-achievement data measure academic progress. Student-achievement data include:

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

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

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

Standards- and competency-related data measure student mastery of the competencies delineated in the comprehensive counseling and guidance program. These data include:

- Percentage of students having a four-year plan on file
- Percentage of students participating in job shadowing
- Percentage of students setting and attaining academic goals
- Percentage of students applying conflict resolution skills

Disaggregated Data

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

equity and focus the discussion upon the needs of specific groups of students. Examples of databases to be examined are:

- Gender
- Ethnicity
- Socioeconomic status
- Career Technical Programs
- English Language Learner
- Special education
- Grade level

Data Over Time

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

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

MONITORING PROGRAM PROGRESS

Program Evaluations

Evaluation of the comprehensive counseling and guidance program is a vital element in determining the effectiveness of the school program. The counseling and guidance program evaluation provides a means for enhancing and improving the program and demonstrating accountability. An evaluation of the counseling and guidance program using process data, perception data, and results data measures the degree to which students have acquired the skills and knowledge defined by the competencies and the Minimum Requirements for School Counseling and Guidance Programs in Alabama.

Process data answers the question, “What did you do for whom?” and provides evidence that an event took place. Process data describe the manner in which the program is conducted and indicate if the program follows

established practices. These data are important in that they indicate that an event took place, but do not provide evidence that any change occurred.

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

Results data answer the question, "So what?" These data show that the program has a positive impact on students' ability to utilize their knowledge, attitudes, and skills to affect behavior change.

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

Student Results Evaluations

The goal of results evaluations is to show change in student behavior and student learning. Student results data are collected for activities listed in the school counseling and guidance plan, and collection occurs both before and after the activity. The data indicate which activity worked and clarify what should be changed. (See Appendix H.)

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

- Ensuring the program is carried out as planned
- Ensuring every student is served
- Ensuring developmentally appropriate materials are used
- Documenting the program's process, perception, and results
- Documenting the program's immediate, intermediate, and long-range impact
- Analyzing program effectiveness
- Sharing program successes
- Improving the program
- Advocating for systematic change in the school system

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

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

Program Audits

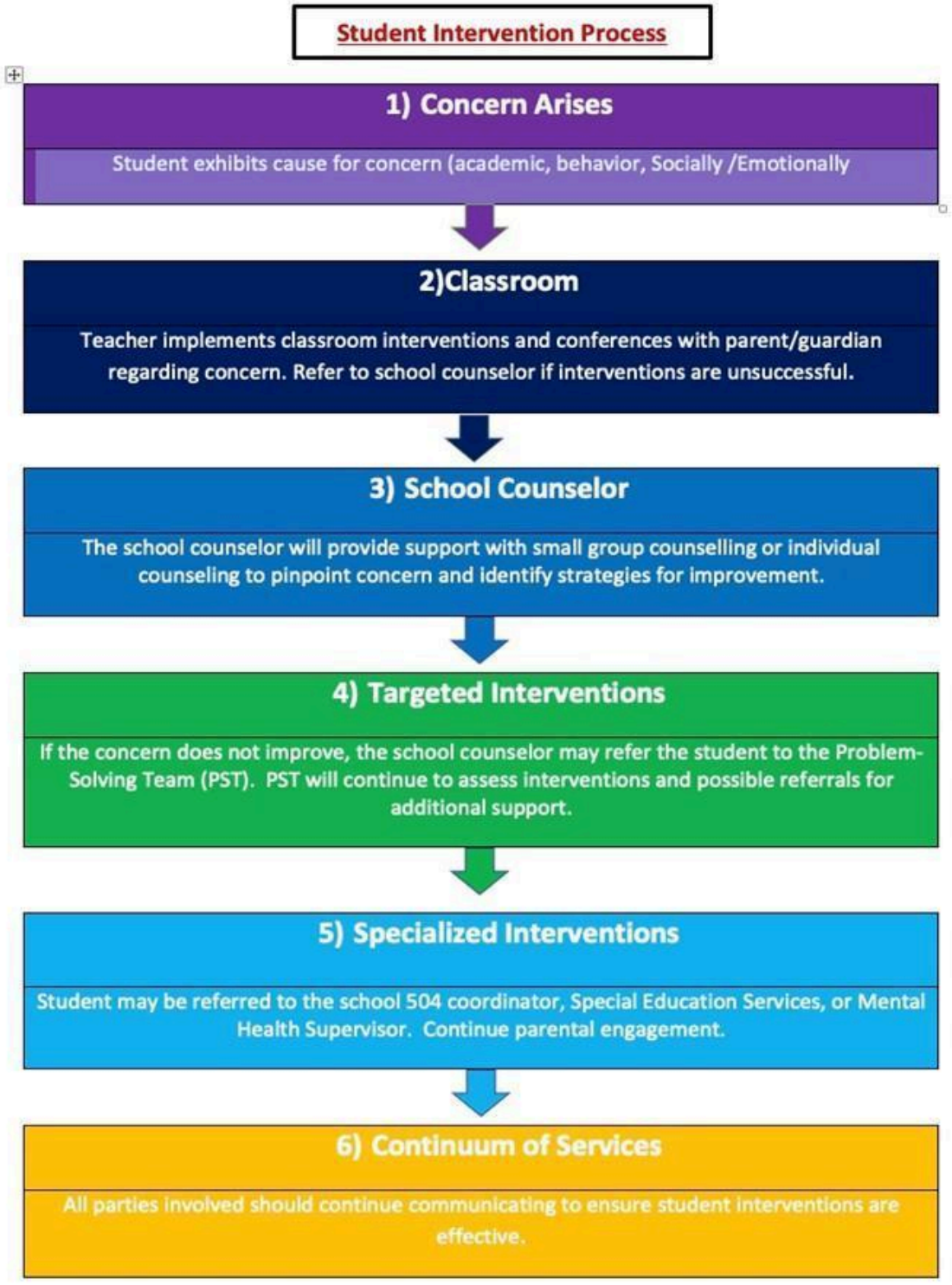
The program audit is used to assess the school counseling and guidance program's alignment with the *Comprehensive Counseling and Guidance State Model for Alabama Public Schools* and The *ASCA National Model: A Framework for School Counseling Programs*. An audit is a checklist that helps define the current status of the school counseling and guidance program. The primary purpose for collecting this information is to guide future actions within the program and to improve future results for students. Program audits are first performed when a school counseling and guidance program is being designed and then annually to appraise the progress of program development. Program implementation and results findings allow strengths and weaknesses to be recognized, and the program needs to be determined for the following school year.

Tier Counseling/Learning Supports

Tier 3	• **Alternative Behavior Services/Restorative Panel Meetings** • **School-level intervention/Safety Plan** • **District-level Intervention/Safety Plan** • **School-Based Therapy Services** • **Juvenile Court Multidisciplinary Team** • **Community Based Resources and Support**

Tier 2	• **Alternative Behavior Education/School-level Restorative Circles/Conversations**
	• **Small Group Guidance**
	• **Parent/Student Conferences:**
	  ○ **Academics**
	  ○ **Behavior**
	  ○ **Social/Emotional Support**
	  ○ **Early Warning Attendance**
	  ○ **Home Visits**

Tier 1	• **Positive Behavior Interventions and Supports** • **Small Group/Large Group sessions** • **4-year educational plan/ career planning portfolio** • **Parent/Student conferences** • **“Character Counts” Program** • **“Too Good For Violence” Program** • **Peer Helpers and PSA (Public Service Announcements**


Student Intervention Process
1) Concern Arises
Student exhibits cause for concern (academic, behavior, Socially /Emotionally
2)Classroom
Teacher implements classroom interventions and conferences with parent/guardian regarding concern. Refer to school counselor if interventions are unsuccessful.
3) School Counselor
The school counselor will provide support with small group counselling or individual counseling to pinpoint concern and identify strategies for improvement.
4) Targeted Interventions
If the concern does not improve, the school counselor may refer the student to the Problem-Solving Team (PST). PST will continue to assess interventions and possible referrals for additional support.
5) Specialized Interventions
Student may be referred to the school 504 coordinator, Special Education Services, or Mental Health Supervisor. Continue parental engagement.
6) Continuum of Services
All parties involved should continue communicating to ensure student interventions are effective.

Counselor's Role in Parenting Education

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

One of the ways to aid parents in developing more effective parenting skills is a series of programs presented by the school and school counselor that address such issues as physical and emotional development, communication, behavior management strategies, and student academic planning.

Community professionals such as pediatricians, counselors/psychologists, and human resources workers can be utilized as facilitators of such programs.

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

Counselor's Role in Career Technical Education

Career Technical Education is an innovative education program designed to provide a seamless transition between secondary and postsecondary education and to prepare today's career/technical education student for tomorrow's workforce.

Articulation between career/technical education programs at the secondary level and the postsecondary level is the cornerstone of Career Technical Education (CTE). Students who participate in career technical programs receive college credit from the articulating postsecondary facility for high

school courses taken within the program area. Career Technical Education programs combine secondary education with postsecondary education; integrate academic and career/technical instruction; provide technical preparation in a career field; build student competence in mathematics, science, reading, writing, communications, economics, and workplace skills; lead to an associate or baccalaureate degree or a postsecondary certificate in a specific career field; and lead to placement in appropriate employment or to further education.

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

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

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

Counselor's Role in Discipline

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

in view of the increasing reports of disciplinary problems and disruptive behavior that interfere with learning.

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

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

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

- Individual sessions are scheduled on the basis of a referral or request from parents, teachers, or administrators. Individual counseling emphasizes strengths and positive self-talk for the student experiencing discipline problems. It also teaches problem-solving strategies.

- Group counseling and guidance sessions are held that stress responsible behavior and coping skills. The sessions also promote stress reduction, emphasize social and anger management skills, and teach conflict resolution techniques.

- Consultation is used by the school counselor to create positive change and facilitate the growth and development of the students served. The school counselor assists parents and teachers in choosing behavioral changes strategies. The counselor acts as an arbitrator between teachers and students regarding problem situations and relationships in classrooms.