

HALEYVILLE MIDDLE SCHOOL GUIDANCE PLAN

2015-2016

Introduction

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

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

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

Mission Statement

The mission of our Counseling and Guidance Program at Haleyville middle is to prepare every student socially, academically, and emotionally for whatever challenges he/she may face. Students will be provided an opportunity to gain and understanding of themselves and others, to engage in educational and occupational exploration, and to pursue career planning opportunities. It is of utmost importance that all aspects of the program exist in a safe, care and encouraging environment. It is also important that the counselor work in collaboration with students educators, parents and community members to enable students to become good citizens and productive members of society.

Every student at Haleyville Middle has the right to be treated with respect and dignity, and

to benefit from all guidance and counseling services provided. Every student has a right to participate in activities designed to promote self-fulfillment. Every student has a right to make choices and accept responsibility for choices made, and every student has a right to participate in a comprehensive counseling and guidance program that has been planned with the purpose of helping all students at our school to reach their full potential in academic, career, and personal/social development.

Program Delivery

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

School Guidance Curriculum

The school guidance curriculum consists of a number of planned activities presented systematically through classroom and small group sessions from sixth grade through eighth grade. The curriculum emphasizes decision making, self-understanding, study skills, and career exploration, preparation, and planning. These topics may be presented as activities facilitated in the students' classroom (classroom guidance), or as small-group counseling sessions outside the classroom to respond to students' identified interests or needs- usually in the guidance office. At Haleyville Middle the activities are systematically presented throughout the year at an age appropriate level.

Individual Student Planning

Individual Student Planning includes counseling activities that provide every student with an opportunity to plan, monitor, and manage their academic, career, and personal/social development. On an elementary school level, this often involves helping students to understand their own strengths and goals, and helping them to explore the means to

achieve their goals. For instance, a student who aspires to attend college and pursue a professional career may need to first improve study habits and test-taking skills. These issues may be addressed in classroom guidance, small group, or individual counseling sessions.

Responsive Services

Responsive Services include counseling and referral activities that meet the immediate needs and concerns of students. Responsive services include personal counseling, crisis counseling, problem solving, agency referral, and consultation. In Personal Counseling, counseling is provided by the guidance counselor in small-group or individual sessions for students experiencing difficulties in relationships, personal concerns, or developmentally appropriate tasks. Personal counseling helps students in identifying problems, causes, alternatives, and consequences leading to making better decisions. In Crisis Counseling, counseling and support services are provided to students and families facing emotional crises. Crisis counseling is normally short-term and temporary, using appropriate referral sources if necessary. Through Consultation, school counselors serve as student advocates by consulting with students, parents or guardians, educators, and community agencies regarding strategies to help students and families.

System Support

System Support includes indirect guidance management activities that maintain and enhance the total counseling and guidance program. Responsibilities in this area include staff relations, community relations, task forces, professional development, support teams, test interpretation, data analysis, and curriculum development. This component provides appropriate support to academic programs. In Professional Development, counselors are regularly involved in updating professional knowledge and skills, and may involve participating in regular school in-service training. and attending professional meetings. For the In-Service aspect, counselors attend system and school in-service training to ensure counseling skills are updated in the areas of curriculum development, technology, and data analysis. In Consultation with Staff, the counselor consults regularly with teachers and professional staff members in order to receive feedback on emerging needs of students and to provide information and support to staff. Also, in Community Outreach, the counselor forms partnerships with local businesses and social service agencies.

Community Resources

Safepace

Northwest Alabama Mental Health Center

O'Kelley Center

Childrens Hospital

Decatur General Hospital

Problem Solving Team

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

Be Safe

If a student at Haleyville Middle has been a victim of bullying or has witnessed an incident, they may click on the "Be Safe" logo on our HMS web site. This logo is a link to an on-line reporting system. These reports will be followed up by strategies that will help create a safe environment for everyone at Haleyville Middle School.

PAUSE BEFORE YOU POST -JOSTENS

Many of our students at Haleyville Middle School are actively involved in creating content for the internet and, most of the time this content is creative, interesting, educational, and socially and culturally appropriate. Online publishing allows for quick and easy feedback from friends, adults, or even experts from around the world. The benefits of this new ability can be great, but sometimes there are risks as well. Some people may be irresponsible, hurtful, or otherwise inappropriate or misinterpreted. Examples include publically complaining online and sharing facts about identity and location through mobile phones and websites. These issues are timely and can greatly impact schools, students, educators and families and their respective online reputation. Pause Before You Post encourages students to make smart decisions when self-publishing through online media that aids in preventing bullying online. The program also includes valuable information about cyberbullying and potential consequences of poor decision-making

Suicide Prevention

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

Character Education..

Character Education is an important part of the Guidance Plan. Monthly character education topics are discussed by the guidance counselor during classroom visits. Classroom teachers incorporate some of these monthly topics into their classroom.

Too Good for Drugs

The Too Good for Drugs Program will be presented to all students in grades K-5 by the guidance counselor. The Program consists of ten lessons, and pre- and post-teacher and student surveys (grades 3-5) and presents information related to drug abuse in a fun and interesting manner through puppets, songs, stories, games role-plays, and small group activities. Topics include setting and achieving goals, effective communication, handling stress, healthy choices, and information about drugs.

Test Coordination

The guidance counselor also serves as the Building Test Coordinator for Haleyville Elementary School. Duties as the Building Test Coordinator include assisting the System Test Coordinator in training test administrators and monitors, overseeing implementation of the School Assessment Calendar, coordinating outside agencies involved in testing, e.g., contacting and working with NAAEP representatives that administer this assessment, inventorying, disseminating, and collecting test materials, scheduling and conducting make-up assessments, preparing test materials for shipping, implementing the System Test Security Plan, and distributing, filing, and analyzing test results when they are received.

Guidance Advisory Committee

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

Program Evaluation

Evaluation of the counseling and guidance program is of major importance in determining the effectiveness of the school program. The counseling and guidance program evaluation provides a means for enhancing and improving the program and demonstrating accountability. An evaluation using process data, perception data, and results data measures the degree to which students have acquired the skills and knowledge defined by the counseling competencies. Process Data provides documentation for which lessons were presented to which groups. These include schedules and lesson plans. Perception Data provides information about what students believe they have learned. An example would be the pre and post student surveys given as part of the Too Good for Drugs Program. Results Data measures the positive impact the program has had on students ability to utilize their knowledge, attitudes, and skills to effect behavioral change. This data is obtained by surveys answered by parents and teachers as provided in the EducateAlabama counselor annual evaluation.

Community Resources

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| Haleyville City Hall | 205 486-3121 |
| Winston Co DHR | 205 489-1500 |
| Winston Co Sheriff's Dept | 205 489-2115 |
| Judge Mike Newell | 205 489-8554 |
| Judge Lee Carter | 205 489-2400 |
| Haleyville First Baptist Church | 205 486-3762 |
| Haleyville First United Methodist | 205 486-2735 |
| 9th Avenue Church of Christ | 205 486-9247 |
| Marion Co DHR | 205 921-6007 |
| Franklin Co DHR | 256 331-5900 |
| O'Kelly Center | 205 486-3406 |

Early Intervention 205 487-3520

ABI 256 383-0877

Safeplace 800 550-9215

Northwest AL Mental Health 205 487-2124

Lakeland Community Hospital 205 486-5213

Children's Hospital 205 939-9100