

**THE COOSA COUNTY COMPREHENSIVE COUNSELING AND GUIDANCE  
PLAN  
2018 - 2019**

**Guidance Curriculum  
Individual Planning  
Responsive Services  
System Support**

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**PREFACE**

*The Revised Comprehensive Counseling and Guidance Model for Alabama's Public Schools (The State Plan)* has been developed to help ensure that all students in Alabama will benefit from comprehensive counseling and guidance programs. The Model provides a guide for such programs and a process for tailoring the Model into developing a comprehensive counseling and guidance program at the local level to meet the varying needs of students in a wide array of local education agencies.

The Model is intended to be used by professionally trained counseling personnel to develop, validate, or improve their local education agency's counseling and guidance program. Counselors, principals, superintendents, other local administrators, board of education members, community/business members, parents, and teachers are all recognized as active participants in this broad-based process for determining the counseling and guidance needs of all students and for planning how to best meet those needs.

School counselors have been recognized and appreciated for their efforts in facilitating student learning. *The Revised Comprehensive Counseling and Guidance Model for Alabama's Public Schools (The State Plan)* should provide needed flexibility in program implementation and should enhance their efforts in contributing to increase student achievement and success.

## **ACKNOWLEDGEMENTS**

The Student Support Services Section of the State Department of Education was charged with the responsibility of revising *The Revised Comprehensive Counseling and Guidance Model for Alabama's Public Schools (The State Plan)*. This Model will be used as a guide by local education agencies in developing a comprehensive counseling and

guidance program. The Model was developed through the cooperation of a statewide counseling and guidance task force appointed by the State Superintendent of Education.

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## **PURPOSE**

*The Comprehensive Counseling and Guidance Model for Excellence in Alabama's Public Schools (The State Plan)* is an outgrowth of *The Guidance and Counseling State Plan for Excellence in Coosa County's Public School*. This plan identifies counseling and guidance as an essential instructional support service for students and called for the development of plans at each level to ensure the quality of such services delivered to students throughout the state.

In the state of Alabama, the authority and responsibility for general control and supervision of public education is given by statute to the State Board of Education through its executive officer, the State Superintendent of Education. The State Board of Education is dedicated to the philosophy that our public schools must focus on the individual student and that the instructional program must be planned to serve the needs of the student.

## **RATIONALE**

The rationale for the services provided by counselors in Coosa County public schools is based on the following tenets:

1. Each student has the right to respect and dignity as a human being to the counseling and guidance services described in the State Model without regard to person, character, belief, or race.
2. Each student has the right to self-direction and self-development.
3. Each student has the right of choice and the responsibility for choices made.
4. Counseling and guidance programs are for all students and the purpose is to assist individuals in attaining their maximum potential in knowledge of self and others, as well as in educational and career planning.

A comprehensive counseling and guidance program is an essential component of the total instructional program through which the students have maximum opportunity for their development. In this regard, counseling and guidance involves a planned purposeful, and sequential program of activities which begin in kindergarten and continue through the twelfth grade.

Comprehensive counseling and guidance is intended to be habilitative as well as rehabilitative, active as well as reactive, preventive as well as remedial, and skill building as well as problem reductive.

## MAJOR PROGRAM ELEMENTS

The major elements of a comprehensive counseling and guidance program are content, organizational framework, activities, time, and resources. The content for the program include goals and competencies categorized by knowledge of self and others, educational, and career planning domains. The organizational framework has two parts. The first part is structural components including definition, rationale, and assumptions. The second part is program components containing guidance instruction, individual planning, responsive services, and system support. The last element of the program is resources.

More specifically, the structural components are designed as follows:

1. Definition – describes the purpose of the program;
2. Assumptions – details the beliefs that form the foundation of the program.
3. Rationale – explains why the program is needed.

The program components include:

1. A guidance curriculum designed to facilitate the total development of the student in all areas – knowledge of self and others, the ability to develop an educational plan that supports a career plan.
2. Individual planning with students and their parents to overcome difficulties in students' personal and social effectiveness, educational progress, career planning competencies and individual planning for the next steps, educational and occupational development.
3. Responsive services of counseling, consultation, and referral.
4. System support activities that promote the effective delivery of guidance services.

Counseling and guidance services must be comprehensive. Counselors work with all students to help them acquire competencies in the knowledge of self and others, educational, and career planning domains as students progress through their school years and prepare to enter the world of work. School counselors have unique preparation, grounded in the behavioral sciences, with training in clinical skills adapted to the school setting. Services provided by the counselor in elementary, middle/junior high, and high school are differentiated by tasks necessary for different stages of student growth.

Comprehensive counseling and guidance programs in Coosa County collaborate with other school instructional programs by providing comprehensive Guidance Curriculum, Individual Planning, Responsive Services, and System Support components designed to assist students to acquire competencies in the following domains: Knowledge of Self and Others, Educational Planning, and Career Planning. The activities and services of the

four programs components should be comprehensive in nature and appropriate to the needs of the students. They may be delivered directly to students or indirectly through consultations and collaboration with other professional staff and/or with parents.

## **ORGANIZATIONAL STRUCTURE STRUCTURAL COMPONENTS**

### **Definition**

The mission of the guidance and counseling program in Coosa County is to provide a comprehensive program to students in grades K-12 to promote and enhance the learning process and to facilitate student development in each of the following areas: Educational/Academic Development, Career Development, and Knowledge of Self and Others or Personal/Social Development. Delivery of these services will be through the comprehensive counseling and guidance program components of guidance curriculum, individual planning systems, responsive services, system support or through some organizational pattern.

### **Rationale**

In adopting The Revised Comprehensive Counseling and Guidance State Model for Alabama's Public Schools, the State Board of Education designated guidance and counseling as an essential service to students. Counselors are identified as instructional support personnel necessary for each school to be effective in ensuring quality instruction.

The rationale for services provided by school counselors is based on the following tenets:

1. Each person has the right to respect and dignity as a human being and to counseling services without regard to person, character, belief, or practice.
2. Each person has the right to self-direction and self-development.
3. Each person has the right of choice and the responsibility for decisions reached.
4. Guidance and counseling is for all students, and its purpose is to facilitate maximally personal/social, educational, and career/vocational development.

A developmental guidance and counseling plan is an essential component of the total instructional program through which students have maximum opportunity for their development. Developmental guidance and counseling involves a planned purposeful and sequential program beginning in kindergarten and continuing through twelfth grade. The rationale for developmental guidance is clearly defined: counseling should be facilitative as well as rehabilitative, active as well as reactive, preventative as well as remedial, and skill additive as well as problem reductive.

School counselors have unique preparation, grounded in the behavioral sciences, with training in clinical skills adapted to school setting. Services provided by the counselor at various educational levels (elementary, middle/junior high, and high school) are differentiated by the developmental tasks necessary for the different stages of student growth.

Counselors possess a thorough knowledge of the school program including the curriculum, the learning process, and school organization. As developmental facilitators, counselors function as school-based members of student support services team.

Guidance counseling is an integral part of the educational process. The school guidance program is designed to assist students in making the maximum use of their abilities and to choose goals that will help them become productive members of society.

## **PROGRAM COMPONENTS**

The Coosa County comprehensive counseling and guidance program ensures that all students have opportunities to acquire competencies in all domains. A combination of the program components that follow will be involved in assisting students to achieve these competencies. Counselors employed through programs receiving federal funds are obligated to comply with additional regulations governing those programs.

### **Guidance Curriculum**

Guidance Curriculum includes structured experiences presented systematically through classroom and group activities for kindergarten through twelfth grade. The curriculum emphasizes decision making, self-understanding, career exploration and preparation, and the improvement of study skills. The Guidance Curriculum is delivered through such strategies as:

Classroom Guidance Activities: Counselors teach, team-teach, or assist in teaching curriculum activities or units in classrooms. These activities may be conducted in the classroom or in the guidance center or 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 with up to six students for up to six weeks.

Interdisciplinary Curriculum Development: Counselors participate on interdisciplinary teams to develop and refine curriculum in content areas. They assist teachers in the delivery of classroom units that lead to acquisition of affective, social, and employability skills for all students in developmentally appropriate ways.

Examples of guidance learning activities within this component may include but are not restricted to:

Self-Concept	Study Skills
Communication Skill	Choice Making Skills
Peer Relationships	Career Awareness
Interpersonal Relationships	Personal Safety
Substance Abuse Programs	Pre-employment Skills
Planning School Programs	Job Preparation
Post-High School Planning	Career Exploration

### **Individual Planning**

Individual Planning includes counseling activities to assist all students to plan, monitor, and manage their own learning as well as their personal and career planning. Individual planning emphasizes test interpretations, informal counseling, and educational counseling including college and postsecondary vocational-technical planning and career planning. Individual Planning is delivered through such strategies as:

Individual Appraisal: Counselors help students to assess and interpret their abilities, interests, skills, and achievements. The utilization of appropriate assessment information becomes an important aspect of developing immediate and long-range plans for students.

Individual Advisement: Counselors help students to acquire self-appraisal; knowledge of self and others; and educational, career, and labor market information. This information assists students in planning their personal, educational, and career aspirations. Counselors also enlist teachers in helping students and parents in making education and career choices.

Placement and Follow-up: Counselors assist students in making transitions. They focus on giving information, advising, helping to establish linkages, and counseling in the face of interpersonal conflict.

Examples of individual planning activities are as follows:

Career Awareness	Role Playing
Career Exploration	Course Selection Discussion
Career Shadowing	Four-Year Plan
Business Partnerships	Honors and Awards Program
Vocational Education and Training	Financial Aid
Scholarships	Vocational Application Process
College Application Process	Teacher Advisor Programs

## **Responsive Services**

Responsive Services include counseling or referral activities to meet the immediate needs and concerns of students. Responsive services include personal counseling, crisis counseling, problem solving, as well as agency referral and consultation for parents, teachers, and other professionals and support groups. Responsive services are delivered through these strategies:

Consultation: Counselor consults with students, parents, teachers, other educators, and community agencies regarding strategies to help students. This may include participation in student study teams and student management teams.

Personal Counseling: Counseling is provided on a small-group or individual basis for students expressing difficulties dealing with relationships, personal concerns, or normal developmental tasks. Personal counseling assists students in identifying problems, causes, alternatives, and possible consequences so that the appropriate action can be taken.

Crisis Counseling: Counseling and support are provided as outlined in the school's crisis intervention plan to students and their families facing emergency situations. Such counseling is normally short-term and temporary in nature. When necessary, appropriate referral sources are used.

Referral: Counselors use referral sources to enhance the services provided through the school counseling and guidance program. These referral sources may be:

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

## **System Support**

System Support includes indirect guidance management activities that maintain and enhance the total counseling and guidance program. Responsibilities in this component include staff and community relations, special research projects, committees, professional development and student support teams. This component is implemented and carried out through activities in the following areas:

Professional Development: Counselors need to be involved regularly in updating their professional knowledge and skills.

Staff/Community Public Relations: Counselors should design activities to orient the staff and community about the comprehensive counseling and guidance program.

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

Research and Development: Counselors coordinate counseling and guidance program, evaluation, data analysis, follow-up studies, needs assessments, and the continued development and update of guidance-learning activities.

Community Outreach: Design activities to help counselors forge partnerships with local businesses, industries, and social service agencies on a periodic basis. This will require counselors to be knowledgeable about community resources, employment opportunities, and local labor market information.

In-service: Counselors may provide instruction for staff members in the areas covered by the affective curriculum and areas of special concern. Examples include student motivation and recognition, youth suicide, students at-risk, or parenting education.

Curriculum Development Support: This must be allocated for the ongoing review and revision of related curriculum materials.

**FOUR COMPONENTS OF A COMPREHENSIVE  
SCHOOL COUNSELING AND GUIDANCE PROGRAM**

<p><b>GUIDANCE CURRICULUM</b></p> <p>Provides guidance Content in a systematic Way to all students K-12.</p>	<p><b>INDIVIDUAL PLANNING</b></p> <p>Assists students in Planning, monitoring, and managing their Personal and career Planning.</p>	<p><b>RESPONSIVE SERVICES</b></p> <p>Addresses the Immediate concerns of Students.</p>	<p><b>SYSTEM SUPPORT</b></p> <p>Includes program, staff, And school support activities and services.</p>
<p><b>Purpose</b></p> <p>Student awareness, skill, development, and application of skills needed in everyday life.</p>	<p><b>Purpose</b></p> <p>Student educational and occupational planning, decision making, and goal setting.</p>	<p><b>Purpose</b></p> <p>Prevention and intervention.</p>	<p><b>Purpose</b></p> <p>Program delivery and support.</p>
<p><b>Areas Addressed</b></p> <p><b>Educational</b></p> <p>Motivation to achieve Decision making Goal setting Planning Problem-solving skills</p> <p><b>Career</b></p> <p>Awareness of educational opportunities Knowledge of career opportunities Knowledge of vocational and technical training</p> <p><b>Knowledge of Self and Others</b></p> <p>Self-esteem development Interpersonal effectiveness Communication skills Cross cultural effectiveness Responsible behavior</p>	<p><b>Areas Addressed</b></p> <p><b>Educational</b></p> <p>Acquisition of study skills Awareness of educational opportunities Appropriate course selection Lifelong learning Utilization of test idea</p> <p><b>Career</b></p> <p>Knowledge of career opportunities Knowledge of vocational and technical training Need for positive work habits</p> <p><b>Knowledge of Self and Others</b></p> <p>Development of healthy self-concepts Development of adaptive and adjustive social behavior</p>	<p><b>Areas Addressed</b></p> <p><b>Educational</b></p> <p>Academic concerns Physical abuse Sexual abuse Emotional abuse Grief, loss, and death Substance abuse Family issues Sexuality issues Coping with stress Relationship concerns School-related concerns: tardiness, absences, and truancy, misbehavior, school avoidance, drop-out prevention</p>	<p><b>Areas Addressed</b></p> <p><b>Educational</b></p> <p>Guidance program development Parent education Teacher and administrator consultation Staff development for educators School improvement planning Counselor professional development Research and publishing Community outreach Public relations</p>

<b>Counselor Role</b>	<b>Counselor Role</b>	<b>Counselor Role</b>	<b>Counselor Role</b>
Structured groups Consultation Guidance Curriculum implementation	Assessment Planning Placement	Individual counseling Small-group counseling Consultation Referral	Program development and management Consultation Coordination

\*Note: These lists are exemplary and not exhaustive.

## **GOALS FOR STUDENTS IN A COMPREHENSIVE COUNSELING AND GUIDANCE PROGRAM ORGANIZED BY THEE DOMAINS**

The Coosa County counseling and guidance program will ensure that all students have opportunities to acquire essential counseling and guidance competencies based upon the needs of students and modified for the progressive grade levels in accordance with the following goals.

### **KNOWLEDGE OF SELF AND OTHERS**

- Students will gain in self-awareness.
- Students will develop positive attitudes.
- Students will learn how to make healthy choices.
- Students will respect others.
- Students will gain responsibilities.
- Students will develop relationship skills.
- Students will resolve conflicts.
- Students will make effective decisions.

### **EDUCATIONAL CODES**

- Students will apply effective study skills.
- Students will set educational goals.
- Students will learn effectively.
- Students will gain test-taking skills.

### **CAREER PLANNING**

- Students will analyze skills and interests.
- Students will form a career identity.
- Students will plan for the future.
- Students will combat career stereotyping.

These competencies for students at each grade level correlate with the goals listed previously. They include examples of skills which can help counselors in planning and developing various activities within the guidance curriculum and the individual planning components of the program. The example under “Students Can” are just some of many goals and expectations which could be included. It is not required that counselors personally implement all of the competencies, but they should be aware of when and where skills are being taught so that they may coordinate with and compliment the classroom teacher’s instructional program.

### **KINDERGARTEN**

<b><u>KNOWLEDGE OF SELF AND OTHERS</u></b>	<b><u>STUDENTS CAN</u></b>
Gaining Self-Awareness	Describe their own appearances and recognize individual uniqueness
Developing Positive Attitudes	Describe people they enjoy
Making Healthy Choices	Describe ways they take care of themselves
Respecting Others	Describe ways people are different
Gaining Responsibility	Describe things they can do without help
Developing Relationship Skills	Describe their play relationships
Resolving Conflicts	Recognize how they listen to and speak with a variety of people
Making Effective Choices	Describe choices they make at school

<b><u>EDUCATIONAL GOALS</u></b>	
Applying Effective Study Skills	Describe the tools they need to do their work at school
Setting Educational Goals	Describe why school is important
Learning Effectively	Describe how they learn something
Gaining Test-Taking Skills	Describe how they try to remember important information

<b><u>CAREER PLANNING</u></b>	
Forming a Career Identity	Identify workers in various settings
Planning for the Future	Describe what they think is important
Combating Career Stereotyping	Describe work of family members
Analyzing Skills and interests	Describe what they like to do

## GRADE 1

<b><u>KNOWLEDGE OF SELF AND OTHERS</u></b>	<b><u>STUDENTS CAN</u></b>
Gaining Self-Awareness	Recognize special personal traits
Developing Positive Attitudes	Describe what attitude means
Making Healthy Choices	Describe how exercise and nutrition affect their health and performance
Respecting Others	Recognize special or unusual characteristics about others
Gaining Responsibility	Describe responsibilities they have at home
Developing Relationship Skills	Define cooperation and demonstrate this skill
Resolving Conflicts	Describe feelings they have in various situations
Making Effective Choices	Describe choices they make by themselves

<b><u>EDUCATIONAL GOALS</u></b>	
Applying Effective Study Skills	Describe how they plan to do a school assignment
Setting Educational Goals	Describe something they would like to do
Learning Effectively	Describe their favorite subjects
Gaining Test-Taking Skills	Describe a test

<b><u>CAREER PLANNING</u></b>	
Forming a Career Identity	Recognize how peers differ from themselves
Planning for the Future	Describe how they have changed since last year
Combating Career Stereotyping	Describe why work is important
Analyzing Skills and Interests	Identify skills they have

## GRADE 2

<b><u>KNOWLEDGE OF SELF AND OTHERS</u></b>	<b><u>STUDENTS CAN</u></b>
Gaining Self-Awareness	Recognize and describe happy and sad feelings
Developing Positive Attitudes	Describe what they think is positive about themselves
Making Healthy Choices	Describe how they care for their physical health
Respecting Others	Recognize commonalities and uniqueness in themselves and others
Gaining Responsibility	Recognize their abilities to perform specific tasks
Developing Relationship Skills	Describe the process of making and keeping a friend
Resolving Conflicts	Describe why listening is important
Making Effective Choices	Recognize why they are given assistance in making some choices

<b><u>EDUCATIONAL GOALS</u></b>	
Applying Effective Study Skills	Recognize some benefits of learning
Setting Educational Goals	Describe a goal
Learning Effectively	Describe types of situations that make learning easy and/or difficult
Gaining Test-Taking Skills	Describe some purposes for taking tests

<b><u>CAREER PLANNING</u></b>	
Forming a Career Identity	Distinguish which work activities in their school environment are done by specific people
Planning for the Future	Recognize what they would like to accomplish when they are three years older
Combating Career Stereotyping	Define “work” and recognize that children and adults work
Analyzing Skills and Interests	Recognize activities that interest them and those that do not

## GRADE 3

<b><u>KNOWLEDGE OF SELF AND OTHERS</u></b>	<b><u>STUDENTS CAN</u></b>
Gaining Self-Awareness	Describe themselves accurately to someone who does not know them
Developing Positive Attitudes	Discuss two skills they have
Making Healthy Choices	Describe how they deal with pressures
Respecting Others	Describe what they like about other people
Gaining Responsibility	Describe the responsibilities of adults they know
Developing Relationship Skills	Recognize how their actions affect others
Resolving Conflicts	Recognize differing ways they talk with friends and acquaintances
Making Effective Choices	

<b><u>EDUCATIONAL GOALS</u></b>	
Applying Effective Study Skills	Realize that effective note taking can help them learn
Setting Educational Goals	Describe the difference between a short- and long-term goal
Learning Effectively	Describe how they know they have learned something
Gaining Test-Taking Skills	Explain how practicing memory skills can help them remember facts for a test

<b><u>CAREER PLANNING</u></b>	
Forming a Career Identity	Recognize why people choose certain work activities and that choices may change
Planning for the Future	Define "future"
Combating Career Stereotyping	Recognize that people have many life roles and describe various roles people play
Analyzing Skills and Interests	Realize that people are influenced by interests and abilities

## GRADE 4

<b><u>KNOWLEDGE OF SELF AND OTHERS</u></b>	<b><u>STUDENTS CAN</u></b>
Gaining Self-Awareness	Analyze how characteristics and traits develop
Developing Positive Attitudes	Recognize that they are important to themselves and others
Making Healthy Choices	Describe ways to keep themselves healthy
Respecting Others	Describe and appreciate differences in others in terms of interests, aptitudes, abilities, and achievements
Gaining Responsibility	Describe their responsibilities as students
Developing Relationship Skills	Evaluate how what a person says affects others' actions and how what others say affects their own actions
Resolving Conflicts	Describe methods that lead to cooperation with children and adults
Making Effective Choices	Describe why they may want to change a choice and recognize when it is or is not possible to change

<b><u>EDUCATIONAL GOAL</u></b>	
Applying Effective Study Skills	Describe why listening is important in learning
Setting Educational Goals	Set short-term educational goals
Learning Effectively	Recognize that people learn in different ways
Gaining Test-Taking Skills	Describe things they can learn about themselves from taking a test

<b><u>CAREER PLANNING</u></b>	
Forming a Career Identity	Discuss the changing nature of work for women and men
Planning for the Future	Discuss what their lives may be like in the future
Combating Career Stereotyping	Define "stereotypes" and indicate how stereotypes affect them
Analyzing Skills and Interests	Recognize different methods of evaluating "progress"

## **GRADE 5**

<b><u>KNOWLEDGE OF SELF AND OTHERS</u></b>	<b><u>STUDENTS CAN</u></b>
Gaining Self-Awareness	Specify personal characteristics they believe are important
Developing Positive Attitudes	Define positive beliefs and describe their own
Making Healthy Choices	Determine situations that produce unhappy, angry, or anxious feelings and describe how they deal with those feelings
Respecting Others	Specify personal characteristics they like in others
Gaining Responsibility	Describe ways to express feelings in an acceptable manner
Developing Relationship Skills	Recognize cultural differences and describe ways to accept these differences
Resolving Conflicts	Evaluate ways others listen and express thoughts and feelings to them
Making Effective Choices	Apply a choice-making process

<b><u>EDUCATIONAL GOAL</u></b>	
Applying Effective Study Skills	Recognize the importance of completing assignments
Setting Educational Goals	Describe the benefits of learning, both in and out of school
Learning Effectively	Recognize differences in the way they study for different subjects, settings, and objectives
Gaining Test-Taking Skills	Describe how they prepare for tests

<b><u>CAREER PLANNING</u></b>	
Forming a Career Identity	Define change and define what influences it
Planning for the Future	Discuss the career planning process and resources
Combating Career Stereotyping	Describe stereotypes that are associated with certain jobs
Analyzing Skills and Interests	Relate skills and hobbies to career choices

## GRADE 6

<u>KNOWLEDGE OF SELF AND OTHERS</u>	<u>STUDENTS CAN</u>
Gaining Self-Awareness	Analyze how abilities change and how they can be expanded
Developing Positive Attitudes	Analyze how their attitudes influence what they do
Making Healthy Choices	Understand what “pressure” means and describe methods for handling pressure
Respecting Others	Recognize differences in others and evaluate their own effect on others
Gaining Responsibility	Describe how their responsibilities have changed since childhood
Developing Relationship Skills	Apply problem-solving skills to conflict situations
Resolving Conflicts	Use appropriate nonverbal communication
Making Effective Choices	Recognize how school choices influence them

<u>EDUCATIONAL GOAL</u>	
Applying Effective Study Skills	Learn how to assert themselves by asking questions
Setting Educational Goals	Evaluate how their parents’ goals influence them
Learning Effectively	Describe how to design study areas at home
Gaining Test-Taking Skills	Review memory skills to improve their recall of information

<u>CAREER PLANNING</u>	
Forming a Career Identity	Discuss how their parents’ work influences their lives
Planning for the Future	Discuss the career planning process and career resources
Combating Career Stereotyping	Predict how stereotypes might affect their career choices
Analyzing Skills and Interests	Analyze the relationship between interests and abilities

## GRADE 7

<u>KNOWLEDGE OF SELF AND OTHERS</u>	<u>STUDENTS CAN</u>
Gaining Self-Awareness	Compare their characteristics and abilities with those of others, and identify their strengths
Developing Positive Attitudes	Discuss ways to organize their time and use personal strengths
Making Healthy Choices	Distinguish between substances helpful and harmful to physical health
Respecting Others	Compare their personalities with others and identify their unique traits
Gaining Responsibility	Discuss the responsibilities of students in the school and in the community environment
Developing Relationship Skills	Analyze the pressure they feel from peers
Resolving Conflicts	Evaluate how listening and communicating effectively helps to solve problems
Making Effective Choices	Provide examples of how past choices have affected present actions

<u>EDUCATIONAL GOAL</u>	
Applying Effective Study Skills	Develop a plan for monitoring study time
Setting Educational Goals	Describe what motivates them to perform well
Learning Effectively	Describe ways in which people learn
Gaining Test-Taking Skills	Describe ways to study for different types of tests

<u>CAREER PLANNING</u>	
Forming a Career Identity	Explain how needs can be met in work and in leisure
Planning for the Future	Predict ways in which some present careers may be different in the future
Combating Career Stereotyping	Describe occupations that are stereotyped and analyze how these stereotypes are reinforced
Analyzing Skills and Interests	Analyze various methods of monitoring their progress toward a goal

## GRADE 8

<u>KNOWLEDGE OF SELF AND OTHERS</u>	<u>STUDENTS CAN</u>
Gaining Self-Awareness	Discuss the meaning of self-concept
Developing Positive Attitudes	Predict their actions and reactions in a variety of settings
Making Healthy Choices	Practice dealing with pressure to use drugs, alcohol, and other harmful substances
Respecting Others	Describe positive qualities of people that are culturally different from themselves
Gaining Responsibility	Evaluate how responsibility helps them manage their lives
Developing Relationship Skills	Analyze effective family relationships, their importance, and how these relationships are formed
Resolving Conflicts	Analyze how conflict-resolution skills improve relationships with others
Making Effective Choices	Demonstrate how gaining more information increases their alternatives

<u>EDUCATIONAL GOAL</u>	
Applying Effective Study Skills balance activities	Evaluate the importance of maintaining a between study time and extra-curricular
Setting Educational Goals	Develop a tentative four-year education plan and portfolio of study based on current legislative and other graduation requirements from high school (to be reviewed each year)
Learning Effectively	Identify learning styles used both in and out of the school environment
Gaining Test-Taking Skills	Develop skills needed to predict test questions

<u>CAREER PLANNING</u>	
Forming a Career Identity	Analyze how stereotypes are affecting their career identities
Planning for the Future	Locate, analyze, and use career information
Combating Career Stereotyping	Evaluate the ways in which certain groups (men, women, minorities) are stereotyped in the work force
Analyzing Skills and Interests	Describe their present skills and predict their future skills

## GRADE 9

<u>KNOWLEDGE OF SELF AND OTHERS</u>	<u>STUDENTS CAN</u>
Gaining Self-Awareness	Recognize their unique characteristics and abilities
Developing Positive Attitudes	Describe and prioritize what is important to them
Making Healthy Choices	Demonstrate assertive skills useful in pressure situations
Respecting Others	Recognize qualities of people who are culturally different
Gaining Responsibility	Analyze ways to take responsibility for themselves
Developing Relationship Skills	Identify own biases and stereotypes that interfere with establishing effective relationships
Resolving Conflicts improve	Analyze how conflict-resolution skills contribute toward work within a group
Making Effective Choices	Analyze the importance of generating alternatives and assessing the consequences of each before making a choice

<u>EDUCATIONAL GOAL</u>	
Applying Effective Study Skills	Evaluate their study habits and plan for changes, if needed
Setting Educational Goals	Identify and utilize community resources that enable them to reach educational goals. Revise the four-year education plan and portfolio of study based on current legislative and other graduation requirements from high school
Learning Effectively	Learn strategies for adjusting to learning styles
Gaining Test-Taking Skills	Analyze test results and plan for improvement

<u>CAREER PLANNING</u>	
Forming a Career Identity	Describe how priorities and needs influence career choice
Planning for the Future	Analyze how choices made now will affect their lives in the future
Combating Career Stereotyping	Discuss nontraditional careers and explore at least one
Analyzing Skills and Interests	Describe their present skills, abilities, interests, and aptitudes

## GRADE 10

### KNOWLEDGE OF SELF AND OTHERS

Gaining Self-Awareness

Analyze how they can control and direct their feelings

Developing Positive Attitudes

Describe choices they have made that were based on their attitudes

Making Healthy Choices

Identify resources that will assist them with personal concerns

Respecting Others

Describe how prejudices are formed and examine their consequences

Gaining Responsibility

Show how they manage their time effectively

Developing Relationship Skills

Describe situations at school and at home where their behaviors affect other people's behavior toward them

Resolving Conflicts

Identify situations in which they need to control their anger

Making Effective Choices

Distinguish between alternatives that involve varying degrees of risk

### EDUCATIONAL GOAL

Applying Effective Study Skills

Evaluate how effective study skills can contribute to effective work habits in the future

Setting Educational Goals

Analyze the relationship between educational achievement and career planning. Revise the four-year education plan and portfolio of study based on current legislative and other graduation requirements from high school

Learning Effectively

Recognize how time and circumstances can cause educational goals to change

Gaining Test-Taking Skills

Evaluate reasons why they may not do well on tests

### CAREER PLANNING

Forming a Career Identity

Review their educational plan and set educational and career goals based on self-assessment and career exploration

Planning for the Future

Evaluate the need for flexibility in their roles and in their choices

Combating Career Stereotyping

Analyze the validity of their own stereotypes

Analyzing Skills and Interests

Assess their ability to achieve past goals and integrate this knowledge into future planning

## GRADE 11

<u>KNOWLEDGE OF SELF AND OTHERS</u>	<u>STUDENTS CAN</u>
Gaining Self-Awareness	Specify characteristics and abilities they appreciate most in themselves and others
Developing Positive Attitudes	Generate ways to develop more positive attitudes
Making Healthy Choices	Evaluate the effects their leisure time activities have on their health
Respecting Others	Describe strategies for overcoming biases and prejudices toward others
Gaining Responsibility	Assess how avoiding responsibility hinders their ability to manage their environment effectively
Developing Relationship Skills	Assess their current social and family relationships and evaluate their effectiveness
Resolving Conflicts	Discuss the value of applying problem solving methods in conflicting situations
Making Effective Choices	Identify choices they have made and analyze how those choices will affect their future decisions

<u>EDUCATIONAL GOAL</u>	
Applying Effective Study Skills	Review relationship between time spent on studying and student success
Setting Educational Goals	Collect postsecondary educational information. Revise the four-year education plan and portfolio of study based on current legislative and other graduation requirements from high school
Learning Effectively	Contact postsecondary institutions for visits
Gaining Test-Taking Skills	Prepare for local postsecondary and/or national college entrance exams

<u>CAREER PLANNING</u>	
Forming a Career Identity	Evaluate the importance of setting realistic career goals and striving toward them
Planning for the Future	Describe skills necessary to seek, obtain, maintain, and change jobs
Combating Career Stereotyping	Discuss some role conflicts they may experience as adults
Analyzing Skills and Interests	Evaluate the importance of having laws to protect workers from discrimination

## GRADE 12

<u>KNOWLEDGE OF SELF AND OTHERS</u>	<u>STUDENTS CAN</u>
Gaining Self-Awareness	Appreciate their uniqueness
Developing Positive Attitudes	Evaluate how their attitudes affect their lives
Making Healthy Choices	Analyze the personal skills that have contributed to their physical and mental health
Respecting Others	Demonstrate appreciation and respect for cultural differences
Gaining Responsibility	Assess how taking responsibility enhances their lives
Developing Relationship Skills	Develop an understanding of the value of maintaining effective relationships
Resolving Conflicts	Evaluate their current communication and conflict-resolution skills and plan how to improve them
Making Effective Choices	Evaluate their present ability to generate alternatives, gather information, and evaluate consequences of the choices they make

<u>EDUCATIONAL GOAL</u>	
Applying Effective Study Skills	Recognize that learning is a lifetime process
Setting Educational Goals	Evaluate their future educational goals
Learning Effectively	Plan for the transition into postsecondary education and training
Gaining Test-Taking Skills	Evaluate the discrepancies between goals and test performance

<u>CAREER PLANNING</u>	
Forming a Career Identity	Review their career goals
Planning for the Future	Demonstrate skills for locating, evaluating, and interpreting career information
Combating Career Stereotyping	Learn strategies for dealing with discrimination and sexual harassment
Analyzing Skills and Interests	Conduct an assessment of their current skills, abilities, and career prospects

## **COUNSELORS' RESPONSIBILITIES**

Coosa County 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 should 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 Standards for Comprehensive School Counseling and Guidance Programs in Alabama.

### **MINIMUM STANDARDS FOR SCHOOL COUNSELING AND GUIDANCE PROGRAMS IN COOSA COUNTY**

#### **Organizational Framework, Activities, and Time**

1. Each school must implement a comprehensive counseling and guidance program that:
  - a. Ensures that each counselor develops and follows a planned calendar of activities.
  - b. Ensures that 100% of each counselor's time is spent in providing guidance services through the four program components: guidance curriculum, individual planning, responsive services, and system support.
  - c. Ensures that each counselor participates annually in a planned professional development program designed to strengthen identified needs of the guidance program and/or the counselor as well as to foster ethical standards.
2. Each school must provide 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 school counseling and guidance program.
3. Each school should make provisions for new counselors in Alabama's schools to attend the Department's Counselor Academy as well as encourage the attendance of **all** counselors.
4. Each school must establish a counseling and guidance advisory council to assist the system with the development and implementation of the Comprehensive Counseling and Guidance Program. Each school must establish a local counseling and guidance advisory committee.

## **Competencies**

5. Each school must implement a comprehensive counseling and guidance program that ensures that every student achieves the minimum counseling competencies at each appropriate grade level.

## **Structural Components**

6. Coosa County Schools shall provide for all students' counseling and guidance services from certified school counselors in Grades K-12 at a ratio designated for the type of school by the Southern Association of Colleges and Schools.
7. Coosa County Schools will implement a comprehensive counseling and guidance program and ensure that a person is appointed at the system level to coordinate and monitor the delivery of counseling and guidance services to all students.

## **Guidance Curriculum**

8. Coosa County Schools will implement a comprehensive counseling and guidance program that:
  - a. Ensures that each counselor engages in counseling with students in small groups that influence responsible behavior and enhance academic achievement.
  - b. Ensures that each counselor implements a planned sequential program of large group guidance activities designed to teach the sixteen identified student competencies in knowledge of self and others, setting educational goals, and career planning in a fashion that enhances the instructional program.

## **Individual Planning**

9. Coosa County Schools will implement a comprehensive counseling and guidance program that:
  - a. Ensures that each counselor engages in counseling with students in individual settings that facilitate responsible behavior and enhance academic achievement.
  - b. Ensures that each counselor for Grades 8-12 guides students in the development and annual revision of a four-year educational/career plan and have students maintain a portfolio of study based on legislative and other graduation requirements. The selection of the educational plan shall be approved in writing by the parents or guardians.

## **Responsive Services**

10. Each school system must implement a comprehensive counseling and guidance program that 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.
11. Each counselor assists in the early identification of students at-risk of school failure and should facilitate the delivery of preventive and interventive services.
12. Each counselor consults with students, parents, teachers, other educators (i.e., nurses, attendance officers, school psychologists, school social workers), and community agencies regarding strategies to help students achieve personal and academic advancement.

## **System Support**

13. Each school system must implement 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; conducts systematic evaluations and follow-up studies to determine the need for program revision; and promotes awareness of the program components to students, staff, and the community.
  - b. Ensures that each counselor coordinates guidance services with all aspects of the school program in conjunction with other school staff and community resources.

## **Resources**

14. Each school must provide facilities that are easily accessible and allow for implementation of a comprehensive counseling and guidance program. The following are the minimum facility requirements for delivery of counseling and guidance services:
  - a. A private office properly equipped with locked files for counseling records and a private telephone line.
  - b. Access to facilities adequate in size for conducting small group counseling and classroom guidance activities.
  - c. Adequate space for a reception area and for organizing and displaying guidance materials.

15. Each school system must provide resource materials that will be adequate and relevant to the program, appropriate for the community, and of sufficient quantity to be useful.
16. Local school system counseling and guidance programs shall be reviewed periodically at a maximum of quinquennially by State Department of Education staff to determine compliance with these standards. Plans for improvement designed to remove deficiencies noted in the review will be developed and implemented by local school systems.

## **JOB DESCRIPTION COUNSELING COORDINATOR**

**Position:** Coordinator of Counseling and Guidance

**Primary Function:** To coordinate efforts in the local school system for the delivery of a comprehensive counseling and guidance program to all students.

**Major Job Responsibilities:**

- Develops a system plan to include goals, objectives, and activities consistent with the state model for program implementation and evaluation.
- Formulates goals consistent with local boards of education philosophy and policies.
- Provides leadership in developing appropriate comprehensive counseling and guidance program activities.
- Submits local system plan to the State Department of Education for recommendations.
- Coordinates, monitors, and evaluates activities of a comprehensive program as a part of the total school program.
- Assists principals in annual counselor evaluations.
- Collects data which include program objectives and activities for an annual report to be submitted to the superintendent and local board of education.
- Serves as consultant to principals and counselors in the areas of psychological services for individual students with unusual problems that appear to be beyond the scope of the local staff.
- Serves as liaison between local schools and community agencies.
- Plans and administers in-service training program for counselors and facilitates continuous program development and improvement.
- Serves as a representative of counselors on various committees/boards.
- Participates in the interview process and recommends personnel for counseling and guidance.
- Develops a plan and procedures for assignment of school counselors.
- Develops a consistent perception and common understanding of counseling and guidance functions and the role of the school counselor.
- Submits an annual budget to the local superintendent.

- Interprets to local schools the objectives of the system's comprehensive counseling and guidance program and the procedures for utilizing guidance services.
- Establishes a systematic approach for making the counseling and guidance program visible at all levels.
- Develops a resource file containing the names of individuals and agencies that may provide support for counseling and guidance programs.
- Makes provision for a system-wide counseling and guidance communications network.

## **JOB DESCRIPTION HIGH SCHOOL COUNSELOR**

**Position:** High School Counselor

**Primary Function:** As a member of the system's counseling and guidance staff, the high school counselor provides a comprehensive counseling and guidance program for high school students; consults and collaborates with teachers, parents, and staff to enhance their effectiveness in helping students; and provides support to the high school educational programs.

### **Major Job Responsibilities:**

- Implement the high school counseling and guidance program curriculum.
- Guide and counsel groups and individual students through the development of educational and career plans.
- Consult with small groups and individual students.
- Consult and collaborate with teachers, staff, and parents in understanding and meeting the needs of students.
- Refer students with problems and their parents to appropriate specialists, special programs, or outside agencies.
- Participate in activities which contribute to the effective operation of the school.
- Plan, evaluate, and revise the counseling and guidance program.
- Pursue professional growth.

### **Illustrative Key Duties:**

1. **Implement the high school counseling and guidance program curriculum:** Conduct counseling learning activities in the classroom for each grade level during the year in collaboration with the teaching staff; consult with and be a resource to teachers to facilitate the infusion of counseling content into the regular education curriculum.
2. **Guide and counsel groups and individual students through the development of educational and career plans:** Collaborate with middle school personnel to assist students in making a smooth transition to high school; provide orientation activities for incoming students and their parents; inform students and parents of tests results and their implications for educational and career planning; guide students in updating their "High School Four-Year Plans;" plan and coordinate the registration of students; guide seniors to help them develop and implement appropriate steps regarding their post-high school educational and/or career plans;

coordinate career assessments and interpret results to students to assist in their career plans; coordinate career assessments and interpret results to students to assist in their career and educational planning; guide all students to develop career/educational plans through the reaching and/or supervision of career development activities; provide for the systematic and efficient dissemination of current, accurate information needed by students and/or parents as they develop their educational or career plans; provide individual assistance to students regarding personal, social, educational, and career issues and plans.

3. **Counsel with small groups and individual students:** Conduct structured, goal-oriented counseling sessions to meet the identified needs of individuals and groups of students.
4. **Consult and collaborate with teachers, staff, and parents in understanding and meeting the needs of students:** Participate in staffing and team meetings; plan and conduct staff development programs and activities; facilitate conferences with teachers and/or parents and/or students; plan and conduct parent education programs; assist families with school-related problems and issues; write articles for newsletters and other publications.
5. **Refer students with problems and their parents to appropriate specialists, special programs, or outside agencies:** Consult and collaborate with school system specialists such as school psychologists, social workers, and nurses; consult with and refer to community-based resources including psychologists, psychiatrists, physicians, service agencies, and others.
6. **Participate in activities which contribute to the effective operation of the school:** Cooperate and collaborate with other professionals in enhancing the education of students; establish and maintain effective relationships with instructional departments and administrators; cooperate with other school personnel in placing students with special needs in appropriate programs; interpret group test results to faculty and administration for use in enhancing instruction; communicate with administrators, teachers, staff, students, parents, and the community regarding the counseling and guidance program and its role in the educational program; participate in the implementation of the school system assessment program.
7. **Plan, evaluate, and revise the counseling and guidance program:** Review the counseling and guidance program annually with the guidance department staff and guidance program advisory committee; communicate regularly with other counseling staff to establish and maintain a sequential comprehensive counseling and guidance program; identify student needs periodically and use the results for program planning; establish a planning calendar for counseling and guidance program activities; evaluate the counseling and guidance program.

8. **Pursue professional growth:** Attend local, state, and national staff development programs, join professional counseling and guidance associations, attend local, state, and national workshops and conferences sponsored by professional organizations; read professional journals; complete post-graduate courses.

**JOB DESCRIPTION:  
MIDDLE/JUNIOR HIGH SCHOOL COUNSELOR**

**Position:** Middle/Junior High School Counselor

**Primary Function:** As a member of the school system's counseling and guidance staff, the middle/junior high school counselor provides a comprehensive counseling and guidance program for middle/junior high school students; consults and collaborates with teachers; parents, and staff to enhance their effectiveness in helping students; and provides support to other middle school educational programs.

**Major Job Responsibilities:**

- Implement the middle/junior high school comprehensive counseling and guidance program curriculum.
- Guide and counsel groups and individual students through the development of personal, social, educational, and career plans.
- Counsel small groups and individual students.
- Consult and collaborate with teachers, staff, and parents in understanding and meeting the needs of students.
- Refer students with problems and their parents to appropriate specialists, special programs, or outside agencies.
- Participate in activities which contribute to the effective operation of the school.
- Plan, evaluate, and revise the counseling and guidance program.
- Pursue professional growth.

**Illustrative Key Duties:**

1. **Implement the middle/junior high school comprehensive counseling and guidance program curriculum:** Conduct guidance learning activities in the classroom in collaboration with the teaching staff; consult with and be a resource to teachers. Take a leadership role in seeing the infusion of counseling and guidance content into the regular education curriculum.
2. **Guide and counsel groups and individual students through the development of personal, social, educational, and career plans:** Collaborate with elementary and high school personnel to assist students in making a smooth transition from elementary school to high school' provide orientation activities for incoming students and their parents; guide eighth graders in the development of their "High

School Four-Year Plans;” inform students and parents of tests results and their implications for educational and career planning; coordinate career interest assessment and interpretation of results; coordinate registration and enrollment of middle school students; coordinate the implementation of personal, social, educational, and career learning activities; provide individual assistance to students regarding personal, social, educational, and career issues.

3. **Counsel small groups and individual students:** Conduct structured, goal-oriented counseling sessions to meet the identified needs of individuals and groups of students.
4. **Consult and collaborate with teachers, staff, and parents in understanding and meeting the needs of students:** Participate in staffing and team meetings; plan and conduct staff development programs and activities; facilitate conferences with teachers and/or parents and/or students; plan and conduct parent education programs; assist families with school-related problems and issues; write articles for newsletters and other publications.
5. **Refer students with problems and their parents to appropriate specialists, special programs, or outside agencies:** Consult and collaborate with school system specialists such as school psychologists, social workers, and nurses; consult with and refer to community-based resources including psychologists, psychiatrists, physicians, service agencies, and others.
6. **Participate in activities which contribute to the effective operation of the school:** Cooperate and collaborate with other professionals in enhancing the education of students; establish and maintain effective relationships with instructional departments and administrators; cooperate with other school personnel in placing students with special needs in appropriate programs; interpret group test results to faculty and administration for use in enhancing instruction; communicate with administrators, teachers, staff, students, parents, and the community regarding the counseling and guidance program and its role in the educational program; participate in the implementation of the school system assessment program.
7. **Plan, evaluate, and revise the counseling and guidance program:** Review the counseling and guidance program annually with the guidance department staff and guidance program advisory committee; communicate regularly with other counseling staff to establish and maintain a sequential comprehensive counseling and guidance program; identify student needs periodically and use the results for program planning; establish a planning calendar for counseling and guidance program activities; evaluate the counseling and guidance program.

8. **Pursue professional growth:** Attend local, state, and national staff development programs, join professional counseling and guidance associations, attend local, state, and national workshops and conferences sponsored by professional organizations; read professional journals; complete post-graduate courses.

**JOB DESCRIPTION:  
ELEMENTARY SCHOOL COUNSELOR**

**Position:** Elementary School Counselor

**Primary Function:** As a member of the system's counseling and guidance staff, the high school counselor provides a comprehensive counseling and guidance program for high school students; consults and collaborates with teachers, parents, and staff to enhance their effectiveness in helping students; and provides support to the high school educational programs.

**Major Job Responsibilities:**

- Implement the elementary school comprehensive counseling and guidance program curriculum.
- Guide and counsel groups and individual students through the development of personal, social, educational, and career plans.
- Counsel small groups and individual students.
- Consult and collaborate with teachers, staff, and parents in understanding and meeting the needs of students.
- Refer students with problems and their parents to appropriate specialists, special programs, or outside agencies.
- Participate in activities which contribute to the effective operation of the school.
- Plan, evaluate, and revise the counseling and guidance program.
- Pursue professional growth.

**Illustrative Key Duties:**

1. **Implement the elementary school comprehensive counseling and guidance program curriculum:** Conduct guidance learning activities in the classroom in collaboration with the teaching staff; consult with and be a resource to teachers. Take a leadership role in seeing the infusion of counseling and guidance content into the regular education curriculum.
2. **Guide and counsel groups and individual students through the development of personal, social, educational, and career plans:** Collaborate with middle school personnel to assist students in making a smooth transition from elementary school to middle school; provide orientation activities for incoming students and their parents; inform students and parents of tests results and their implications for

educational planning; provide resources and coordinate the implementation of personal, social, education, and career learning activities; provide individual assistance to students regarding personal, social, educational, and career issues.

3. **Counsel with small groups and individual students:** Conduct structured, goal-oriented counseling sessions to meet the identified needs of individuals and groups of students.
4. **Consult and collaborate with teachers, staff, and parents in understanding and meeting the needs of students:** Participate in staffing and team meetings; plan and conduct staff development programs and activities; facilitate conferences with teachers and/or parents and/or students; plan and conduct parent education programs; assist families with school-related problems and issues; write articles for newsletters and other publications.
5. **Refer students with problems and their parents to appropriate specialists, special programs, or outside agencies:** Consult and collaborate with school system specialists such as school psychologists, social workers, and nurses; consult with and refer to community-based resources including psychologists, psychiatrists, physicians, service agencies, and others.
6. **Participate in activities which contribute to the effective operation of the school:** Cooperate and collaborate with other professionals in enhancing the education of students; establish and maintain effective relationships with instructional departments and administrators; cooperate with other school personnel in placing students with special needs in appropriate programs; interpret group test results to faculty and administration for use in enhancing instruction; communicate with administrators, teachers, staff, students, parents, and the community regarding the counseling and guidance program and its role in the educational program; participate in the implementation of the school system assessment program.
7. **Plan, evaluate, and revise the counseling and guidance program:** Review the counseling and guidance program annually with the guidance department staff and guidance program advisory committee; communicate regularly with other counseling staff to establish and maintain a sequential comprehensive counseling and guidance program; identify student needs periodically and use the results for program planning; establish a planning calendar for counseling and guidance program activities; evaluate the counseling and guidance program.
8. **Pursue professional growth:** Attend local, state, and national staff development programs, join professional counseling and guidance associations, attend local, state, and national workshops and conferences sponsored by professional organizations; read professional journals; complete post-graduate courses.

## **COUNSELOR'S ROLE IN TECH/PREP**

Tech/Prep is an innovative education program designed to prepare today's youth for tomorrow's work force in technology. Tech/Prep is an investment in the future of students and in the economic development of the community. It is a dropout prevention program; a career education program; a curriculum enhancement initiative; and a program to strengthen ties between schools, business, community, and higher education. The result of the program is the students being better prepared for entry into the technological work force, advanced student at the college level, and life-long learning.

Career guidance is an important function of the entire counseling and guidance program. All students college-bound or not, benefit from a program of strong applied academics and realistic knowledge about career opportunities. Tech/Prep provides a framework for viable alternative career paths beyond the traditional general or college-prep tracks. Tech/Prep required that students plan and execute a sequence of courses, both academic and career, that will prepare them for the future. Such planning is essential for all well-prepared students.

Without question, counselors are one of the keys to Tech/Prep's success. The counselor is the liaison between the school, student, and parent. They are also the people most frequently involved in assisting students to develop long-range educational and career plans. Counselors facilitate the students' journey through self-awareness and career development, Grades K-12. Tech/Prep foundations are initially laid in elementary school with developmentally appropriate activities about the world of work.

Counselors need to be aware of the increased opportunities Tech/Prep and school-career interests can provide. Recruiting students, coordinating placement, conferring with parents and teachers, conducting career guidance activities, evaluating, and following up may all be components of an on-going counseling and guidance program embedded into a Tech/Prep plan.

As we approach the twenty-first century, we will become increasingly more involved in training students to enter the work force. Skills needed for future workers are quite different from those needed today. Through school-to-career initiatives, counselors will assist students to be better prepared to meet the needs of an ever-changing world.

## **COUNSELOR'S ROLE IN PARENTING EDUCATION**

Children do not come equipped with instruction manuals. Most parenting skills are learned through trial and error. Elementary schools effectively help children through developmental stages and learning processes when they support and seek involvement through facilitating school problems that offer assistance to parents and guardians. Because children today face increasingly difficult challenges and pressures, parenting has become an uncertain and complex adventure. Programs to assist and support parents in the parenting process are important parts of school counseling services. In addition to

PTA/PTO presentations and sending communications home, schools can take an active role in this process by offering parent education opportunities.

One of the ways to aid parents in developing more effective parenting skills is a series of programs about physical and emotional development essential for learning. Communication and behavior management strategies are usually included as part of the area of parent education. Community professionals (pediatricians, counselors/psychologists who work with children and human resources workers) can be utilized as facilitators on panel discussions.

Parent education programs use different formats and structures depending on the nature of the group, the expertise of the group leader, the leader's style, and the particular types of groups. When organizing and presenting parent education programs, these are two approaches from which to choose: Discussion Groups or Instructional Programs.

Discussion Groups are facilitated by counselors who are trained in group processes and are comfortable leading parent groups in discussions about topics of mutual interest and concern. These groups are successful when group members feel comfortable with each other. Instructional Programs may be either designed on your own or purchased commercially. An instructional program is identified by the structured format of goals, objectives, and activities incorporated into the learning process. When parents do not know other members of the group or if the range of topics is too diverse, the instructional approach might be considered for the parent education program.

## **COUNSELOR'S ROLE IN SPECIAL EDUCATION**

Special Education is an issue that must be addressed directly when the counselor's job description is defined. The ultimate responsibility of the counselor is to meet the guidance needs of all students. Some examples of counselor activities that include all students are listed below:

- Conducting classroom guidance activities
- Conducting small-group and individual guidance and counseling activities.
- Consulting with parents and teachers.
- Referring to community resources at appropriate junctures.
- Conducting in-service training on relevant topics.
- Participating as a member of a diagnostic team when counseling skills are required.

Involvement with students with disabilities beyond the scope of the comprehensive counseling and guidance program will keep counselors from fulfilling their job descriptions. It should be kept in mind that counselors are charged with the responsibility of carrying out a system or school program. Therefore, counselors should not:

1. Become the coordinator of the IEP process.
2. Become immersed in writing IEPs for students with disabilities.
3. Become solely responsible for parent contacts and conference scheduling.

Students with disabilities have a right to a well-planned and thoughtfully executed guidance program just as students in the regular program. Counselors have an ethical obligation to provide these professional services on an equitable basis. Allowing the demands of students with disabilities to consume amounts of time that detract from the program for all students is not an acceptable or an ethical guidance practice.

The development and implementation of a comprehensive counseling and guidance program includes career guidance and counseling which can facilitate the transition from school to post-school employment or further training. The transition from school involves a variety of choices, services, and experiences. Through planned activities and programs, this process can be made more realistic and successful for students with disabilities.

Through the cooperative effort of special education teachers, regular and career/technical education teachers, counselors, and support personnel, students with disabilities can be provided with a solid foundation which will enhance personal, educational, and vocational development. The goal is to provide programs that help students achieve their potential.

### **COUNSELOR'S ROLE IN DISCIPLINE**

Counselors do not deal directly with discipline, but rather approach discipline from a preventative perspective. Ideally, discipline problems are identified, discussed, and resolved before they significantly disrupt the classroom and the educational process. Early behavioral intervention is a legitimate activity for counselors, especially in view of the increasing reports of disciplinary problems and disruptive behavior that interferes with learning.

Consultation is one of the key intervention strategies employed by the counselor to create positive change and facilitate the growth and development of the students served. The counselor acts as an arbitrator between teachers and students regarding problem situations and relationships in classrooms. A systematic process is utilized which includes meeting with the teacher and with the students individually and together to monitor progress and evaluate outcomes.

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

Specific group guidance sessions employed by the counselor can assist students in their total school adjustment and thus reduce classroom problems. Special small-group counseling sessions are scheduled on a need basis for assisting students who exhibit aggressive behavior.

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

- Orientation sessions are conducted at all grade levels to acquaint students with the discipline policy. The positive aspects and rewards of acceptable practices in attendance, classroom behavior, and social relationships both inside and outside the school environment are emphasized.
- Group guidance sessions are held which stress responsible behavior and coping skills.
- Individual sessions are scheduled on the basis of a referral or request from parents, teachers, or administrators. Minor first-time behavior problems may be referred to the counselor for assistance and follow-up.
- Follow-up activities with a student returning from a suspension are conducted when requested by the school administrators.
- Teachers are in-serviced on appropriate referral procedures and provided with necessary forms.
- Outside referrals are initiated through the principal when appropriate.
- Conferences with parents, teachers, and administrators are scheduled when appropriate.