



COFFEE COUNTY SCHOOLS
Comprehensive Guidance and
Counseling Plan
2021-2022



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Acknowledgements

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Introduction

The system's 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 system plan is designed to reflect a comprehensive model for counseling and guidance program foundation, delivery, management, and accountability. The model provides information regarding program design, coordination, implementation, management, and evaluation with the goal of ensuring student success in three broad areas: academic, career, and personal/social development. These three areas or domains encompass the specific standards, competencies, and indicators for student learning as identified in The ASCA National Model: A Framework for School Counseling Programs.

School counselors continue to define new directions for their profession that focus on a shift in emphasis from service-centered for some students to program-centered for all students. The purpose of the State Plan is to create one vision and one voice for comprehensive school counseling and guidance programs throughout the state. The plan is based on the following three premises:

1. School counseling and guidance programs are based on specific student knowledge and skill content.
2. School counseling and guidance programs are outcome-based programs.
3. School counseling and guidance programs are developmental and comprehensive in scope and sequence.

Coffee County Schools serve approximately 2700 students in four schools. A district administrator serves as the counseling coordinator. The board employs six school counselors and one career coach.

Mission Statement

The mission of Coffee County School System's 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 Coffee County School System's Guidance and Guidance programs 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 Modifications utilizing Comprehensive and Guidance State Model for Alabama Public Schools (the State Plan), 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 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 Coffee County School System's 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.

Program Benefits

All stakeholders in the Coffee County School System 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, post-secondary 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 Alabama PEPE 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 Alabama PEPE 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 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 Delivery Components

The Coffee County 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. (See Figure 1, page 14.)

School Guidance Curriculum

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 the 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 and 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
- Career Awareness and Exploration
- Communication Skills
- Study Skills
- Peer Relationships
- Choice-Making Skills
- Substance Abuse Programs

- Personal Safety
- Post-High School Planning
- Pre-Employment Skills

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. 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 career 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
- Four-Year Educational Plan
- Career/Technical Education Programs
- Honors and Awards Program
- Teacher Advisor Programs
- Financial Aid/Scholarship Advising
- Career Shadowing
- Role-Playing
- Postsecondary Application Process
- Student Portfolios

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 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 ethical 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:

South Central Mental Health Agencies

Career Link

House of Ruth

Child Advocacy Center

Employment Security Office

Wiregrass Rehabilitation Center

Coffee County Health Department

Wiregrass Emergency Pregnancy Services

Troy Regional Medical Center, Abstinence in Motion

Mentoring Matters

South Alabama Skills Center

Youth Enrichment Services (YES Program)

Coffee County Sheriff's Department

Cooperative Extension Service

Christian Mission Center

Coffee County Family Guidance Services

Employment and Training Programs

Department of Vocational Rehabilitation

Juvenile Services

Social Services

Department of Human Resources

AGAPE

See additional Coffee County Children Policy Council Resources

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 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 the 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 the emerging needs of students and to provide information and support to staff.

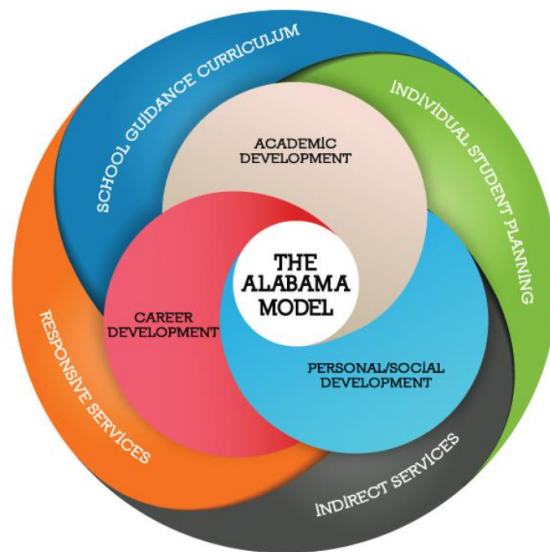
Curriculum Development Support: Counselors participate in the ongoing review and revision of academic curriculum materials as related to data analysis, student advocacy, postsecondary education, and career/technical education planning.

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 Evaluation: Some examples of counselor research and evaluation include PEPE or other personnel guidance evaluations, program 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 sports 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 guidance services.



Program Goals

The goals of the Coffee County Schools District Comprehensive Guidance and Counseling Program are defined as follows:

The Academic Domain states that students will:

1. Acquire the attitudes, knowledge, and skills that contribute to effective learning in school and throughout life.
2. Complete school with academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
3. Understand the relationship of academics to the world of work and to life at home and in the community.

The Career Domain states that students will:

1. Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

2. Employ strategies to achieve future career goals with success and satisfaction.
3. Understand the relationship between personal qualities, education, training, and the world of work.

The **Personal/Social Domain** states that students will:

1. Acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect themselves and others.
2. Make decisions, set goals, and take necessary action to achieve goals.
3. Understand safety and survival skills.

Guidance Curriculum Scope and Sequence

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

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

The following chart is a tool to be used to assist counselors in planning the overall guidance curriculum. The solid dots highlight the grade-cluster level where each competency indicator is introduced. The competency indicators are intended to be cumulative; therefore, the hollow dots highlight the

grade-cluster level(s) in which the competency indicator may be expanded or reinforced. Careful analysis of the scope and sequence of the local school guidance curriculum ensures that all students master all competency indicators by the end of Grade 12.

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

Competency A:A1		Improve Academic Self-Concept			
		K-2	3-5	6-8	9-12
A:A1.1	articulate feelings of competence and confidence as learners		●	○	○
A:A1.2	display a positive interest in learning	●	○	○	○
A:A1.3	take pride in work and achievement	●	○	○	○
A:A1.4	accept mistakes as essential to the learning process		●	○	○
A:A1.5	identify attitudes and behaviors leading to successful learning			●	○
Competency A:A2		Acquire Skills for Improving Learning			
		K-2	3-5	6-8	9-12
A:A2.1	apply time-management and task-management skills			●	○
A:A2.2	demonstrate how effort and persistence positively affect learning		●	○	○
A:A2.3	use communications skills to know when and how to ask for help when needed	●	○	○	○

A:A2. 4	apply knowledge and learning styles to positively influence school performance			<input checked="" type="radio"/>	<input type="radio"/>
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Competency A:A3		Achieve School Success			
		K-2	3-5	6-8	9-12
A:A3.1	take responsibility for their success	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A:A3.2	demonstrate the ability to work independently, as well as the ability to work cooperatively with other students		<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
A:A3.3	develop a broad range of interests and abilities			<input checked="" type="radio"/>	<input type="radio"/>
A:A3.4	demonstrate dependability, productivity and initiative		<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
A:A3.5	share knowledge		<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Competency A:B1		Improve Learning			
		K-2	3-5	6-8	9-12
A:B1.1	demonstrate the motivation to achieve individual potential		<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
A:B1.2	learn and apply critical-thinking skills		<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

A:B1. 3	apply the study skills necessary for academic success at each level	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A:B1. 4	seek information and support from faculty, staff, family, and peers			<input checked="" type="radio"/>	<input type="radio"/>
A:B1. 5	organize and apply academic information from a variety of sources			<input checked="" type="radio"/>	<input type="radio"/>
A:B1. 6	use knowledge of learning styles to positively influence school performance			<input checked="" type="radio"/>	<input type="radio"/>
A:B1. 7	become a self-directed and independent learner		<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competency A:B2		Plan to Achieve Goals			
		K-2	3-5	6-8	9-12
A:B2. 1	establish challenging academic goals in elementary, middle/junior high, and high school		<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
A:B2. 2	use assessment results in educational planning			<input checked="" type="radio"/>	<input type="radio"/>
A:B2. 3	develop and implement an annual plan of study to maximize the academic ability and achievement			<input checked="" type="radio"/>	<input checked="" type="radio"/>
A:B2. 4	apply knowledge of aptitudes and interests to goal setting			<input checked="" type="radio"/>	<input type="radio"/>
A:B2. 5	use problem-solving and decision-making skills to assess progress toward educational goals			<input checked="" type="radio"/>	<input type="radio"/>
A:B2. 6	understand the relationship between classroom performance and success in school	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A:B2. 7	identify postsecondary options consistent with interests, achievement, aptitude, and abilities			●	○
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Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

Competency A:C1		Relate School to Life Experience			
		K-2	3-5	6-8	9-12
A:C1. 1	demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life		●	○	○
A:C1. 2	seek co-curricular and community experiences to enhance the school experience			●	○
A:C1. 3	understand the relationship between learning and work	●	○	○	○
A:C1. 4	demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals			●	○
A:C1. 5	understand that school success is the preparation to make the transition from student to community member			●	○
A:C1. 6	understand how school success and academic achievement enhance future career and vocational opportunities		●	○	○

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:A1		Developing Career Awareness			
		K-2	3-5	6-8	9-12
C:A1.1	develop skills to locate, evaluate and interpret career information			●	○
C:A1.2	learn about the variety of traditional and nontraditional occupations	●	○	○	○
C:A1.3	develop an awareness of personal abilities, skills, interests, and motivations	●	○	○	○
C:A1.4	learn how to interact and work cooperatively in teams		●	○	○
C:A1.5	learn how to make decisions		●	○	○
C:A1.6	learn how to set goals		●	○	○
C:A1.7	understand the importance of planning			●	○
C:A1.8	pursue and develop competency in areas of interest			●	○
C:A1.9	develop hobbies and vocational interests	●	○	○	○
C:A1.10	balance between work and leisure time		●	○	○

Competency C:A2		Develop Employment Readiness			
		K-2	3-5	6-8	9-12
C:A2.1	acquire employability skills such as working on a team and problem-solving and organizational skills			●	○

C:A2.2	apply job readiness skills to seek employment opportunities				●
C:A2.3	demonstrate knowledge about the changing workplace				●
C:A2.4	learn about the rights and responsibilities of employers and employees				●
C:A2.5	learn to respect individual uniqueness in the workplace				●
C:A2.6	learn how to write a resume				●
C:A2.7	develop a positive attitude toward work and learning	●	○	○	○
C:A2.8	understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace			●	○
C:A2.9	utilize time- and task-management skills	●	○	○	○

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

Competency C:B1		Acquire Career Information			
		K-2	3-5	6-8	9-12
C:B1.1	apply decision-making skills to career planning, course selection, and career transition			●	○
C:B1.2	identify personal skills, interests, and abilities and relate them to current career choice	●	○	○	○
C:B1.3	demonstrate knowledge of the career-planning process			●	○
C:B1.4	know the various ways in which occupations can be classified		●	○	○
C:B1.5	use research and information resources to obtain career information			●	○

C:B1.6	learn to use the Internet to access career-planning information			●	○
C:B1.7	describe traditional and nontraditional career choices and how they relate to career choice		●	○	○
C:B1.8	understand how changing economic and societal needs influence employment trends and future training			●	○
Competency C:B2		Identify Career Goals			
		K-2	3-5	6-8	9-12
C:B2.1	demonstrate awareness of the education and training needed to achieve career goals	●	○	○	○
C:B2.2	assess and modify their educational plan to support career				●
C:B2.3	use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience			●	○
C:B2.4	select course work that is related to career interests			●	○
C:B2.5	maintain a career-planning portfolio			●	○

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

Competency C:C1		Acquire Knowledge to Achieve Career Goals			
		K-2	3-5	6-8	9-12
C:C1.1	understand the relationship between educational achievement and career success	●	○	○	○
C:C1.2	explain how work can help to achieve personal success and satisfaction		●	○	○
C:C1.3	identify personal preferences and interests influencing career choice and success			●	○

C:C1.4	understand that the changing workplace requires lifelong learning and acquiring new skills			●	○
C:C1.5	describe the effect of work on lifestyle			●	○
C:C1.6	understand the importance of equity and access in career choice		●	○	○
C:C1.7	understand that work is an important and satisfying means of personal expression	●	○	○	○
Competency C:C2		Apply Skills to Achieve Career Goals			
		K-2	3-5	6-8	9-12
C:C2.1	demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals		●	○	○
C:C2.2	learn how to use conflict management skills with peers and adults	●	○	○	○
C:C2.3	learn to work cooperatively with others as a team member		●	○	○
C:C2.4	apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences			●	○

PERSONAL/SOCIAL DEVELOPMENT DOMAIN

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

Competency PS:A1		Acquire Self-Knowledge			
		K-2	3-5	6-8	9-12
PS:A1.1	develop positive attitudes toward self as a unique and worthy person	●	○	○	○
PS:A1.2	identify values, attitudes, and beliefs	●	○	○	○
PS:A1.3	learn the goal-setting process		●	○	○
PS:A1.4	understand change is a part of growth	●	○	○	○
PS:A1.5	identify and express feelings	●	○	○	○
PS:A1.6	distinguish between appropriate and inappropriate behavior	●	○	○	○
PS:A1.7	recognize personal boundaries, rights, and privacy needs	●	○	○	○

Competency PS:A1		Acquire Self-Knowledge (Continued)			
PS:A1.8	understand the need for self-control and how to practice it	●	○	○	○
PS:A1.9	demonstrate cooperative behavior in groups		●	○	○
PS:A1.10	identify personal strengths and assets		●	○	○
PS:A1.11	identify and discuss changing personal and social roles		●	○	○
PS:A1.12	identify and recognize changing family roles	●	○	○	○
Competency PS:A2		Acquire Interpersonal Skills			

		K-2	3-5	6-8	9-12
PS:A2.1	recognize that everyone has rights and responsibilities	●	○	○	○
PS:A2.2	respect alternative points of view		●	○	○
PS:A2.3	recognize, accept, respect and appreciate individual differences	●	○	○	○
PS:A2.4	recognize, accept and appreciate ethnic and cultural diversity	●	○	○	○
PS:A2.5	recognize and respect differences in various family configurations	●	○	○	○
PS:A2.6	use effective communication skills	●	○	○	○
PS:A2.7	know that communication involves speaking, listening and nonverbal behavior	●	○	○	○
PS:A2.8	learn how to make and keep friends	●	○	○	○

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

Competency PS:B1		Self-Knowledge Application			
		K-2	3-5	6-8	9-12
PS:B1.1	use a decision-making and problem-solving model		●	○	○
PS:B1.2	understand consequences of decisions and choices	●	○	○	○
PS:B1.3	identify alternative solutions to a problem	●	○	○	○

PS:B1.4	develop effective coping skills for dealing with problems	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PS:B1.5	demonstrate when, where, and how to seek help for solving problems and making decisions	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PS:B1.6	know how to apply conflict-resolution skills	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PS:B1.7	demonstrate respect and appreciation for individual and cultural differences	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PS:B1.8	know when peer pressure is influencing a decision	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PS:B1.9	identify long- and short-term goals			<input checked="" type="radio"/>	<input type="radio"/>
PS:B1.10	identify alternative ways of achieving goals			<input checked="" type="radio"/>	<input type="radio"/>
PS:B1.11	use persistence and perseverance in acquiring knowledge and skills		<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
PS:B1.12	develop an action plan to set and achieve realistic goals			<input checked="" type="radio"/>	<input type="radio"/>

Standard C: Students will understand safety and survival skills.

Competency PS:C1		Acquire Personal Safety Skills			
		K-2	3-5	6-8	9-12
PS:C1.1	demonstrate knowledge of personal information (telephone number, home address, emergency contact)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PS:C1.2	learn about the relationship between rules, laws, safety and the protection of rights of the individual	●	○	○	○
PS:C1.3	learn about the differences between appropriate and inappropriate physical contact	●	○	○	○
PS:C1.4	demonstrate the ability to set boundaries, rights and personal privacy		●	○	○
PS:C1.5	differentiate between situations requiring peer support and situations requiring adult professional help		●	○	○
PS:C1.6	identify resource people in the school and community, and know how to seek their help	●	○	○	○
PS:C1.7	apply effective problem-solving and decision-making skills to make safe and healthy choices	●	○	○	○
PS:C1.8	learn about the emotional and physical dangers of substance use and abuse	●	○	○	○
PS:C1.9	learn how to cope with peer pressure		●	○	○
PS:C1.10	learn techniques for managing stress and conflict	●	○	○	○
PS:C1.11	learn coping skills for managing life events			●	○

MINIMUM REQUIREMENTS FOR SCHOOL COUNSELING AND GUIDANCE PROGRAMS IN ALABAMA

School counselors function in a manner consistent with the educational philosophy and mission of the school system and the school. As a member of the educational team, each counselor has special responsibilities for helping all students meet their needs. School counselors provide a comprehensive counseling and guidance program for students; consult and collaborate with teachers, parents, and staff to enhance their effectiveness in helping students; and follow the Minimum Requirements for Comprehensive School Counseling and Guidance Programs in Alabama.

Organizational Framework, Activities, and Time

1. Coffee County Schools implements a comprehensive counseling and guidance program that:
 - a. Ensures that each counselor develops and follows a planned calendar of activities;
 - b. Ensures that 100 percent of each counselor's time is spent in providing guidance services through the four program delivery components: School Guidance Curriculum, Individual Student Planning, Responsive Services, and System Support; and
 - c. Ensures that each counselor participates annually in a planned professional development program designed to strengthen identified needs of the counseling and guidance program and/or the counselor as well as to foster ethical standards.
2. Coffee County Schools provides for performance-based evaluation of counselors. The elements of this evaluation must conform to the duties and responsibilities of the counselor as stated in

the *Comprehensive Counseling and Guidance State Model for Alabama Public Schools* (the State Plan), Bulletin 2003, No. 89.

3. Coffee County Schools makes provisions for new counselors to attend the Alabama Department of Education Counselor Academy as well as encourage experienced counselors to attend this professional development opportunity.

4. Coffee County Schools establishes a counseling and guidance advisory committee to assist in the development and implementation of the comprehensive counseling and guidance program.

Competencies

5. Coffee County Schools implements a comprehensive counseling and guidance program that ensures that every student has the opportunity to achieve the minimum competencies at each appropriate grade level.

Structural Components

6. Coffee County Schools provides counseling and guidance services performed by certified school counselors for all students in Grades K-12.

7. Coffee County Schools implements a comprehensive counseling and guidance program and ensures that a person is appointed at the system level to coordinate and monitor the delivery of counseling and guidance services to all students.

School Guidance Curriculum

8. Coffee County Schools implements a comprehensive counseling and guidance program that:

- a. Ensures that each counselor engages in counseling with students in small groups to influence responsible student behavior and enhance student academic achievement and
- b. Ensures 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.
- c. Coffee County school counselors are required to conduct small group sessions as well as address the individual needs of students. Data indicates that small group counseling is a more effective means of serving students, and it decreases the number of individual sessions needed. Counselors can conduct 2-3 small groups (20-40 minutes in duration within a 4-6 week period) when the need is evident and/or when students have been referred.

Individual Student Planning

9. Coffee County Schools implements a comprehensive counseling and guidance program that:
 - a. Ensures that each counselor engages in counseling with students in individual settings that facilitate responsible student behavior and enhance student academic achievement;
 - b. Ensures that each Grades 8-12 counselor/career coach guides students in the development and annual revision of a high school four-year educational plan and requires students to maintain an educational/career planning portfolio of study based on legislative and other graduation requirements. (The

selection of the high school four-year educational plan shall be approved in writing by the parents or guardians and become part of the educational/career planning portfolio.);

- c. Ensures that each counselor demonstrates the accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information; and
- d. Ensures that each counselor provides equal access and appropriate placement for all students by utilizing test data and other available information that identifies interests, achievement levels, and aptitudes.

Responsive Services

- 10. Every counselor must assist in the early identification of students at risk of school failure and must facilitate the delivery of preventive and interventive services.
- 11. Every counselor must consult with students, parents, teachers, community agencies, and others (nurses, attendance officers, school psychologists, school social workers) regarding strategies to help students achieve personal and academic advancement.

System Support

- 12. Coffee County Schools implements a comprehensive counseling and guidance program that:
 - a. Ensures 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;
 - b. Conducts systematic evaluations and follow-up studies to determine the need for program revision;

- c. Promotes awareness of the program components to students, staff, and the community; and
- d. Ensures that each counselor coordinates guidance services with all aspects of the school program in conjunction with other school staff and community resources.

Resources

- 13. Coffee County Schools provide 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 office(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 counseling and classroom guidance activities, and
 - d. Ensure adequate space for reception areas and for organizing and displaying guidance materials.
- 14. Coffee County Schools provides resource materials that are relevant to the program, appropriate for the community, and of sufficient quantity to be useful.

ACCOUNTABILITY

Accountability and evaluation of school counselors and the school counseling and guidance programs are integral components of quality programs. Alabama's comprehensive school counseling and guidance programs should be data-driven. 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. 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.

Counselor/Principal Management Agreements

The counselor/principal management agreement is a unique process to the Coffee County comprehensive guidance and counseling process. It is one of the single most important documentation outcomes that includes students, staff, parents, and the counselor's own professional development. The counselor completes the agreement at the beginning of the year and revisits the agreement during the second term of the school year for revisions if needed. Assignments are made by each counselor specifying the results and plan of operation for which she/he will be accountable. The counselor specifies how the students will access him/her: alpha assignments, domain specialization, grade level, random, counselor of the day, etc. Each assignment has a separate area where the counselor identifies the percentage of his/her time that he/she will spend providing services within the four delivery components. The principal, or his/her designee, is active in the negotiation of the agreement. Each counselor sends a copy of the agreement to the district counseling coordinator. The district guidance coordinator audits the agreements to assure compliance. (See appendix.)

Master Calendars

Each school's guidance and counseling department must have a master calendar of its guidance events. The calendar includes each month's activities including the name of the activity and the targeted grade level for which the activity is planned. The calendar shows the overall picture and

time frame of the guidance and counseling program. The calendars should be used to publicize planned events to let the school community know what is happening in the guidance and counseling department. The calendars should be distributed to teachers, administrators, and parents. Calendars should be posted in the guidance and main offices for parents and students to view. Calendars should be posted on the school's website.

Contact Logs

The Coffee County School guidance counselors must maintain records of their daily contacts with students, teachers, parents, and outside agencies. Counselors should use a log that allows them to easily tally the types of services provided and the appropriate program delivery component.

Monitoring Student Progress

Student Data

Using student, school, and system data to monitor student progress ensures that each student receives the necessary support to be successful in school. School counselors must be proficient in the collection, analysis, and interpretation of student achievement and related data. Student progress is monitored through three types of data: student-achievement data, achievement-related data, and standards-and competency-related data.

Student-achievement data measures academic progress. Data includes

- 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)

Since with the 2009-2010 school year, high school counselors in Coffee County Schools have been responsible for keeping a tracking log of potentially at-risk students. A number of factors are used to determine if a student is at-risk. Such factors include but are not limited to course grades, daily attendance, classroom discipline, course failures, standardized test data, and attainment of a College and Career Ready Credential.

Achievement-related data measures those areas shown to be correlated to academic success. Data includes

- In-school and out-of-school suspension and expulsion rates
- Alcohol, tobacco, and other drug violations
- Attendance rates, including tardies to school/class, check-outs, and truancy
- Parent or guardian involvement
- Extracurricular participation rate
- Homework completion rates

Standards- and competency-related data measures student mastery of the competencies delineated in the comprehensive counseling and guidance program. Data includes:

- 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 examine student academic achievement data and develop outcome-based interventions designed to help students succeed. 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.

The counselors in Coffee County Schools have input into the school's Annual Continuous Improvement Plan (ACIP) each year. The ACIP addresses "closing the achievement gap" activities.

Data Over Time

Assessing the current school counseling and guidance program reveals how well the program is meeting the academic, career, and personal/social needs of students. School counselors should determine student needs that are unique to their school and community.

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. 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. Each curriculum plan utilized in the Coffee County Schools Guidance and Counseling Program includes the above-mentioned components.

Process Data (What did the counselor do and for whom?)

Process data includes an evaluation of the number of students served, how many groups and classroom visits were conducted, what activities were completed, etc.

Perception Data (What do students think they know, believe, or can demonstrate?)

Perception data is collected through the pre/post assessments, tests, or skill demonstration opportunities (role-plays, evaluation/feedback forms).

Results Data (What was changed or learned as a result of the activity?)

Results data is derived from the observed impact on the students' ability to utilize their knowledge, attitudes, and skills to effect behavior change.

Student Results Evaluations

Results evaluations are used to show a change in student behavior and student learning. The results evaluations and reports can be used to ensure the program is carried out as planned; to ensure that every student is served; to ensure that developmentally appropriate materials are used; to analyze the program's effectiveness; to improve the program, etc.

Program Audits

The Coffee County school counselors are expected to periodically (at least annually) audit their counseling and guidance program. The primary purpose of the audit is to guide future actions within the program and to improve future results for students.

Personnel Evaluations

Beginning with the 2016-17 school year, the Coffee County Educator Effectiveness System was used to evaluate Coffee County Counselors. Previously, beginning with the 2009-2010 school year, the *EDUCATEAlabama* program was used to evaluate the Coffee County counselors. Prior to this date, the *Alabama Professional Education Personnel Evaluation (PEPE)* system was used for the evaluation of counselors. The local principals are responsible for conducting the counselor evaluations; however, the system coordinator can assist them with the process. If a counselor is split between two schools, both principals contribute to the evaluation process.

