

# Wills Valley Elementary School Guidance Plan

Regina Boatwright

2018-2019

# Mission Statement

The mission of Wills Valley Elementary School's comprehensive school counseling and guidance program is to prepare every student socially, 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 in an environment that is safe, caring, and encouraging. Counselors work in collaboration 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 by counselors at Wills Valley Elementary School are based on the following tenets:

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 State Model for Alabama Public Schools, bulletin 2003, no 89.
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 the 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 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 counseling and guidance program involves a planned, purposeful, and sequential program of activities that begins in kindergarten and continue through twelve grade. Comprehensive school counseling and guidance programs are data-driven by students needs and provide outcome-based accountability measures that align the school counseling and guidance program with the school's overall academic mission.

# Program Benefits

All stakeholders at Wills Valley Elementary School 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 *Educate Alabama*
- 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
- 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 Educate Alabama

### Benefits for Counselor Educators

- Builds collaboration between counselor education programs and schools
- Provides a framework for school counseling and guidance programs
- Provides a model for site-based school counseling fieldwork and internships
- Increases data collection for collaborative research on school counseling and guidance programs
- Establishes a framework for professional development to benefit practicing school 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 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*

## Community Resource List

### **Emergency**

Fire & Police ( <b>EMERGENCY ONLY</b> )	911
Fort Payne Police Dept	845-1414
Fort Payne Fire Dept	845-6250
DeKalb Co. Sheriff Dept	845-3801
Alabama Highway Safety Patrol	546-6385
DeKalb Ambulance Service (emergency)	911
Synergy Counseling	979-1620
Relationship Clinic	845-7920

### **Drug Treatment and Rehabilitation**

Poison Control Center	1-800-292-6678
DeKalb Baptist Medical Center	845-3150
Fort Payne 24hr Emergency Line	911
The Bridge, Gadsden Baptist Hospital	256-546-6324
Mountain View, Gadsden	1-800-243-3645
Bradford Health Services	1-888-577-0012
Region Alcoholism Council	845-5924
Family Life Center	997-9356
Drug Helpline	1-800-662-4357

**Mental Health Child Abuse Neglect & Sexual Assault**

CED Mental Health	845-4571
Dept of Human Resources-DeKalb County	844-2700
DeKalb County Children's Advocacy Center	997-9700
Family Life Center	997-9356
DeKalb County Mental Health Association	845-5778
Southern Behavioral Health	845-8227

**Birth Control & Pregnancy**

DeKalb County Health Dept	845-1931
Healthy Homes Program	997-9700
DeKalb County Teen Parenting Program	638-4421
Sav-A-Life	845-0838

**Suicide Prevention**

Mountain View Care Line	1-800-662-1002
Suicide Hotline	845-4571

**Fort Payne City School District Resources**

Central Office/Superintendent	845-0915
Community Education Coordinator	845-0915
System Wide Nurse	845-3201
Drug Awareness Coordinator	845-0915
Fort Payne City School Social Worker	845-0915

# Program Delivery Components

Wills Valley Elementary School's comprehensive school counseling and guidance program will ensure that every student has multiple opportunities to acquire competencies in the three domains of Academic Development, Career Development, and Personal/Social Development. A combination of the four program delivery components (School Guidance Curriculum, Individual Student Planning, Responsive Services, and System Support) should be utilized in assisting students to achieve these competencies.

School guidance curriculum includes structured experiences presented systematically through classroom and group activities from kindergarten through twelfth grade. The curriculum emphasizes decision making; self-understanding; study skills; and career exploration, preparation, and planning. Examples of school guidance curriculum delivery options within this component may include, but are not restricted to:

**Classroom Guidance Activities:** 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.

**Group Activities:** Counselors conduct small-group counseling sessions outside the classroom to respond to students' identified interests or needs. Small-group counseling may be either immediate-response or long-term counseling.

**Interdisciplinary Curriculum Development:** Counselors participate on interdisciplinary teams to develop and refine curriculum in content areas. These teams develop classroom units that integrate subject matter with the school guidance curriculum. Counselors assist teachers in the delivery of classroom units that lead to acquisition of competencies in the domains of affective, social, and employability skills for every student in developmentally appropriate ways.

**Parent Workshops and Instruction:** Counselors conduct workshops or information sessions for parents or guardians to address the needs of the school community and to reflect the school counseling and guidance curriculum.

Topics for school guidance curriculum activities within this component may include, but are not limited to:

- Self-Concept
- Communication Skills
- Peer Relationships
- Substance Abuse Programs
- Post-High School Planning
- Career Awareness and Exploration
- Study Skills
- Choice-Making Skills
- Personal Safety
- Pre-Employment Skills

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. Individual student planning emphasizes test interpretation, while academic counseling includes postsecondary education, career/technical education, and career planning. Examples of individual student planning delivery options within this component may include, but are not restricted to:

Individual or Small-Group Appraisal: 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.

Individual or Small-Group Advisement: Counselors help students acquire self-appraisal skills; personal and social development skills; and educational, career, and labor market information. This information assists students in planning for personal, academic, and career aspirations. Counselors recognize the critical need to enlist teachers and parents or guardians in helping students make academic and educational choices.

Placement and Follow-up: Counselors advise students in making transitions by providing information and by assisting in the access of resources.

Topics for individual student planning activities may include, but are not limited to:

- Career Awareness and Exploration



- Teacher Advisor Programs
- Honors and Awards Programs
- Role Playing
- Data Meeting
- RTI Meeting

**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

- Child Advocacy Center
- Juvenile Services
- Fort Payne City School Social Worker Services

**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 restricted to:

**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 and 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 serve 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 Evaluations:** Some examples of counselor research and evaluation include Educate Alabama or other personnel guidance 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 sponsorship, and taking tickets up at an athletic event. Non-guidance activities should not be above and beyond that of our faculty members and should not interfere with the delivery of guidance services.

# Program Structural Components

**Individual School Counseling and Guidance Advisory Committee:** In addition to the Fort Payne City Schools counseling and guidance advisory committee, Wills Valley will establish a counseling and guidance advisory committee to advise and assist with the development and implementation of the comprehensive counseling and guidance plan as reflected in the Fort Payne City Schools 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.

Wills Valley Elementary School will provide counseling and guidance services from a certified school counselor in Grades Pre-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.

**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.

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.

# Program Goals for Students

Wills Valley Elementary School will develop a comprehensive, outcome based, and developmental counseling and guidance program. The ASCA has developed national standards to better define the role of school counseling and guidance programs. The standards address program content and identify broad areas of knowledge, attitudes, and skills that all students develop as a result of participating in an effective school counseling and guidance program.

Wills Valley Elementary School has utilized *The ASCA National Model: A Framework for School Counseling Program*; therefore DeKalb County will provide all essential elements for developing programs to help students achieve success in school. The ASCA National Standards, located below and on pages 13-18 of this document, facilitate student development in three domains: Academic Development, Career Development, and Personal/Social Development.

## **ASCA National Standards for Students\***

### **Academic Development**

- Standard A. Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.
- Standard B. Students will complete school with academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
- Standard C. Students will understand the relationship of academics to the world of work and to life at home and in the community.

### **Career Development**

- Standard A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
- Standard B. Students will employ strategies to achieve future career goals with success and satisfaction.
- Standard C. Students will understand the relationship between personal qualities, education, training and the world of work.

## **Personal/Social Development**

- Standard A. Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.
- Standard B. Students will make decisions, set goals, and take necessary action to achieve goals.
- Standard C. Students will understand safety and survival skills.

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

# Program Accountability Components

Accountability and evaluation of Wills Valley Elementary School Counselors and the school counseling and guidance program are integral components of quality programs. Wills Valley Elementary 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:

- IREADY Scores
- Global Scholar Scores



- DIBELS
- 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

**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
- Homework completion rates

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

**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. Wills Valley Elementary 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
- Language spoken at home
- 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.