**Palmer Pillans Middle School**

**Comprehensive Guidance & Counseling Program**

**2020-2021**

Pillans Middle School Comprehensive Counseling and Guidance Program is delivered by certified professional school counselors, Brittany Mistich and Darnesha Lewis. This comprehensive program seeks to create a setting where resources are directed toward people, places, programs, processes, and policies that are inviting. The Pillans Middle School Comprehensive Counseling and Guidance Program creates a positive climate and environment for learning that is collaboratively and intentionally nurtured. Its presence can be felt in every aspect of the school setting. This work is ongoing and infinite throughout each academic year.

As members of the Mobile County Public School System’s counseling and guidance staff, we provide a comprehensive counseling and guidance program for middle school students, consult and collaborate with teachers, parents, and staff to enhance effectiveness in helping students, and provide support to other middle school educational programs that is based on the Alabama Comprehensive Counseling and Guidance State Model for Alabama Public Schools, which provides a revised structure for outcome-based school counseling and guidance programs that is aligned with the ASCA National Model.

 

## \* Foundation Components

**Palmer Pillans Middle School Counseling Program**

**Mission Statement**

The mission of the Palmer Pillans Middle School Counseling Program is to provide a safe and nurturing learning environment and for all students to engage in a comprehensive developmentally age-appropriate counseling services, which is equally accessible regardless of race, religion, and economic status in order to promote student achievement for all. Students will be encouraged to pursue their academic, social-emotional and career-driven achievements. Students will focus on becoming effective, passionate, and respectful members of their community. Professional school counselors of Palmer Pillans Middle School will work together with administrators, teachers, parents, and community stakeholders to promote overall achievement for all students, as students are challenged to excel academically and social-emotionally as 21st century graduates.

**Palmer Pillans Middle School Counseling Program**

**Vision Statement**

The vision of Palmer Pillans Middle School Counseling Program is that students are reaching their full academic, career, and social/emotional potential as productive citizens. Our students are college and career ready for the 21st century to meet the challenges of an ever-changing workforce. Our students possess self-discipline, responsibility, and motivation and are independent problem solvers, critical thinkers, and responsible leaders of tomorrow. Our students are contributing to the community by embracing cultural diversity of themselves and others by making the world a better place through their leadership qualities.

**Palmer Pillans Middle School Counseling Program Beliefs**

## Every student is entitled a safe learning environment

## Every student is capable of learning and receiving a quality education that meets individual needs

## Every student deserves the support of their school and community to ensure overall success

## Every student deserves an effective comprehensive school counseling program that enhances academic, career and social/emotional growth

## \* Structural Components of the Program

## School Counseling Facilities – The Pillans Middle School Guidance and Counseling Department in located in the Counseling Suite of Pillans Middle School. Within the counseling suite are two school counseling offices and two resource offices. Each school counselor has their own office in which individual student planning and individual counseling services are provided. Small group counseling is provided within the counseling suite, classroom or computer labs. Whole group counseling and lessons are provided in classrooms and/or computer labs.

## Advisory Council – Pillans Middle School Comprehensive Guidance and Counseling Program is advised twice a year (once a semester) by the Pillans Middle School Counseling Advisory Council. The Advisory Council advises and assists with implementing and developing the Pillans Middle School Comprehensive Guidance and Counseling Program. This advisory council consists of Pillans Middle School counselors, administrators, teachers, staff, parents, students and community stakeholders.

## Calendars – The Pillans Middle School Comprehensive Guidance and Counseling Program is organized yearly based on the following calendars:

## Mobile County Public School System (MCPSS) school year calendar

## MCPSS Guidance and Counseling school year calendar

## Pillans Middle School academic school year calendar

## Pillans Middle School Counseling Program calendar

## Individual school counselor’s weekly calendars

## Through the use of these calendars, Pillans Middle School counselors plan the delivery of the Pillans Middle School Comprehensive Guidance and Counseling Program to effectively meet the needs of students.

## School Counseling Resources – School counseling resources, such as equipment and materials, staff expertise, and community resources, are required for the following four program delivery components of the Pillans Middle School Comprehensive Guidance and Counseling Program: School Guidance Curriculum, Individual Student Planning, Responsive Services, and System Support. Resources and materials, which will be provided to school counselors in order to implement a comprehensive counseling and guidance program, will be adequate in quantity, relevant to the school counseling program, and fitting for the diverse needs of the school and community.

## Budget – Pillans Middle School counselors meet with administrators annually to discuss the resources required to meet the diverse needs of students. Aside from the annual state allocation, the allocation in which school counselors also receive to support a comprehensive guidance and counseling program, administrators and school counselors discuss how other school funding will be used/budgeted to support the student needs and resources/materials required to continuously develop a comprehensive guidance and counseling program.

## Use of Time – Pillans Middle School counselors determine the percentage of time allocated for each of the four delivery components listed below. Daily documentation and records are kept of all activities performed by school counselors. Documentation and records are used to determine the amount of time spent in program delivery and non-school counseling activities. Time utilization is important. Adjustments are made if needed based on direct services provided to students.

## \* Delivery Components

School counselors provides both guidance and counseling activities for individuals and groups. These activities are critical to accomplishing the goals and objectives of various programmatic components including the guidance curriculum, individual planning, responsive services, and system support. These activities include career development and placement assistance of several kind, personal guidance and counseling, instruction in guidance–related areas, individual planning, advisement and assessment, consultation and referrals, and use of student assessment information. School counselors demonstrate knowledge of guidance and counseling techniques, testing and assessment, and organization of guidance and counseling services. In addition, school counselors are familiar with a range of community and professional services, educational institutions and career opportunities. School counselors also draw upon knowledge from several disciplines including psychology, sociology, and physiology when assessing student and family needs and making recommendations. School counselors employ technology in the delivery of the guidance and counseling program and facilitates student use of technology in program activities.

School counselors plan with teachers and team teaches or assists in teaching coordinated units in classrooms or in other large group settings. Individual student planning activities are provided to assist all students. They are initiated in the upper elementary grades and continued and expanded in the middle and high school years. Individual, small groups, personal, and crisis counseling services are available to all students. Consultation services concerning student behavior and academic progress are provided for parents, teachers, and administrators. Referrals to other professionals in the school district or to agencies and institutions outside of the district are made as required or requested.

# Delivery: 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:** The counselor facilitates, co-leads, or assists 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:** The counselor conducts small group counseling sessions outside the classroom to respond to students’ identified interests or needs. Small group counseling may be either immediate response or long-term counseling.
* **Interdisciplinary Curriculum Development:** Counselors participate on interdisciplinary teams to develop and refine curriculum in content areas. These teams develop classroom units that integrate subject matter with the school guidance curriculum. Counselors assist teachers in the delivery of classroom units that lead to acquisition of competencies in the domains of affective, social, and employability skills for every student in developmentally appropriate ways.
* **Parent Workshops and Instruction:** Counselors conduct workshops and information sessions for parents or guardians to address the needs of the school community and to reflect the school counseling and guidance curriculum.

# Delivery: Individual Student Planning

Individual student planning includes counseling activities to assist all students to plan, monitor, and manage their own academic achievement as well as their personal/social and career development. Individual student planning emphasizes test interpretation, informal counseling, and educational counseling, which includes precollege and postsecondary vocational-technical planning and career planning.

### Examples of individual student planning conducted by school counselors include:

* **Individual or Small Group Appraisal:** School 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 term plans.
* **Individual or Small-Group Advisement:** The counselor helps 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/social, academic, and career aspirations. School counselors recognize the critical need to enlist teachers and parents/guardians in helping students make personal/social, academic and career choices.
* **Placement and Follow-Up:** School counselors advise students in making transitions by providing information and by assisting in the access of resources.

# Delivery: 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, agency referral, problem solving, consultation for parents, teachers, and other professionals, and support groups.

### Examples of responsive services provided by school counselors are as follows:

* **Consultation:** School counselors serve as a student advocates by consulting with students, parents/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 groups 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:** School counselors use referral sources to enhance the services provided through the school counseling and guidance program. These referral sources may include, but are not restricted to:
	+ Mental Health Agencies
	+ Employment and Training Programs
	+ Vocational Rehabilitation
	+ Juvenile Services
	+ Social Services

# Delivery: 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. School counselors also provide appropriate support to academic programs.

### Examples of system support delivery provided by school counselors are as follows:

* **Professional Development:** The counselor is 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:** The counselor attends system and school in-service training to ensure counseling skills are updated in the areas of curriculum development, technology, and data analysis. The counselor provides in-service instruction in school guidance curriculum and areas of special concern to the school and community.
* **Consultation, Collaboration, and Teaming:** The counselor provides important contributions to the school system by consulting, partnering, collaborating, and teaming with teachers, administrators, parents and the community.
* **Public Relations:** The counselor designs activities to orient the staff and community about the comprehensive school counseling and guidance program.
* **Community Outreach:** The counselor forges partnerships with local businesses, industries, and social service agencies. Community outreach requires the counselor to be knowledgeable about community resources, employment opportunities, and local labor market information.
* **Consultation with Staff:** The counselor consults regularly with teachers and professional staff members in order to receive feedback on emerging needs of students and to provide information and support to staff.
* **Curriculum Development Support:** The counselor participates 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:** School counselors forms a counseling and guidance advisory committee at 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 conducted by the school counselor include PDP or other personnel guidance evaluations, program evaluations, data analysis, follow-up studies, professional development, and updating of resources.
* **Fair-Share Responsibilities:** Fair-share responsibilities of the counselor include such tasks as hall duty, class/club sponsorship, and supervision at sports events. Non-guidance responsibilities assigned to the counselor are not above and beyond those of other certified staff members, and do not interfere with the delivery of guidance services.

## \* Program Accountability

Accountability and evaluation of school counselors and the school counseling and guidance program are integral components of the local school comprehensive counseling and guidance plan of Pillans Middle School. The local school comprehensive counseling and guidance plan is data driven. This means data should is collected to validate certain counseling and guidance activities, as well as to determine if any change in student perception and behavior has occurred as a result of counseling and guidance activities. Continuous program evaluations and student results evaluations are used to assess the implementation of a comprehensive counseling and guidance program at Pillans Middle School. The monitoring of student progress and program progress requires the collection of data that support and link school counseling and guidance programs to students’ personal/social, academic and career success. Program accountability consists of the following:

Monitoring student progress -

* Student Data
* Disaggregated Data
* Data Over Time

Program Evaluations -

* Process Data – “What did you do for who?”
* Perception Data – “What do students think they know, believe, or can demonstrate?”
* Outcome/Results Data – “So what?”

Program Audits -

The school counseling program audit is used to assess the Pillans Middle School Comprehensive Guidance and Counseling Program. An audit is performed when a school counseling program is newly implemented and again yearly to appraise the progress of the program development. Results are used to determine strengths and weakness, and goals are created for the upcoming school year.

## \* Counselor Responsibilities

### The middle school counselor’s responsibilities are as follows:

1. **Implementation of the middle school comprehensive counseling and guidance program curriculum:** Conduct guidance learning activities in the classroom in collaboration with the teaching staff; consult with and is a resource to teachers. We take a leadership role to facilitate the infusion of counseling and guidance content into the regular education curriculum.
2. **Guiding and counseling groups and individual students through the development of personal/social, academic, and career plans:** Collaboration with elementary and high school personnel to assist students in making a smooth transition from elementary school to middle school and from middle 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 educational plans; inform students and parents of tests results and their implications for educational and career planning; coordinate career interest assessments and interpretation of results; coordinate registration and enrollment of middle school students; coordinate the implementation of personal/social, academic, and career learning activities; provide individual assistance to students regarding personal/social, academic, and career issues.
3. **Counseling of small groups and individual students:** Conduct structured, goal- oriented counseling sessions to meet the identified needs of individuals and groups of students.
4. **Consultation and collaboration with teachers, staff, and parents in understanding and meeting the needs of students:** Participation in staff and team meetings; plan and conduct staff development programs and activities; facilitate conferences with teachers, 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. **Referral of students and their parents/families 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, etc.
6. **Participation in activities that 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 grade levels, 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. **Planning, evaluation, and revision of the counseling and guidance program:** Review the counseling and guidance program annually with the counseling and guidance department staff and advisory committee; regular communication with other counseling staff to establish and maintain a sequential comprehensive counseling and guidance program; identification of student needs periodically and usage of the results for program planning; establish a planning calendar for counseling and guidance program activities; evaluation of the counseling and guidance program.
8. **Pursuance of 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; reading of professional journals; completion of post-graduate courses.

## \* Equal Access to Programs

School counselors work with all students, parents, administrators, and the community through a balanced program of counseling and guidance services. Large and small group structured learning units provide systematic instruction for all students in all grade levels.

\* The Educational Process

The comprehensive counseling and guidance program is an integral part of the school system’s total educational program. The program is and includes sequential activities in each grade level of middle school. The counselor supports the overall district’s educational program through general consultation activities and committee work.

The counselor also supports the local school program through management and research activities, community outreach, business and industry visitation, and professional development. The counseling and guidance program consists of activities that address and meet students’ various educational and developmental needs. The school counselor shows 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.

Brittany Mistich, Counselor

Darnesha Lewis, Counselor

 Jacinda Hollins, Principal

***Non-Discriminatory Statement***

***The Mobile County Public School System does not discriminate in its education and employment programs on the basis of religion, age, race, color, national origin, gender, marital or parental/guardian status, and disability. The district complies with all federal and state laws and regulations regarding discrimination.***

**Inquiries regarding compliance and/or grievance procedures may be directed as follows:**

**For student inquiries, contact:**

**Terrance S. Mixon, Sr., Executive Director,**

**Student Support Services**

**P.O. Box 180069 Mobile, Alabama 36618 or call (251) 221-4246.**

**For Title IX inquiries and grievance procedures, contact: Bryan Hack, Executive Manager, Human Resources**

**P.O. Box 180069 Mobile, Alabama 36618 or call (251) 221-4540**