

HALEYVILLE ELEMENTARY SCHOOL

GUIDANCE PLAN

2014 - 2015

Introduction

The Guidance Plan at Haleyville Elementary School is based on *The Comprehensive Counseling and Guidance State Model for Alabama Public Schools* (the State Plan), Bulletin 2003, No. 89. According to the State Plan, “the counseling and guidance program is an integral part of the total educational process in the school and must be accessible to all students. The counseling and guidance program must consist of activities that address and meet students’ various educational and developmental needs. School counselors must show that each activity implemented as a part of the school counseling and guidance program is developed as a result of a thorough analysis of student needs, desired achievement goals and related data.”

The 2003 State Plan provides framework for designing, coordinating, implementing and managing our local program. The goal is to ensure success of our students in the areas of Academic, Career, and Personal/Social Development. These areas or domains in turn encompass the specific standards, competencies and indicators of *The American School Counselor Association (ASCA) National Model: A Framework for School Counselor Programs*.

In accordance with the State Plan, The Haleyville Elementary Guidance Plan is based on specific student knowledge and skill content, and the Counseling and Guidance Program is outcome-based; developmental and comprehensive in scope and sequence.

Mission Statement

The mission of our Counseling and Guidance Program at Haleyville Elementary is to provide a comprehensive program to all students, which targets academic, career, and personal components of education and daily life. The primary goal of the counselor is to advocate for all students at our school. Every student at Haleyville Elementary has the rights to both benefit from and participate in a comprehensive counseling and guidance program that has been planned with the purpose of helping all students at our school.

Program Delivery

A comprehensive and guidance program must be planned so that students have many different opportunities to acquire competencies in the three domains of Academic Development, Career Development, and Personal/Social Development. Four Delivery Components are utilized in combination to assist students in achieving these goals- the School Guidance Curriculum, Individual Student Planning, Responsive Services, and System Support.

School Guidance Curriculum

The mission of Haleyville Elementary School is to provide a comprehensive, sequential guidance program based on the development of the whole student. Through successful implementation, we ensure that all students, K-5, acquire the insights and knowledge that is required to become autonomous, mature members of society. This guidance program is an integral part of the total educational curriculum and addresses the needs of all students by helping them to acquire competencies in personal, academic, and career development domains. These services are consistent with the philosophy and objectives of the district and are in accordance with *The Counseling and Guidance State Plan for Excellence in Alabama's Public Schools*. In addition, these services strive to meet the National Standards for School Counseling programs and the American School Counselor Association national standards.

At Haleyville Elementary, the guidance activities are systematically presented throughout the school year at age-appropriate levels in the following sequence:

Month	Topic/Theme	Competencies
August	Intro to Counseling	A:A1.2, A:A2.3, A:B2.6, A:C1.1, PS:A1.4, PS:B1.5, PS:C1.6
September	Conflict Resolution Anger Management Bullying	C:C2.2, PS:A1.6, PS:A1.7, PS:A1.8, PS:A2.1, PS:A2.2, PS:B1.6, PS:C1.3, PS:C1.4, PS:C1.5
October	Choices Drug Awareness	A:A1.4, A:A3.1, A:B1.2, C:A1.5, PS:B1.1, PS:B1.2, PS:B1.3, PS:C1.7, PS:C1.8, A:C1.3, A:C1.6, C:A1.2, C:A1.3, C:A1.9, C:B1.4, C:B1.7, C:B2.1, C:C1.1, C:C1.2, C:C1.6
November	Careers	A:C1.3, A:C1.6, C:A1.2, C:A1.3, C:A1.9, C:B1.4, C:B1.7, C:B2.1, C:C1.1, C:C1.2, C:C1.6
December	Goal Setting Study Skills	A:A1.3, A:A1.2, A:A3.2, A:B1.3, A:B2.1, C:A1.6, C:A1.10, C:A2.9, C:C2.1, PS:A1.3
January	Perseverance Goal Setting (continued) Positive Attitude	A:A1.1, A:A2.2, A:A3.2, A:A3.4, A:B1.7, C:A2.7, C:C2.1, C:C2.3, PS:A1.1, PS:A1.2, PS:A1.3, PS:B1.11

	Self-Esteem	
February	Friendship Peer Relations	A:A3.5, PS:A1.11, PS:A2.3, PS:A2.4, PS:A2.8, PS:B1.7, PS:B1.8, PS:C1.10
March	Test Taking Feelings	PS:A1.5, A:A3.2, A:B1.2, PS:A2.6
April	Coping Skills	A:A3.1, A:B1.1, A:C1.1, C:A1.4, C:A2.9, PS:A1.10, PS:A1.12, PS:A2.5, PS:A2.6, PS:A2.7, PS:B1.4, PS:B1.5, PS:C1.1
May	Transitioning	C:A1.10, C:B2.1, C:C1.7

The school guidance curriculum consists of a number of planned activities presented systematically through classroom and small group sessions from Kindergarten through fifth grade. The curriculum emphasizes decision making, self-understanding, study skills, and career exploration, preparation, and planning. These topics may be presented as activities facilitated in the students' classroom (classroom guidance), or as small-group counseling sessions outside the classroom to respond to students' identified interests or needs- usually in the guidance office.

Small Group Counseling Topics

New Students

Retainees

Shy students

Positive Peer Interaction

Anger Management

Bullying

Study Skills/School Success

Test-Taking Skills

Low/Achievement/High Ability

Divorce

Grief

Transition to Middle School

Individual Student Planning

Individual Student Planning includes counseling activities that provide every student with an opportunity to plan, monitor, and manage their academic, career, and personal/social development. On an elementary school level, this often involves helping students to understand their own strengths and goals, and helping them to explore the means to achieve their goals. For instance, a student who aspires to attend college and pursue a professional career may need to first improve study habits and test-taking skills. These issues may be addressed in classroom guidance, small group, or individual counseling sessions.

Responsive Services

The purpose of responsive services is to intervene on the behalf of students whose immediate personal concerns put their continued personal, career, or academic development at risk. Responsive Services include counseling and referral activities that meet the immediate needs and concerns of students. Responsive services include personal counseling, crisis counseling, problem solving, agency referral, and consultation. In Personal Counseling, counseling is provided by the guidance counselor in small-group or individual sessions for students experiencing difficulties in relationships, personal concerns, or developmentally appropriate tasks. Personal counseling helps students in identifying problems, causes, alternatives, and consequences leading to making better decisions. In Crisis Counseling, counseling and support services are provided to students and families facing emotional crises. Crisis counseling is normally short-term and temporary, using appropriate referral sources if necessary. Through 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.

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. In Professional Development, counselors are regularly involved in updating professional knowledge and skills, and may involve participating in regular school in-service training and attending professional meetings. For the In-Service aspect, counselors attend system and school in-service training to ensure counseling skills are updated in the areas of curriculum development, technology, and data analysis. In Consultation with Staff, the counselor consults 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. Also, in Community Outreach, the counselor forms partnerships with local businesses and social service agencies.

Problem Solving Team

The guidance counselor at Haleyville Elementary serves on the Problem Solving Team, a committee comprised of the counselor, reading specialist, and principal, that meets monthly with teachers by grade level to identify students who may be at-risk and are “struggling “ behaviorally and/or academically. The team discusses the data and makes intervention decisions- sometimes recommending counseling services

Suicide Prevention

If a student is identified as potentially suicidal or has attempted suicide, the guidance counselor is responsible for implementing the System Suicide Referral Procedures. These procedures include assessment of the situation, determination of risk to the student, immediate contact and meeting with the student's family, referral to appropriate agencies, and continued monitoring and support to the student, student's family, and student's teachers for a period of 60 days, after which a determination of what, if any, follow-up action should be taken. If it is suspected that a student is a victim of abuse, the guidance counselor will immediately make a report to the Department of Human Resources (DHR).The guidance counselor will work collaboratively with teachers and parents to develop intervention strategies, classroom modifications, and action plans to help students succeed emotionally, socially, and academically. Also, the guidance counselor will work closely with community agencies to assist students and their families with special needs. The student will be monitored at all times during the referral and follow-up process.

Character Education

Character Education is an important part of the Guidance Plan. Weekly character education

topics are discussed by the guidance counselor during classroom visits. Classroom teachers incorporate some of these weekly topics into their classroom curricula. Character education topics are presented in the following sequence:

Character Education 2014-2015: Word of the Month

<u>MONTH</u>	<u>FOCUS WORD</u>
August	Generosity
September	Manners
October	Respect
November	Thankfulness
December	Kindness
January	Courage
February	Forgiveness
March	Contentment
April	Honesty
May	Perseverance

Test Coordination

The guidance counselor also serves as the Building Test Coordinator for Haleyville Elementary School. The main duty of the counselor in this role is to maintain test security. Other duties of the Building Test Coordinator include assisting the System Test Coordinator in training test administrators and monitors, overseeing implementation of the School Assessment Calendar, coordinating outside agencies involved in testing, e.g., contacting and working with NAAEP representatives that administer this assessment, inventorying, disseminating, and collecting

test materials, scheduling and conducting make-up assessments, preparing test materials for shipping, implementing the System Test Security Plan, and distributing, filing, and analyzing test results when they are received.

Guidance Advisory Committee

The guidance counselor at Haleyville Elementary School will serve as a member and receive input from the Counseling and Guidance Advisory Committee. Members of these committee include the principal, reading specialist, teachers, parents, and students. The guidance counselor may also be asked to serve on other school committees as needed. Presently, these include the Safety Committee and the School-Wide Title 1 Committee (CIP).

Program Evaluation

Evaluation of the counseling and guidance program is of major importance 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 using process data, perception data, and results data measures the degree to which students have acquired the skills and knowledge defined by the counseling competencies. Process Data provides documentation for which lessons were presented to which groups. These include schedules and lesson plans. Perception Data provides information about what students believe they have learned. This information is obtained through student surveys issued by the counselor. Results Data measures the positive impact the program has had on students' ability to utilize their knowledge, attitudes, and skills to effect behavioral change. This data is obtained by surveys answered by parents and teachers as provided in the EducateAlabama counselor annual evaluation.

Through these evaluation components, the school counselor continuously reflects on the school counseling program and the effect it is having on all students within the school in order to make program improvements.

Community Resources

Haleyville City Hall 205 486-3121

- where the local government meets to enhance the community

Winston Co DHR 205 489-1500

Marion Co DHR 205 921-6007

Franklin Co DHR 256 331-5900

- protective services, child abuse and neglect, child support, family assistance, and food stamps

Winston Co Sheriff's Dept 205 489-2115

- enforces the law, keeps citizens safe, provides morning and afternoon school traffic safety

Haleyville Housing Authority 205 486-3571

- provides low rent housing for needy individuals

Juvenile Detention Office 205 921-4562

- provides individual counseling to troubled youth

O'Kelly Center 205 486-3406

- individual and group counseling

United Way of Northwest Alabama 256 764-5892

- provides emergency assistance with medication and utilities

Red Cross 205 387-1478

- disaster relief, response to emergencies, service to the military and families, and offers health and safety courses

Salvation Army 256 764-4432

- counseling, emergency temporary shelter, food, clothing, utility and rent assistance

Safeplace

Crisis Line 800 550-9215

Florence 256 767-3076

- victim assistance community support groups and education, 24 hour crisis line, open 24 hours/365 days

Northwest Alabama Children's Advocacy Center 256 760-1140

- works with children who have experienced or witnessed abuse, support groups for abused children and children of abusive divorces

Riverbend 256 332-3971

- individual and group counseling

Decatur General West 256 768-9125

800 937-3873

- adult and adolescent psychiatric services, group and individual therapy

The Amelia Center 205 638-7481

- crisis counseling; helps parents and families deal with death

The Healing Place 256 383-7133

- provides grief counseling to teens, children, parents, and others

Judge Mike Newell 205 489-8554

Judge Lee Carter 205 489-2400

Haleyville First Baptist Church 205 486-3762

Haleyville First United Methodist 205 486-2735

9th Avenue Church of Christ 205 486-9247

Early Intervention 205 487-3520

ABI 256 383-0877

Northwest AL Mental Health 205 487-2124

Lakeland Community Hospital 205 486-5213

Children's Hospital 205 939-9100

