

TALLAPOOSA COUNTY

COMPREHENSIVE COUNSELING AND GUIDANCE PLAN

Superintendent Raymond Porter



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Preface

The Tallapoosa County Comprehensive Counseling and Guidance Plan is the culmination of work done by the counselors in this system. It is truly a work in progress.

The Guidance Plan is designed to provide a basic model of structure for schools to adapt to fit their needs and purposes, as well as to assist counselors in developing standards and competencies to use in maximizing students' assets and abilities.

This guide also stresses promotion of student success and high achievement for all students by altering the philosophical thrust of guidance programs. Guidance is defined as "The help all students receive from parents, teachers, counselors, and others to assist them in making appropriate educational and career choices." Counseling is defined as, "The help (some) students receive from professionals to help them overcome personal and social problems which interfere with learning. Our emphasis is placed on helping all students, rather than selected counseling for some students.

The objective in developing this plan is to provide guidance with competencies to enable students to be prepared to meet the career demands of the 21st-century. The core convictions guiding this objective are:

- Every student deserves to be surrounded by a culture of high expectations and a rich array of options for the future.
- Every student deserves rich educational and career guidance in order to define the choices/options he or she chooses.
- Every student deserves a rich curriculum, instructions, and services to be able to realize the options developed through the guidance process.

Guidance and Counseling is the process of helping people by assisting them in making decisions and changing behaviors. The purpose of a guidance and counseling program is to impart "... a comprehensive, developmental program designed to assist individuals in making and implementing informed educational and occupational choices. A career guidance and counseling program develops an individual's competencies in self-knowledge, educational and occupational exploration, and career planning (US Department of Education, 2021)." As students achieve developmental competencies, their perceptions of themselves and their opportunities should become better defined.

ACKNOWLEDGEMENT

The Tallapoosa County Schools Counseling Committee has made a collaborative effort to design a counseling program that meets the needs of all students in the key component areas outlined in the Comprehensive Counseling and Guidance Model for Alabama Public Schools. Each member is dedicated to helping students to become successful students and citizens.

Tallapoosa County Schools Counseling Committee Members

Lisa Lovelady	President, Reeltown Elementary School
Corey Meadows	Vice-President, Edward Bell CTC
Traci Hamby	Secretary
Vicki Lewis	Horseshoe Bend School
Lisa Boyd	Horseshoe Bend School
Allison Rodgers	Dadeville High School
Debra Lynn	Virtual Academy
Kim Counts	Reeltown High School
Elizabeth Whitley	Reeltown High School
Casey Davis	Deputy Superintendent
Alicia Peters	Director of Curriculum and Instruction

Section 1

Introduction to Tallapoosa County
Tallapoosa County Board of Education
Administrators and Counselors
District Advisory Committee
Mission Statement
Purpose
Rationale

TALLAPOOSA COUNTY

Tallapoosa County is located in the central part of eastern Alabama and covers about 2000 square miles. The county is sparsely populated with about 58 people per square mile. There are no metropolitan areas but the largest city is Alexander City which has its own city school system and is not part of the Tallapoosa County Schools . Tallapoosa County is rural with limited availability of industry and jobs. The limited availability of jobs leads many to seek employment outside of the county. The average drive to work is estimated to be about 25 miles.

The cost of living is below the national average with the tax per capita being one of the lowest in the nation. However, being in close proximity to Lake Martin has boosted property values and housing availability in the area. Many people have moved into the area for the purpose of retiring on Lake Martin.

The population of the county based upon the 2019 census is 40,367 people with about 70.5% white and 27% black and 3.0% either of Latino origin, Pacific Islander, Asian, Alaskan native or American Indian, and 1.4% with two or more races. The median household income, as of 2019 was \$48,828 and the per capita money income was \$25,217. There was 16% of the population in the poverty level in 2019. A fair indicator of this is shown by the percentages of our students on the free/reduced lunch program. Current figures from November 2021, show that 61.3% of the students in the county schools qualify for the free/reduced lunch program, and 38.7% pay for their lunch.

The following communities are located in Tallapoosa County: Alexander City, Camp Hill, Dadeville, Daviston, East Tallassee, Goldville, Hackneyville, Jackson Gap, and New Site. The county school system is composed of five schools: Horseshoe Bend School, Dadeville High School, Dadeville Elementary, Edward Bell Career Technical Center (EBCTC), Reeltown High School, and Reeltown Elementary School. EBCTC is located in Camp Hill. Enrollment consists of students from HBS, DHS, and RHS that are bussed daily to its location . Horseshoe Bend is located in the north end of the county in New Site and includes grades PreK-12 with 917 students. Dadeville High School includes grades 7-12 and has 488 students. Dadeville Elementary School has grades Pre-K- 6 and has 650 students. These two schools are located in Dadeville. Reeltown Elementary School is located in Reeltown and has grades PreK-6 with about 493 students. Reeltown High school is located in Reeltown and has grades 7-12. Reeltown High school has a student population of 423 . The total student population for Tallapoosa County Schools is 2,971 students.

TALLAPOOSA COUNTY BOARD OF EDUCATION

TALLAPOOSA COUNTY BOARD OFFICE

**679 East Columbus Street
Dadeville, AL 36853
256-825-0746**

www.tallapoosak12.org

SUPERINTENDENT

Raymond Porter

Board Members

**Carla Talton -Chairman
Linda Daniel
Michael Carter
Matilda Woodyard-Hamilton
Martin Johnson**

ADMINISTRATORS AND COUNSELORS

DADEVILLE HIGH SCHOOL

Chris Hand -Principal
Pam Holloway -Assistant Principal
Allison Rodgers-Counselor

DADEVILLE ELEMENTARY

Diane Miller -Principal
James Chamness- Assistant Principal
Traci Hamby-Counselor

EDWARD BELL CAREER TECHNICAL CENTER

Fred Ford-Director
Chad McKelvey-Principal
Corey Meadows-Counselor

HORSESHOE BEND SCHOOL

Dr. Tom Cochran-Principal
Julie Mask-Assistant Principal
Christie Marvel-Assistant Principal
Lisa Boyd-Counselor
Vicki Lewis-Counselor

REELTOWN ELEMENTARY SCHOOL

Lisa Hornsby- Principal
Rachel Martin- Assistant Principal
Lisa Lovelady- Counselor

REELTOWN HIGH SCHOOL

Cliff Maddox-Principal
Crystal Adams-Assistant Principal
Kim Counts- Counselor
Elizabeth Whitley-Counselor

VIRTUAL ACADEMY

Rance Kirby- Principal
Debra Lynn- Counselor

DISTRICT ADVISORY COMMITTEE

The District Advisory Committee is a representative group of persons appointed to provide advice and assistance for the school counseling and guidance program within a school system. The committee should consist of representative stakeholders of the school counseling and guidance program, including students, parents, or guardians, teachers, counselors, administrators, school board members, as well as business and community representatives. Ideally, advisory committee membership reflects the community's diversity. The District Advisory Committee reviews program goals, competencies, and results, and participates in making recommendations to the school counseling guidance department, principal, and superintendent. It is recommended that the committee meet at least twice a year.

DISTRICT ADVISORY COMMITTEE

Casey Davis, Deputy Superintendent

Alicia Peters, Director of Curriculum and Instruction

Tom Cochran, Principal

Cliff Maddox, Principal

Chris Hand, Principal

Lisa Hornsby, Principal

Diane Miller, Principal

Lisa Boyd, Counselor

Vickie Lewis, Counselor

Kim Counts, Counselor

Elizabeth Whitley, Counselor

Debra Lynn, Counselor

Lisa Lovelady, Counselor

Corey Meadows, Counselor

Traci Hamby, Counselor

Allison Rodgers, Counselor

Brooke Winfree, Parent

Whitney Willis, Parent

Shane Harris, Parent

Dawn Smith, Committee Leader

Christy Cook, Committee Leader

Dadeville Elementary/High School Counseling Advisory Committee

Chris Hand- Principal
Pam Holloway- Assistant Principal
Allison Rodgers- Counselor
Diane Miller- Principal
James Chambness- Assistant Principal
Traci Hamby- School Counselor
Wes Talton-Teacher
LaWanda Wilson-Teacher
Abigail McMullan-Community Member
Leslie Loftin-Parent
Shane Harris-Parent

Reeltown Elementary/High School Advisory Council

Lisa Lovelady– School Counselor
Kim Counts- School Counselor
Elizabeth Whitley- School Counselor
Crystal Adams - RHS Assistant Principal and RES Parent
Bobby and Latonya Avery - RHS Parents
Amber Bean - RES and RHS Parent
Trey Chambers - RHS Teacher
Jeff Cotten - RES Parent and Community Member
Lucia Escobar - RHS Student
Larry and Phoebe Foy - RHS Parents
Lisa Hornsby - RES Principal and RHS Parent
Cruise Johnson - RHS Student
Jan Ledbetter - RHS Teacher and Parent Involvement
Cliff Maddox - RHS Principal and RES Parent
Rachel Martin - RES Assistant Principal
Alicia Peters - TCBOE Coordinator of Curriculum
Kelli Poole - RHS Special Education Coordinator
Carol Roth - Community Member
Whitney Willis - RHS Teacher and RES Parent
Brooke Winfree - RES PTO President and Parent
Abigail McMullan - School-based Mental Health Therapist

Horseshoe Bend School Advisory Council

Ms. Lisa Boyd, Elementary Counselor

Mrs. Vicki Lewis, High School Counselor

Dr. Tom Cochran, Principal

Ms. Julie Mask, Assistant Principal

Mrs. Christie Marvel, Assistant Principal

Mrs. Brittany Brown, Parent

Ms. Edwina McElrath, Guardian

Ms. Dana Ford, Teacher

Ms. Abigail McMullan, East Alabama Mental Health Counselor

Christy Cook, New Site Town Councilwoman

TALLAPOOSA COUNTY COMPREHENSIVE COUNSELING AND GUIDANCE PROGRAM

MISSION STATEMENT

The Tallapoosa County Comprehensive Counseling and Guidance Plan is to assist the schools with planning, development, implementation, and assessment of the school guidance and counseling program. It is intended to support the personal, social-emotional, educational, and career development growth of all students pre-K through grade twelve. The plan will assist in complying with state regulations and impact comprehensive guidance programs.

PURPOSE

The school 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.

Tallapoosa counselors continue to define new directions for their profession that focus on a shift in emphasis from service-centered for some students to program-centered for all students. The purpose of this plan is to create one vision and one voice for school counselors in this county. The plan is based on the following three premises:

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

In the Tallapoosa County School System, the elected school board is given the authority and responsibility for the administration and management of free public schools within this county (Alabama Educational Code, 16-11.9). According to Alabama Educational Code (16-12-3), the duties of the superintendent are:

- a. The county superintendent of schools shall be the chief executive officer of the county board of education and shall see that the laws relating to the schools and the rules and regulations of the county board of education are carried into effect.
- b. The superintendent shall explain the true intent and meaning of the school laws, and of the rules and regulations of the county board of education and of the state board of education, subject to the provision of this title.
- c. The superintendent shall decide, without expense to the parties concerned, all controversies and disputes involving the rules and regulations of the county board of education and the proper administration of the public schools.
- d. The superintendent shall have authority to administer oaths and to examine under oath witnesses in any matter pertaining to the public schools of the county and to cause the examination to be reduced in writing.
- e. The superintendent of schools shall conduct all correspondence of the board, keep and preserve all of its records, receive all reports required by the board and see that such reports are in proper form, complete and accurate. He shall attend all meetings of the board and of its committee and shall have the right to advise on any motion under consideration, but shall have no vote. In case the secretary is absent, the board shall appoint some member of the board or a teacher in the schools under the jurisdiction of said board to act for the time being.

RATIONALE

The primary purposes of the Tallapoosa County Comprehensive Counseling and Guidance Program are (1) to enhance the educational process by helping students become responsible, productive citizens, and (2) to help students achieve a sense of personal fulfillment. It is clear that there are certain skills that students must develop in order to meet both of these purposes.

Students must develop the specific skills needed to gain employment or continue their education. These include critical thinking skills, skills with media and technology, and basic content knowledge provided within the core curriculum.

Students must develop the following skills and attitudes necessary to cope with contemporary society:

- a positive attitude toward oneself
- a sense of independence and responsibility
- an understanding of self and one's culture
- a positive attitude toward others and their culture
- a respect for the rights of others
- a sensitivity to the needs and feelings of others
- a willingness to cooperate with others in working toward a common goal
- the ability to understand and cope with a constantly changing society

Section 2

Major Program Elements

Program Components
Program Benefits
Definition of the Program

TALLAPOOSA COUNTY PROGRAM DELIVERY COMPONENTS

Tallapoosa County Schools aim to provide every student with the opportunity to acquire and apply the competencies in the three domains of academic, career, and personal/social development. The four program delivery components (school guidance curriculum, individual student planning, responsive services, and system support) will be utilized to guide students toward successfully achieving these competencies.

School Guidance Curriculum

Tallapoosa County Schools provide students with planned activities in grades pre K-12 that help students in developing competencies in the three major domains. The planned curriculum includes large group classroom guidance and small group activities. The county curriculum emphasizes the following topics: decision making, understanding self and others, study skills, and career exploration and planning. We use the following forms of guidance to deliver the program:

Classroom Guidance Activities

Each counselor in the county delivers a planned classroom guidance curriculum to students each year. These activities, based on topic and grade level, may be delivered in the counselor's office, the classroom, or other on-campus facilities. Counselors have approved the following topics as the Tallapoosa County School Systems core school counseling curriculum topics. Counselors are not limited to the following topics:

1. Self-concept
2. Peer relationship
3. Drug awareness/prevention
4. communication skills
5. Post high school planning
6. Career awareness and exploration
7. Personal safety
8. Choice making skills
9. Pre-employment skills
10. Study skills
11. Communication skills

Parent Workshops and Instruction

Counselors conduct workshops to disseminate information to parents/guardians related to the school community.

Individual Student Planning

Individual student planning provides each individual student the opportunity to plan, monitor, and manage the three major components key to their success as students. The list below outlines the county's plan for individual planning. Counselors are not limited to the topics listed below.

1. Student portfolios
2. Career awareness and exploration
3. role playing
4. Career and technical education programs
5. Teacher advisor programs
6. Financial Aid and scholarship advising
7. Career shadowing
8. Honors and awards programs
9. Postsecondary application process
10. Four year educational plan
11. Grade transition and graduation preparation

Individual or small group appraisal

Counselors help students assess and interpret their individual abilities, skills, interests, and unique achievements. The use of small groups is utilized whenever appropriate to provide more individual service.

Individual or small group advisement

The counselors of Tallapoosa County Schools provide information to all students that will be helpful to students in planning personal, career, and academic aspirations. Counselors actively enlist other stakeholders in student success to be a part of this process. Parents, guardians, and teachers are encouraged to take an active part in assisting students in making career and academic choices.

Placement and follow-up

Counselors provide information to students that will be helpful in making successful transitions throughout the educational process from the beginning of kindergarten to preparation for post-graduation. Appropriate resources will be available to students at each stage.

Responsive Services

Responsive services include counseling or referral activities that address students' immediate needs and concerns. Responsive services

include the following: crisis counseling, personal counseling, problem solving, referrals to other organizations, and consultation.

Consultation

School counselors are responsible for acting as advocates for the success of all students in each of the major components areas. This role is filled by consulting with students, guardians, educators, and community agencies to develop strategies to help students and their families.

Personal Counseling

Counseling is provided in an individual or small group setting for all students facing issues related to relationships, personal concerns, or developmentally appropriate tasks. The process of small group or individual counseling helps students to develop positive decision making skills as individuals.

Crisis Counseling

According to the system wide crisis management plan, counseling is provided to all students facing an emotional crisis. This type of counseling is short term in nature. If the student appears to need further services, the parent/guardian is made aware of community resource options.

Referrals

Parents and guardians are referred to the following community resources if their services are needed. These services work in conjunction with the school system to help students overcome their obstacles.

- East Alabama Mental Health
- Tallapoosa County Juvenile Services
- Tallapoosa County Department of Human Resources
- Employee Assistance Services
- Tri-County Advocacy Center
- Tallapoosa County Crisis Center
- Tallapoosa County Food Bank
- Salvation Army

System Support

System support includes guidance activities that provide indirect services to students, faculty, and the community. These activities help to enhance the total counseling and guidance program. Responsibilities in this area include staff relations, community relations, serving on committees, professional development, test interpretation, data analysis, and curriculum development. This

component provides support to the academic programs in all of the schools in our county.

Professional Development

Counselors in the Tallapoosa County School System regularly participate in an array of activities that enhance their professional knowledge and skills. Counselors participate in in-service training and attend professional meetings.

Examples

- * Tallapoosa County School Counseling Association Meetings
- * Principal's meetings
- * School and system in-services
- * Professional conferences

In-Service

Counselors in the Tallapoosa County School system attend in-service meetings that pertain to the role of the counselor. Counselors may also contribute to the presentation of in-services.

Consultation, Collaboration, and Teaming

Counselors contribute to the school system by partnering, consulting, teaming, and collaborating.

Public Relations

Counselors provide information to students, faculty, parents, and the community about the school's comprehensive school counseling and guidance program.

Community Outreach

Counselors work to form partnerships with local businesses, community leaders, and social service agencies.

Consultation with Staff

Communication with teachers and staff members helps the counselors be aware of emerging needs of students. The counselor must consult regularly with teachers and staff members to meet the needs of students more effectively.

Curriculum Development Support

Counselors actively participate in the process of reviewing and revising academic curriculum materials as they relate to data analysis, post secondary education, student advocacy, and career/technical educational planning.

Advisory Committees

Counselors have formed school counseling and guidance advisory committees at both the system level and the school level. The aim of the advisory committees is to identify the needs of students at both the system and school level. Counselors also need to serve on other community advisory councils or committees that might generate support of system and school level counseling and guidance programs.

Program Management and Operations

Program and management tasks include the activities that are conducted in the school counseling and guidance program and the responsibilities expected of the counselor as a member of the school staff. These activities may vary at the individual schools.

Research and Evaluation

Educate Alabama will be used to identify student needs and evaluate the effectiveness of counseling and guidance programs at each individual school.

Fair Share Responsibilities

Counselors will take part in their fair share of responsibilities as school staff members. These types of activities may include tasks such as bus duty or club sponsorships. However, the non-guidance responsibilities assigned to the counselor should not be above and beyond those of other certified staff members, and must not interfere with the proper delivery of guidance services.

Four Components Of A Comprehensive School Counseling and Guidance Program

<https://www.alabamaachieves.org/wp-content/uploads/2021/03/2003-Comprehensive-Counseling-and-Guidance-Model-for-Alabama-Public-Schools-State-Plan.pdf>

TALLAPOOSA COUNTY COMPREHENSIVE COUNSELING AND GUIDANCE PROGRAM

PROGRAM BENEFITS

Benefits to Students...

- Guarantees services to all students
- Focuses on students' needs
- Develops proactive skills for all students
- Provides age-appropriate levels of interaction and instruction which help students become more resourceful in decision-making

Benefits to Parents...

- Encourages involvement of parents in students' learning environment
- Provides parents with timely, appropriate support and resources when needed
- Increases opportunities for parent, student and counselor interaction
- Brings about better understanding of the guidance and counseling program

Benefits to Teachers...

- Promotes a team effort to address school counseling competencies
- Provides teachers with timely, appropriate support and resources when needed
- Increases opportunities for parent, student and counselor interaction
- Brings about better understanding of the guidance and counseling program

Benefits to Administrators...

- Creates a structured program with specific school counseling competencies
- Provides accountability to school counseling program
- Facilitates team approach between administration and school counseling program
- Encourages better understanding of the role of counselors and the total guidance program

Benefits to Local Board of Education...

Provides a rationale for school counseling as a comprehensive program in the school system
Serves as a source of data regarding competencies in school counseling
Creates greater school-community interaction
Promotes better understanding of the role of the guidance program and of counselors

Benefits to Business, Industry and Labor...

Increased opportunity for collaboration among counselors, students, and business/industry/labor
Provides a potential workforce with necessary career, human relations and decision-making skills
Enhances the role of the counselor as resource
Promotes collaboration in preparing students for the world of work

Benefits to Counseling Staff...

Provides a clearly defined set of functions
Integrates the school counseling program with other school curricula and programs
Articulates competencies students are expected to achieve as a result of participating in a comprehensive, developmental school counseling program

GOALS OF THE TALLAPOOSA COUNTY COMPREHENSIVE AND GUIDANCE PROGRAM

The goals of the Tallapoosa County Comprehensive and Guidance Program are to facilitate students' development in three domains: academic, career, and personal/social development.

Academic Development

1. To encourage an enthusiasm for learning and an understanding of his/her potential, which will contribute to effective learning in school and across the life span.
2. Students will be provided with the necessary academic preparation that is essential in order for the students to plan for the transition into post-secondary education and training.
3. Students will be able to analyze the relationship between educational achievement and success in the world of work which will promote an appreciation for life-long learning.
4. Students will be able to identify and utilize school and community resources that will enable them to pursue educational goals.

Career Development

1. Students will gain an understanding of academic and technical knowledge and skill necessary to help them acquire an understanding of career opportunities and employee requirements for a broad range of career possibilities.
2. Students will acquire the necessary skills to evaluate the importance of setting realistic career goals for themselves and striving toward making informed decisions about their career futures.
3. Students will understand the connection between their skills, interests, education, and career prospects that will prepare them to compete in the world of work.
4. The certified counselor, teachers, administrators, and parents will work together to help students to understand the importance of career goals and readiness for life's next steps.

Personal/Social Development

1. To provide counseling services which will assist in guiding students in developing a positive self-concept toward an appreciation for the worth of life.
2. Students will be able to compare their characteristics and abilities with those of others and identify their strengths.
3. Students will gain knowledge of self and others by making effective choices, setting goals, and taking the necessary steps to achieve their future goals.

4. Students will develop an understanding of the safety and survival skills needed for healthy living.
5. Students will gain an appreciation of self and others by analyzing their personal and social skills that have contributed to their physical, emotional, and mental health.

Section 3

Goals for Students

GOALS FOR STUDENTS IN A COMPREHENSIVE COUNSELING AND GUIDANCE PROGRAM ORGANIZED BY THREE DOMAINS

The Tallapoosa 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:

<p style="text-align: center;"><u>KNOWLEDGE OF SELF AND OTHERS</u></p> <ul style="list-style-type: none">● Students will gain self-awareness.● Students will develop positive attitudes.● Students will learn how to make health choices.● Students will respect others.● Students will gain responsibilities.● Students will develop relationship skills.● Students will resolve conflicts.● Students will make effective decisions.
<p style="text-align: center;"><u>EDUCATIONAL GOALS</u></p> <ul style="list-style-type: none">● Students will apply effective study skills.● Students will set educational goals● Students will learn effectively.● Students will gain test-taking skills.
<p style="text-align: center;"><u>CAREER PLANNING</u></p> <ul style="list-style-type: none">● Students will analyze skills and interests.● Students will form a career identity.● Students will plan for the future.● Students will combat career stereotyping

In addition to following State Guidelines, we also follow the ASCA Student Standards: Mindsets & Behaviors for Student Success.

<https://www.schoolcounselor.org/getmedia/7428a787-a452-4abb-afec-d78ec77870cd/Mindsets-Behaviors.pdf>

GUIDANCE COMPETENCIES FOR STUDENTS BY GRADE

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 component of the program. The examples under “Students Can” are just some of the 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 complement the classroom teacher’s instructional program.

KINDERGARTEN

KNOWLEDGE OF SELF AND OTHERS

STUDENTS CAN

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.

Gaining Responsibility

Describe things they can do without help.

Resolving Conflicts

Recognize how they listen to and speak with a variety of people.

Making Effective Choices

Describe choices they make at school.

EDUCATIONAL GOALS

STUDENTS CAN

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.

CAREER PLANNING

STUDENTS CAN

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

KNOWLEDGE OF SELF AND OTHERS

Gaining Self-Awareness

Developing Positive Attitudes

Making Healthy Choices

Respecting Others

Gaining Responsibility

Resolving Conflicts

Making Effective Choices

STUDENTS CAN

Recognize special personal traits.

Develop what attitude means.

Describe how exercise and nutrition affect their health and performance.

Recognize special or unusual characteristics about others.

Describe responsibilities they have at home.

Describe feelings they have in various situations.

Describe choices they make by themselves.

EDUCATIONAL GOALS

Applying Effective Study Skills

Setting Educational Goals

Learning Effectively

Gaining Test-Taking Skills

STUDENTS CAN

Describe how they plan to do a school assignment.

Describe something they would like to do.

Describe their favorite subjects.

Describe a test.

CAREER PLANNING

Forming a Career Identity

Planning for the Future

Combating Career Stereotyping

Analyzing Skills and Interests

STUDENTS CAN

Recognize how peers differ from themselves.

Describe how they have changed since last year.

Describe why work is important.

Identify skills they have.

GRADE 2

KNOWLEDGE OF SELF AND OTHERS

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.

Resolving Conflicts

Describe why listening is important.

Making Effective Choices

Recognize why they are given assistance in making some choices.

EDUCATIONAL GOALS

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 different.

Gaining Test-Taking Skills

Describe some purposes for taking tests.

CAREER PLANNING

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

KNOWLEDGE OF SELF AND OTHERS

Gaining Self-Awareness

STUDENTS CAN

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.

Resolving Conflicts

Recognize different ways they talk with friends and acquaintances.

Making Effective Choices

Recognize that choices have consequences.

EDUCATIONAL GOALS

STUDENTS CAN

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.

CAREER PLANNING

STUDENTS CAN

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

KNOWLEDGE OF SELF AND OTHERS

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.

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.

EDUCATIONAL GOALS

Applying Effective Study Skills

Describe why listening is important in learning.

Setting Educational Goals

Set short-term education 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.

CAREER PLANNING

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

KNOWLEDGE OF SELF AND OTHERS

Gaining Self-Awareness

STUDENTS CAN
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 an acceptable manner.

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.

EDUCATIONAL GOALS

Applying Effective Study Skills

STUDENTS CAN
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.

CAREER PLANNING

Forming a Career Identity

STUDENTS CAN
Define change and discuss 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

KNOWLEDGE OF SELF AND OTHERS

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.

EDUCATIONAL GOALS

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.

CAREER PLANNING

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.

STUDENTS CAN

STUDENTS CAN

GRADE 7

KNOWLEDGE OF SELF AND OTHERS

Gaining Self-Awareness

STUDENTS CAN

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 environments.

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.

EDUCATIONAL GOALS

Applying Effective Study Skills

STUDENTS CAN

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.

CAREER PLANNING

Forming a Career Identity

STUDENTS CAN

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

KNOWLEDGE OF SELF AND OTHERS

Gaining Self-Awareness

STUDENTS CAN
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.

EDUCATIONAL GOALS

Applying Effective Study Skills

STUDENTS CAN
Evaluate the importance of maintaining a balance between study time and extra-curricular activities.

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.

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.

CAREER PLANNING

Forming a Career Identity

STUDENTS CAN
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 are stereotyped in the workforce.

Analyzing Skills and Interests

Describe their present skills and predict their future skills.

GRADE 9

KNOWLEDGE OF SELF AND OTHERS

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 your own biases and stereotypes that interfere with establishing effective relationships.

Resolving Conflicts

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.

EDUCATIONAL GOALS

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.

CAREER PLANNING

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 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 home where their behaviors affect other people's behaviors 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 GOALS

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 circumstance 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

KNOWLEDGE OF SELF AND OTHERS

Gaining Self-Awareness

STUDENTS CAN
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

Recognize qualities of people who are culturally different.

Gaining Responsibility

Analyze ways to take responsibility for themselves.

Developing Relationship Skills

Identify your own biases and stereotypes that interfere with establishing effective relationships.

Resolving Conflicts

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.

EDUCATIONAL GOALS

Applying Effective Study Skills

STUDENTS CAN
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.

CAREER PLANNING

Forming a Career Identity

STUDENTS CAN
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 skills, abilities, interests, and aptitudes.

GRADE 12

KNOWLEDGE OF SELF AND OTHERS

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 choice they make.

EDUCATIONAL GOALS

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.

CAREER PLANNING

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.

Section 4

Roles and Responsibilities of School Counselors

- **Counselor's Role in Career Technical Education**
- **Counselor's Role: Single Parents**
- **Counselor's Role in Special Education**
- **Counselor's Role in Discipline**
- **Counseling Department Organization**
- **Counselor's Role in Assessment**
- **Counselor's Role in Crisis Management**
- **Counselor's Role in Response to Intervention**
- **Other Special Roles of Counselor**

Professional Practice Statement

American Counseling Association Code of Ethics

American School Counselor Association Ethical Standards

COUNSELOR'S ROLE IN CAREER TECHNICAL EDUCATION

Career Technical Education is an innovative education program designed to provide a seamless transition between secondary and postsecondary education and to prepare today's career/technical student for tomorrow's workforce. Coordination between career/technical education programs at the secondary level and the postsecondary level is the cornerstone of Tech/Prep. Students who participate in Career Tech programs can receive college credit from the articulating postsecondary facility for high school courses taken within certain program areas. Career tech programs seek to combine secondary education with postsecondary education. Career Tech Programs provide technical preparation in a career field; build student competence in mathematics, science, reading, writing, communications, economics, and workplace skills, and lead to placement in appropriate employment or to further education. Completion of a career tech program in Tallapoosa County can lead to an associate or baccalaureate degree or a postsecondary certificate in a specific career field.

Career guidance is an important segment of the entire counseling and guidance program. All students benefit from a program of strong academics and a realistic knowledge about career opportunities. Career tech programs of study in Tallapoosa County strengthen ties between schools, postsecondary institutions, businesses, and the community. Tallapoosa County school counselors strive to help students plan and execute a sequence of courses, both academic and career/technical, that prepares them for advanced study at the college level, entry into the workforce, and lifelong learning.

Without question, counselors are one of the fundamental keys to career tech's success. The counselor is the liaison between the school and the student, parent, or postsecondary institution. Counselors are the persons most frequently involved in assisting students to develop long-range educational and career plans. Counselors facilitate students as they journey through self-awareness and career development.

Counselors need to be aware of the increased opportunities participating in a career tech program can offer. Skills needed for future workers are quite different from those needed today. Providing information about career tech and its postsecondary opportunities to career/technical education students and parents, coordinating placement, conferring with parents and teachers, conducting career tech initiatives, counselors assist students to be better prepared to meet the needs of an ever-changing world.

PRE-ASSESSMENT

The career/technical administrator in coordination with the counselor directs pre-assessment activities. Pre-assessment activities provide information regarding the student's personal aptitudes, interests, and/or personality types. This information will be available to assist the student, parent, counselor, and IEP team (when applicable) in making an informed selection of career/technical programs. Knowing the students' aptitudes, interests, and personality will increase the probability of success in and satisfaction derived from the program.

Pre-assessment can be conducted in numerous ways. Each school should consider the organization of career/technical offerings in the system, its current assessment program, and types of instruments available. Examples of currently used pre-assessment methods include: seventh and eighth grade exploratory programs, aptitude and interest inventories in the eighth grade prior to selection of diploma options, and aptitude and interest inventories in the first-year of attendance at a technical center.

PLACEMENT AND FOLLOW UP OF COMPLETERS

A completer is a student who has:

- Earned at least three (3) Carnegie units toward completion of a program, as identified in the criteria table.
- Earned these Carnegie units in two or more courses that apply credit toward the same program.
- Completed all requirements from course of study.
- Completed all core course requirements for that program, as identified in the criteria table.

The administrator ensures that teachers implement systematic procedures in placing and following up program completers. The following information may be helpful in assisting teachers in conducting these activities. Annually a follow-up report is generated and submitted to the Alabama State Department of Education. A copy should be maintained in the career/technical administrator's files.

Job placement is an annual, on-going process, required of all occupational career/tech teachers that will continue year after year. The following is a list of *suggested* systematic activities.

1. During the last two weeks in January, form letters should be sent to potential employers pulled from a list in a business resource file. The form letter should state that the time is near for students to graduate and enter the job market and ask for cooperation in the area of interviews and completing applications. The letter should also follow up on employment survey information regarding the number and types of positions expected to be available.
2. In February, arrange for college, university, and technical school counselors and other representatives to come into the class to discuss their programs with students and distribute brochures and pamphlets.
3. Encourage students to talk with counselors regarding school choice, financial aid, etc.
4. In March, visit various companies to speak with human resource directors about completers. A visitation card file or log must be developed.
5. Students should develop a resume and set up appointments for interviews with prospective employers to take tests and complete applications.

6. Students should be advised to register with the Alabama State Employment Service. The importance of this agency should be emphasized.
7. Calls to prospective employers should be documented. Include the phone number, the date, person contacted, items discussed, follow up required, and comments.
8. During April and May while students are continuing to interview, the teacher will continue to make business contacts.

Student follow-up of program leavers and graduates is to be conducted annually. This is completed five to six months after students leave the program to determine if the program has met the goals of the students and to provide feedback from them for program improvement.

Suggested procedures for student follow-up:

1. In May, students provide to the teacher a self-addressed envelope for use in the follow-up study.
2. At the designated time of year (October), the teacher sends the above envelope, follow-up form, a self-addressed return envelope, and a cover letter requesting completion.
3. When a former student does not reply to the questionnaire, a follow-up by telephone should be conducted and documented through the use of a telephone log.
4. Results of the follow-up should be used to update the present program.

The following information can be obtained in a follow-up study. Has the student been:

1. Employed in an occupational field?
2. Employed in related or unrelated jobs?
3. Enrolled for additional education?
4. Employed continuously?
5. Advanced on the job?
6. Employed in other positions since graduation?
7. Satisfied with the existing program?
8. Introduced to new types of equipment and facilities?

COUNSELOR'S ROLE IN PROVIDING CONTINUING OPPORTUNITIES FOR SINGLE PARENTS, SINGLE PREGNANT WOMEN, AND INDIVIDUALS PURSUING NONTRADITIONAL TRAINING

Tallapoosa County counselors, as they become aware of single parents and single pregnant women, will counsel the students as to their continuing educational opportunities as well as the modifications available to them. Students will be made aware that flexible scheduling is available to them if needed. Students will be informed that they may continue with all their regular activities as long as it is permissible with their physician. In the event that students cannot continue with their regular routine, modifications will be made to assure that they can continue their education to the degree they desire. In the event a student chooses to do so, he or she will be given the opportunity to take courses by correspondence through our Computer Virtual School or provisions can be made for the students to take the GED test.

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 resource 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, there 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:

- Become the coordinator of the IEP process.
- Become immersed in writing IEPs for students with disabilities.
- 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 preventive 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 more 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.
- Teachers are instructed 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.

COUNSELING AND GUIDANCE DEPARTMENT ORGANIZATION

Counselors at each school meet with their principals prior to the beginning of the school year to discuss the distribution of counselor duties and caseloads. Using the school level comprehensive counseling and guidance plan, a yearly calendar is developed. The Tallapoosa County Counselors Coordinator works with the principal to ensure that the service provided meets the ration that is designated by the Southern Association of Colleges and Schools (SACS) and that adequate support personnel are available to ensure effective program delivery.

COORDINATOR'S ROLE

The role of the counseling coordinator is to provide the leadership necessary for the development of a system-wide comprehensive counseling and guidance program. This includes not only the development, but also the implementation of the program as well as the evaluation of its effectiveness and credibility. The counseling coordinator serves as a consultant, facilitator, leader, supporter, and advisor for the counselors in the school system.

PRINCIPAL'S ROLE

The principal should first provide input into the development of the program and then provide support for the full implementation of the counseling and guidance program. The principal is responsible for providing adequate facilities, materials, and clerical support so that the counselor will be able to implement an effective program. The principal should also encourage all school personnel to support the counseling and guidance program.

COUNSELORS' ROLE

Counselors are responsible for the management of the school level development, implementation, and evaluation of the comprehensive school counseling and guidance program. Counselors are to provide direct counseling services to students in large groups, small group and to individuals. Counselors also serve as advocates to students by consulting with administrators, teachers, and parents to help them to better understand the social, academic, and developmental needs of students. Counselors also develop and coordinate programs that help to promote student welfare. Counselors are to comply with state and national counseling and guidance standards.

- **Elementary School Counselors:** In the elementary school setting, counselors help students to develop skills that will help them to become successful life long learners. An emphasis is placed on helping students to develop good decision making skills, academic skills, and early career awareness. Counselors help students to successfully work through issues related to social/emotional development, academic, and early career development. Counselors also help students to make a successful transition from elementary to the junior high setting. Elementary counselors also focus on helping students to develop healthy self-esteem and interpersonal skills because these skills are essential to becoming a successful student and community member.

- **High School Counselors:** In the high school setting, the counselor continues to focus on social/emotional development, academic development, and career development. At this stage, the focus on these key areas becomes more focused on specific student goals. The counselor guides students toward applying knowledge gained in these three key areas to work toward developing goals that will help them to make a successful transition into the adult world of higher education or work. The four-year educational plan and the educational career-planning portfolio are used to help students make plans for this transition.

Counselors’ Use of Time

Counselors in the Tallapoosa County School system make every effort to comply with the time components designated in the state comprehensive guidance and counseling plan. Counselors develop a calendar outlining the services provided to students in each of the component areas.

Suggested Distributed of Time

	Percentage Rate		
	Elementary School	Middle/Junior High School	High School
School Guidance Curriculum	35-45	25-35	15-25
Individual Student Planning	5-10	15-25	25-35
Responsive Services	30-40	30-40	25-35
<u>System Support</u>	<u>10-15</u>	<u>10-15</u>	<u>15-20</u>
	100	100	100

TEACHER’S ROLE

Teachers are a crucial cornerstone to any successful counseling program. They spend more time in direct contact with their students and can inform counselors when they see students struggling in the areas of academic performance, social/emotional relationships, or in making career related decisions. Through communication and referral the teacher should serve as a very effective facilitator between students and the school counselors. Teachers also must provide a time for counselors to see students for large group, small group, and individual counseling. Teachers can also support the messages promoted by the counselors by emphasizing to students the importance of following through with ideas presented in classroom guidance lessons and small groups.

GUIDANCE RESOURCES

Counselors in the Tallapoosa County School System have a variety of resources available to enrich the quality of the county-wide comprehensive counseling and guidance program. These resources assist counselors in adequately serving students in the areas of student planning, responsive services, and system support. Resources available to counselors include the following:

- Computer data such as absentee lists, tardy lists, office referrals, student grades and retention lists.
- Textbooks related to counseling techniques and theories.
- Lesson plan materials
- Play therapy manipulative (play dough, art paper, markers etc.)
- Community resources
- BASE Education
- Tallapoosa County Department of Human Resources
- East Alabama Mental Health
- Tallapoosa County Juvenile Services
- Employee Assistant Services
- Tri-County Children's Advocacy Center
- Rape Counselors of East Alabama

The professional school counselor is a certified/licensed educator trained in school counseling with unique qualifications and skills to address all students' academic, personal/social and career development needs. Professional school counselors implement a comprehensive school counseling program that promotes and enhances student achievement. Professional school counselors are employed in elementary, middle/junior high and high schools and in direct supervisory, counselor education and post-secondary growth, including the needs, tasks and student interests related to those stages.

Professional school counselors serve a vital role in maximizing student achievement. Incorporating leadership, advocacy and collaboration, professional school counselors promote equity and access to opportunities and rigorous educational experiences for all students. Professional school counselors support a safe learning environment and work to safeguard the human rights of all members of the school community. Collaborating with other stakeholders to promote student achievement, professional school counselors address the needs of students through prevention and intervention programs that are a part of a comprehensive school counseling program. To achieve maximum program effectiveness, the American School Counselor Association recommends a counselor-to-student ratio of 1:250.

The School Counselor's Role in Teacher In-Service and Professional Development

The counselor's role in teacher in-service and professional development includes, but is not limited to:

- Testing: Counselors serve as the Building Test Coordinator or Assistant Building Test Coordinator. BTCs are trained by the System Test Coordinator before the administration of a test session. The BTCs return to their respective schools to train their personnel.
- Professional school counselors provide services to students, parents, school staff and the School Guidance Curriculum: This curriculum consists of structured lessons designed to help students achieve the desired competencies and to provide all students with the knowledge and skills appropriate for their developmental level. The school guidance curriculum is delivered throughout the school's overall curriculum and is systematically presented by professional school counselors in collaboration with other professional educators in K-12 classroom and group activities.
- Individual Student Planning: Professional school counselors coordinate ongoing systemic activities designed to help students establish personal goals and develop future plans.
- Responsive Services: Responsive services are preventative and/or interventive activities meeting students' immediate and future needs. Professional school counselors develop confidential relationships with students to help them resolve or cope with problems and developmental concerns. These needs can be necessitated by events and conditions in students lives and may require any of the following:
 - Individual or group counseling
 - Consultation with parents, teachers, and other educators
 - Referrals to other school support services or community resources
 - Peer helping
 - Information

- **System Support:** System support consists of management activities establishing, maintaining and enhancing the total school counseling program. These activities include professional development, consultation, program management and operations. Professional school counselors are committed to continual personal and professional development and are proactively involved in professional organizations promoting school counseling at the local, state, and national levels.

Counselor's Role in Assessment

The counselors at each school are designated as the building test coordinators of their schools. This role places the counselor as the person at each school that is in charge of all aspects of testing including; test training, some scheduling, counting and sorting test materials, distributing and collecting test materials to and from teachers, and at times, they may also have to assist in administering the tests.

Counselors must interpret test results for students, parents, faculty, and the community. Counselors do presentations to share data with parents and the community. They meet one on one with students or during classroom guidance to teach students how to interpret data themselves. After the interpretation of the data, counselors are also responsible for providing copies of the data to the teachers. Counselors also file all test results in students' cumulative records or files they may keep, especially for test data. After filing these results, they must place test result stickers in the cumulative records of each student who participated in testing.

The Counselor's Role in Crisis Management

According to the County Safety Plan, the counselor serves in several capacities in the event of a school emergency. Each of these roles are outlined below:

Bomb Threat/Natural Disaster/Fire/Weather Event/Bus Accident

- The counselor assists the principal in assessing student safety and contacting parents if the need arises.
- The counselor provides short term counseling to students that appear to be traumatized.
- The counselor provides families with community counseling resource information if long term counseling is required.
- The counselor may call in other community counselors if there is a need for school-wide counseling following an event.

The death of a student of faculty member

- The counselor assists the principal in informing parents of students, if applicable to the situation.
- The counselor goes room to room and informs students and provides counseling on an as needed basis.
- The counselor provides short term counseling to students directly affected by the event.

- The counselor provides families with community counseling resource information and long term counseling is required.
- The counselor may call in other community counselors if there is a need for school-wide counseling following an event.

Other Special Roles of Counselor

Orientation

The counselor role in orientation is of great importance. Every year, the guidance counselors conduct orientation activities for new and returning students at each school. Most often, the orientation is held during Open House. Counselors provide information on school policies and guidelines, school layout and staff, student schedules, and course requirements. Counselors also meet parents and guardians to advise them of services available at the school and address other concerns.

Registration

Registration of students is usually the introduction the counselor has to new students and their parents or guardian. The counselor has a checklist of information to process during registration. This information includes proof of residence, evidence of proper age, evidence of immunization, establishment of custody/guardianship, emergency contact information, and school records from previous schools attended.

Transition from Level to Level

The introduction of counseling and guidance services at the elementary school is vital to helping each child achieve maximum success in school. It is also vital to intervene at the earliest possible stage in a child's life when change is most possible and before developmental or situational stressors cause deeper problems.

The elementary school counselor. In cooperation with other staff, teachers, parents, and community leaders, it becomes a valuable asset to the school community. Important tasks for the counselors include the following:

- Promoting success in school.
- Developing positive attitudes toward self, family, and community.
- Instilling understanding and appreciation of self and others.
- Increasing motivation and confidence for success in school and community activities.
- Teaching decision-making and communication skills
- Creating and emotionally healthy school learning climate.
- Improving cooperation between school and home.
- Developing career awareness for the future.
- Building tolerance and appreciation of persons of all ethnic and cultural backgrounds.
- Intervening in conflict, crisis, and emergency situations.

At the middle school level, there is a great need to develop a system of guidance and counseling that encourages self-exploration and peer relationships. Strong risk/trust relationships must be developed and nurtured, allowing students to work through sensitive issues, often those associated with the developmental changes of early adolescence.

In addition to the counseling system described below, middle schools have the unique opportunity to offer advisory programs. Special advisory programs represent a unique type of group guidance in which students meet in small groups with the same teacher or counselor, who acts as their advisor over an extended period of time - e.g., in a homeroom setting. It is important to understand that special advisory programs provide supplemental guidance, and that they are not intended to supplant the necessary professional skills provided by the school counselor.

Special advisory programs provide additional guidance by building supportive, ongoing relationships between students and caring adults, in order to provide students with security, advice, affirmation, and positive role models. Teachers must recognize serious problems and refer students to counselors or psychologists. In fact, credentialed counselors are involved at all levels of special advisory program development to:

1. Provide program resources and support.
2. Help develop the advisory curriculum, based on behavioral and developmental goals by grade.
3. Prepare lessons and activities for advisors.
4. Train advisors in various guidance roles.
5. Run their own advisory groups.

In serving as a member of the school's counseling and guidance team, high school counselors support teachers, parents, administrators, and students whenever there are personal, cultural, and educational conflicts that have an impact on students' development of a positive self-concept, an efficient learning style, useful decision-making skills, and realistic formation of short-term and long post-secondary goals.

Some duties of high school counselors include the following:

1. Meets with students by grade level in very large groups to discuss general diploma requirements and school procedures at the beginning of each school year.
2. Prepares guidance materials for individual students; and through academic counseling, assists in course selections for the next semester or semesters' classes,
3. Prepares information for entry on informal cumulative records for every student.
4. Periodically notifies parents and students, especially seniors of changes in credits earned and proficiency tests passes.
5. Interviews new students to assess educational and emotional needs.
6. Periodically reviews computer printouts and progress reports/report cards to assess student progress.

7. Notify teachers or parents of the need for conferences and sets them up,
8. Handles a variety of students referred to the counseling office by teachers.
9. Participates in articulation programs with feeder middle schools.
10. Answers phone calls directed to counseling services from persons requesting specific information, e.g., parents, probation officers, other schools needing information, social services agencies, police, colleges, potential employers, etc.
11. Writes letters of recommendations for colleges and universities, EOP applications, scholarship and grant applications (concentrated in the months of November to March).
12. Circulates progress reports and attendance checks between scheduled reporting periods at the request of parents for conferencing purposes.
13. Provides accurate information to receiving counselors regarding redesignated EL students making the transition to mainstream classes.
14. Confers with teachers to improve the instructional program through discussion of students' problems, test results, and learning modalities.

Summer School

Summer school is offered at all Tallapoosa County High Schools. The counselor at each school provides verification of a child needing to enroll in summer school classes. This verification is usually the final report card that shows which classes have been passed and which class or classes are to be taken during the summer session.

Cumulative Records

As each child enrolls in a public school, he/she initiates the development of an education record or cumulative record folder. Active cumulative records are maintained at the school wherein the child is enrolled. These records are maintained at the school wherein the child is enrolled. These records are transferred with students as they are promoted or moved to other schools. The school counselor is the primary custodian of these records.

PROFESSIONAL PRACTICE STATEMENT FOR SCHOOL COUNSELORS IN TALLAPOOSA COUNTY

The school counselors in Tallapoosa County adopt the ethical standards of the American School Counselor Association. The American School Counselor Association is a professional organization whose members have a unique and distinctive preparation, grounded in the behavioral sciences, with training in clinical skills adapted to the school setting

The Ethical Standards for School Counselors

<https://www.schoolcounselor.org/getmedia/f041cbd0-7004-47a5-ba01-3a5d657c6743/Ethical-Standards.pdf>

Section 5

Counselor Supervision and Evaluation

Job Description

Responsibilities of Elementary School Counselor

Responsibilities of High School Counselor

Counselor Assessment: Educate Alabama

School counselor Competencies

Time and Task Analysis Forms

Program Audit Forms

Counselor Surveys

TALLAPOOSA COUNTY SCHOOLS COUNSELOR JOB DESCRIPTION

Qualifications

1. Master's degree from an accredited educational institution.
2. National Counselor Examination for Licensure and Certification (NCE)
3. Pass the Praxis examinations for school counseling licensure.
4. Must meet background clearance requirements as specified by Alabama Statutes and State Board of Education.

Knowledge, Skills, and Abilities

- **Empathy.** Guidance counselors help students dealing with bullying, disputes with friends, problems at home, and so much more. To do this effectively, you must be able to empathize with what your students are going through and channel this into a compassionate response.
- **Friendliness.** Students won't want to share their problems with a school counselor who is perceived as being distant and cold. A warm and inviting demeanor is key to working with students, as well as their teachers and parents.
- **Understanding of diversity.** Whether a student has problems at school or at home, a guidance counselor must consider how that student's socioeconomic status, race, ethnicity, religion, sexual orientation, or gender identity may come into play. A school counselor must be able to listen to and help students from all walks of life.
- **Knowing when to act.** Unfortunately, guidance counselors at times have to help students dealing with neglect, abuse, risky behavior, or other dangerous circumstances. Being able to recognize a harmful or potentially life-threatening situation and taking the steps to help remove students from these situations is a key skill for any school counselor.
- Ability to read, interpret, and follow State Board of Education rules, School Board policies and the appropriate state and federal statutes;
- Knowledge and understanding of child development and the unique needs and characteristics of the students served;
- Knowledge and understanding of guidance and counseling principals, programs, and services. Collaborating with other educators and administrators to ensure counseling programs meet school goals;
- Knowledge of test and measurement theory and of community resources and services available for student assistance;
- Ability to counsel and assist students, parents, and school personnel in the resolution of problems in student learning, behavior, and mental health;
- Ability to administer and interpret student assessment and evaluate instruments;

- Ability to analyze and use data;
- Ability to consult with parents, school personnel, and community members;
- Ability to maintain sensitivity to multicultural issues;
- Ability to maintain confidentiality;
- Ability to communicate effectively verbally and in writing using correct grammar, spelling, and business English;
- Ability to audit forms and reports for accuracy and completeness;
- Ability to effectively deliver classroom guidance;
- Ability to assist students with creating an academic plan for their education;
- Ability to conduct individual, small, and large group counseling. Focus students and families on college and career readiness;
- Assist in planning for postsecondary options (enroll in college, enlist in military, workplace employment).

Counselor Reports to: Principal

Job Goal: The goal of a school counselor is to utilize leadership, advocacy and collaboration while promoting student success by providing preventive services and responding to identified needs through implementation of a comprehensive school counseling program that helps guide all learners in their academic success, social and emotional development, and career and college planning and readiness.

Counselor supervises: SIMS Operator and Grade Level Advisors (GLA) (where applicable)

TALLAPOOSA COUNTY SCHOOLS

RESPONSIBILITIES OF ELEMENTARY SCHOOL COUNSELORS

- Develop, implement, and evaluate an annual local school guidance and counseling plan in accordance with standards set forth by the state plan and commensurate with the local system plan;
- Provide developmental and comprehensive guidance and counseling services to all children;
- Develop and implement a large group guidance program;
- Develop and implement a small group counseling program;
- Provide individual counseling to help meet the developmental and remedial needs of students;
- Assist students in building self-esteem and developing decision-making, problem solving, and positive human relations skills;
- Assist students in developing their interest, aptitudes, and values relating to life careers;
- Coordinate the school's testing program;
- Prepare informative reports and materials for principals, teachers, parents, and students to provide information about abilities, achievement, interest, and needs;
- Analyze and interpret test results to teachers, parents, and students to provide information about abilities, achievements, interests, and needs;
- Assist teachers in identifying and interpreting problems that interfere with a student's progress;
- Coordinate special programs such as school supplies for needy children, good citizen program, Red Ribbon Week;
- Plan with teachers and principal steps for modifying behavior of students;
- Consult with parents, teachers, and community resources about the special needs of students and make appropriate referrals;
- Assist in the placement of individual students with special needs in appropriate educational situations;
- Coordinate the registration of new students and provide them with an orientation to school procedures and school's various opportunities for learning;

- Provide data concerning students' needs to assist in curriculum evaluation and development in the school;
- Establish effective working relationships with other professionals, agencies, and institutions that may be helpful to teachers, parents, and students;
- Assume other appropriate duties assigned by the principal.

RESPONSIBILITIES OF HIGH SCHOOL GUIDANCE COUNSELORS

- Develop and implement an effective school guidance and counseling program;
- Define and interpret the guidance and counseling program to students, teachers, parents, administrators, and community members;
- Coordinate the registration of new students and provide them with an orientation to school procedures and the school's various opportunities for learning;
- Coordinate the school's testing program, unless otherwise specified;
- Focuses students and families on goal setting and academic planning for college and career readiness;
- Assist students in planning for postsecondary options (enroll in education, enlist in military option, employ in workforce);
- Develop a four (4) year graduation plan and audit student transcripts and schedules for graduation candidacy as determined by school and state policies;
- Assist students in course placement including recommendations on Advanced Placement (AP) and pathways to challenge and enrich student learning opportunities;
- Analyze student data and develops data-driven programs for intervention action plans;
- Provide short-term counseling to students and referrals for long-term support, as necessary;
- Provides a support system that strengthens the efforts of teachers, staff, and parents;
- Advocate for students at individual education plan (IEP) meetings and other student-focused meetings;
- Act as a systems change agent to improve equity and access, achievement and opportunities for all students;
- Assume responsibilities for individual professional development and for attending appropriate professional meetings;
- Assume other appropriate duties assigned by the principal.

Counselor Assessment Educate Alabama

The State of Alabama has developed a new education evaluation program entitled Educate Alabama. Educate Alabama is driven by the Alabama Quality Teaching Standards (AQTS). These standards are the foundation for both counselor evaluation and professional development. Educate Alabama is a five pronged process that includes self-assessment, classroom observations, dialogues and principal data, collaborative summary report, and a professional learning plan.

The purpose of Educate Alabama is professional growth over time. Educate Alabama is a formative evaluation process designated with one purpose in mind. It is intended to identify current levels of practice and point educators toward the planning and implementing of professional learning. This process will help an educator to move to new levels of professional practice.

<https://te.asc.edu/TEWeb/MainDashboard/Index>

Alabama Quality Teaching Standards

<https://alabamagms.blob.core.windows.net/documentlibrary/116ACC67-F6DB-41AF-B527-D8FB4D220F46.pdf>

ACSA School Counselor Mindsets and Behaviors

<https://www.schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf>

DISTRIBUTION AND APPROPRIATE USES OF COUNSELOR TIME

Sample Distribution of Total School Counselor Time
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Delivery System Component	Elementary School % of Time	Middle School % of Time	High School % of Time
Guidance Curriculum	35-45%	25-35%	15-25%
Individual Student Planning	5-10 %	15-25%	25-35%

Responsive Services	30-40%	30-40%	25-35%
Program Support	10-15%	10-15%	15-20%

***Adapted from Gysbers, N.C. & Henderson, P. (Eds.) (2000). *Developing and managing your school guidance program, (3rd ed.)*, Alexandria, VA: American Counseling Association.

Appropriate Activities for School Counselors	Inappropriate Activities for School Counselors
<ul style="list-style-type: none"> ● Working with students to provide small and large-group counseling services. ● Documenting school counseling contacts and activities. ● Collaborating with teachers to present guidance curriculum lessons. ● Collaborating with teachers to improve classroom management skills ● Interpreting cognitive, aptitude, and achievement tests. ● Analyzing grade-point averages in relationship to achievement. ● Disaggregating data ● Interpreting student records ● Ensuring that student records are maintained as per state and federal regulations. ● Assisting the school principal with identifying and resolving student issues, needs and problems. ● Advocating for students at individual plan meetings, student study teams and school attendance review boards. 	<ul style="list-style-type: none"> ● Building the master schedule and registering all students ● Registering and scheduling all new students ● Coordinating or administering cognitive, aptitude and achievement tests. ● Signing excuses for students who are tardy or absent ● Performing disciplinary actions. ● Sending students home who are not appropriately dressed. ● Teaching classes when teachers are absent ● Computing grade-point averages ● Maintaining students records ● Supervising study halls ● Maintaining clerical records ● Assisting with administrative duties ● Working with one student at a time in a therapeutic, clinical mode ● Preparing IEPs (individual education plans) ● Managing school attendance review boards ● Entering data

**Adapted from Campbell, C.A. (1997). *Sharing the vision: The ASCA national standards for school counseling programs*, Alexandria, VA: American School Counselor Association; and Trotter, et. al. (2008). *The 7Cs School Counseling Model*.

See templates at the following link for Distribution and Appropriate uses of Counselor Time
<https://www.schoolcounselor.org/About-School-Counseling/ASCA-National-Model-for-School-Counseling-Programs/Templates-Resources>

ALSDE Comprehensive School Counseling and Guidance Program Audit*

The program audit is used to assess the comprehensive school counseling and guidance program. Audits serve to set the standard for the school counseling and guidance program. Audits are first performed when a school counseling and guidance program is being designed and then yearly to appraise the progress of program development. Using the finding of both program implementation results, strengths and weaknesses are determined, and goals are created for the following school year.

School _____ Date _____

FOUNDATION

I. BELIEFS AND PHILOSOPHY

The philosophy statement is a set of principles that guides the development, implementation, and evaluation of the comprehensive school counseling and guidance program.

CRITERIA	None	In Progress	Completed	Implemented	N/A
1.1 A statement of philosophy has been written for the school counseling and guidance program.					
1.2 Every student's right to a school counseling and guidance program is addressed.					
1.3 A plan of closing-the-gap activities for underserved student populations is included.					
1.4 Primary prevention, intervention, and student development needs are the focus.					
1.5 Persons to be involved in the delivery of program activities are identified.					
1.6 Ethical guidelines and standards are included.					

II. MISSION OF SCHOOL COUNSELING PROGRAMS

The mission statement articulates the intentionality of the comprehensive school counseling and guidance program. It represents the immediate and long-range impact (e.g., desired achievement for every student five to ten years after graduation) of the program.

CRITERIA	None	In Progress	Completed	Implemented	N/A
2.1 A mission statement has been written for the comprehensive school counseling and guidance program with the student as the primary client.					
2.2. Content or competencies to be learned by all students are indicated.					
2.3 Long-range results desired for all students are indicated.					

III. DOMAINS AND GOALS

Goals are the extension of the mission statement and focus on the results students will achieve by the time they leave the school system.

CRITERIA	None	In Progress	Completed	Implemented	N/A
3.1 Goals have been written for the school counseling and guidance program.					
3.2 Developmental structure for the school counseling and guidance program from Grades K-12 (and beyond) and what will be measured are identified.					

IV. COMPETENCIES

Competencies are the knowledge, attitudes, or skills that are observable, can be transferred from a learning situation to a real-life situation, and involve the production of a measurable outcome.

Competencies are indicators that a student is making progress toward the goals of the school counseling and guidance programs. They are developed and organized into content areas.

CRITERIA	None	In Progress	Completed	Implemented	N/A
4.1 Student competencies have been written that directly relate to the three domains of academic, career, and personal/social development.					
4.2 Developmentally appropriate student competencies are specified for each grade-level grouping.					
4.3 Selected competencies are based on assessment of student needs and are measurable or observable.					

DELIVERY SYSTEM

V. GUIDANCE CURRICULUM

The guidance curriculum consists of structured, developmentally appropriate lessons designed to assist students in achieving the competencies and is presented systematically through classroom and group activities in Grades K-12. The guidance curriculum is organized to help students acquire, develop, and demonstrate competencies within the three domains of academic, career, and personal/social development.

CRITERIA	None	In Progress	Completed	Implemented	N/A
5.1 Guidance curriculum for all three domains has been written.					
5.2 All students receive, in a systemic way, the content to acquire knowledge, attitudes, and skills to enhance their academic, career, and personal/social development.					
5.3 Materials, equipment, and facilities are available to support program delivery.					
5.4 Effectiveness of curriculum is evaluated annually.					

VI. INDIVIDUAL STUDENT PLANNING

Individual student planning consists of professional school counselors coordinating on-going systemic activities to assist the individual student in establishing personal goals and in developing future plans.

CRITERIA	None	In Progress	Completed	Implemented	N/A
6.1 There is a systemic approach in place for helping students make appropriate educational plans.					
6.2 A tool exists at the secondary level to assist students in making appropriate educational plans (e.g., four-year plan, portfolio).					
6.3 Individual student planning includes individual appraisal, individual advisement, and appropriate student placement.					

VII. RESPONSIVE SERVICES

Responsive services within school counseling and guidance program consist of activities designed to meet the immediate needs of students.

CRITERIA	None	In Progress	Completed	Implemented	N/A
7.1 Every Grades K-12 student receives prevention education to address life choices in academic, career, and personal/social development.					
7.2 Students are assisted in solving immediate problems that interfere with their academic, career, and personal/social development (e.g., conflict resolution, peer mediation)					
7.3 There is a systemic and consistent provision for the referral of students who exhibit barriers to learning.					

VIII. INDIRECT SERVICES

Indirect services consists of management activities that establish, maintain, and enhance the total comprehensive school counseling and guidance program.

CRITERIA	None	In Progress	Completed	Implemented	N/A
8.1 Professional school counselors provide professional development to staff regarding the school counseling and guidance program.					
8.2 Professional school counselors participate in professional development activities.					

MANAGEMENT SYSTEM

IX. PROFESSIONAL SCHOOL COUNSELOR/ADMINISTRATOR AGREEMENTS

Agreements are statement of responsibility by each professional school counselor specifying the results for which and students for whom the professional school counselor is accountable. These agreements are negotiated with and approved by the designated administrator.

CRITERIA	None	In Progress	Completed	Implemented	N/A
9.1 There is a clear division between assumed accountability for results and assigned duties.					
9.2 Professional school counselors have decided how to distribute caseload and access to students (e.g., alpha assignments, domain specialization, grade level, random).					

X. ADVISORY COUNCIL

An advisory council is a group of persons appointed to review the program audit, goals, and results reports of the school counseling and guidance program and to make recommendations to the school counseling and guidance department, principal, and/or superintendent.

CRITERIA	None	In Progress	Completed	Implemented	N/A
10.1 An advisory council has been organized and has established meeting dates and has identified tasks.					
10.2 The advisory council meets at least twice a year.					

XI. USE OF DATA AND STUDENT MONITORING

Analysis of data drives the program. Monitoring students' progress ensures each student acquires the identified competencies. Monitoring may be systemic by the local education agency (LEA) or specific to the individual school site, grade, class, or individually, depending on site and student need.

CRITERIA	None	In Progress	Completed	Implemented	N/A
11.1 School system and site-specific data on achievement-related data are collected and disaggregated.					
11.2 There is an established means to monitor students' progress in guidance-related competencies, including academic achievement.					

ACCOUNTABILITY

XII. USE OF DATA AND CLOSING THE GAP

Analysis of data drives the program. Monitoring of individual progress reveals interventions that may be needed to support each student in achieving academic success through access to rigorous academic programs.

CRITERIA	None	In Progress	Completed	Implemented	N/A
12.1 The data are disaggregated by variables such as gender, ethnicity, and grade level.					
12.2 The identified needs become sources for the determination of closing-the-gap activities.					

XIII. ACTION PLANS (GUIDANCE CURRICULUM AND CLOSING THE GAP)

For every competency taught or result anticipated by professional school counselor, there should be a plan of how the responsible professional school counselor intends to achieve the desired competency or result.

CRITERIA	None	In Progress	Completed	Implemented	N/A
13.1 Action plans are drafted by the counseling team during a planning meeting.					
13.2 Action plans address every aspect of the program and the domains of academic, career, and personal/social development.					
13.3 Action plans and closing-the-gap plans are completed in the spring for the next year and signed by the professional school counselor and principal.					

XIV. USE OF TIME/CALENDAR

A master calendar of events is developed and published to effectively plan and promote the school counseling and guidance program. To maximize active participation in the program, the calendar provides students, parents, teachers, and instructional leaders with knowledge of appropriate information.

CRITERIA	None	In Progress	Completed	Implemented	N/A
14.1 The master calendar is published and distributed to appropriate persons, including students, staff, parents, and community.					
14.2 The professional school counselor's weekly/monthly schedule is posted.					

XV. RESULTS REPORT

For every competency taught or result anticipated by professional school counselor, there should be a plan of how the responsible professional school counselor intends to achieve the desired competency or result.

CRITERIA	None	In Progress	Completed	Implemented	N/A
15.1 A results form for the collection of results data is written and accepted by the administration and professional school counselors.					
15.2 There is a result agreement addressing every aspect of the program and the domains of academic, career, and personal/social development.					
15.3 Results data are collected and disaggregated measuring behaviors (e.g., academic achievement, data over time).					

XVI. PROFESSIONAL SCHOOL COUNSELOR PERFORMANCE EVALUATION

The professional school counselor’s performance standards used for evaluation contain basic standards of practice expected of professional school counselors who implement a comprehensive school counseling and guidance program.

CRITERIA	None	In Progress	Completed	Implemented	N/A
16.1 The evaluation is written to assess the professional school counselor’s ability to understand and implement the foundation of a comprehensive school counseling and guidance program.					
16.2 The evaluation assesses the professional school counselor’s ability to measure the results of the program.					
16.3 The evaluation assess the professional school counselor’s use of professional communication within the school community.					

XVII. PROGRAM AUDIT

The program audit provides evidence that the school counseling and guidance program has been assessed. The primary purpose for collecting information is to guide future actions within the program and to improve future results for students.

CRITERIA	None	In Progress	Completed	Implemented	N/A
17.1 The audit aligns with and includes all program components..					
17.2 The results of the audit are shared in the spring of each year and drive program training and behavior for the following year.					

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

Counselor Survey for Instructional Staff

<https://www.alabamaachieves.org/wp-content/uploads/2021/03/2003-Comprehensive-Counseling-and-Guidance-Model-for-Alabama-Public-Schools-State-Plan.pdf>

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Counselor Survey for Students: Grades 4-6

<https://www.alabamaachieves.org/wp-content/uploads/2021/03/2003-Comprehensive-Counseling-and-Guidance-Model-for-Alabama-Public-Schools-State-Plan.pdf>

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Counselor Survey for Students: Grades 7-12

<https://www.alabamaachieves.org/wp-content/uploads/2021/03/2003-Comprehensive-Counseling-and-Guidance-Model-for-Alabama-Public-Schools-State-Plan.pdf>

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Counselor Survey for Parents/Guardians

<https://www.alabamaachieves.org/wp-content/uploads/2021/03/2003-Comprehensive-Counseling-and-Guidance-Model-for-Alabama-Public-Schools-State-Plan.pdf>

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SECTION 6

Federal, State, and Local Policies for Counseling and Guidance

RTI

Education for All Handicap

IDEA

ADA

504

Federal, State, and Local Policies for Counseling and Guidance

Response to Intervention

Response to Intervention (RTI) is a general education imperative and rests upon the premise that ALL children can learn. RTI is one arm of the Multi-Tiered System of Supports, which seeks to provide adequate and effective support to all students. RTI encompasses the foundational principles of research-based effective instruction, ongoing progress monitoring, and modification of instruction based upon the progress monitoring data. Recognizing that the goal of all education is to move the student to successful completion of the course of study required to graduate from high school and enter into college and/or a career, the responsibility to address learning needs early and intensify instruction to close the achievement gap is a task with which schools are trusted. Therefore, RTI defines our goal and provides our marching orders to produce literate and successful students.

Multi-Tiered System of Supports - Looking at the Tiers

Tier I (Universal) Intervention/Instruction – Tier 1 interventions are those available/provided to all students in the classroom. These may be research-based but are not necessarily prescriptive.

Tier 1 – School-Wide, Universal Core Curriculum

Deliver core curriculum to all students (Example: 90-minute reading block, daily class period) Assess ALL children three times per year

Measure ALL student progress against grade-level benchmarks. The core curriculum should be effective with at least 80% of all students.

Begin with whole-class instructional strategies

Differentiate instruction as needed with flexible small groups and other differentiation strategies

Monitor and assess student progress using authentic result measures

Tier Two Strategic Intervention (in addition to Tier I)

Tier II interventions are to be implemented when assessment data indicates that a student is not making adequate progress from universal instruction alone. They are generally smaller group

interventions designed to meet the specific needs of a student and his/her peers with similar needs. These interventions **MUST** be evidence-based strategies.

Tier 2 – Strategic Interventions

Students in general education classrooms who have not met benchmarks through whole class and differentiated instruction (10-15% of all students)

Strategic Interventions do not replace classroom instruction but support classroom instruction by focusing on specific deficits

Strategic Interventions should be conducted by the classroom teacher or other trained individual with groups of five or fewer students.

Interventions are targeted to the identified area of need. Interventions are highly interactive (both oral and written). Skills are directly applied. Attendance/delivery of intervention is documented. **If a significant number of students appear to be in need of Tier 2 instruction, the effectiveness of Tier I (core) instruction must be evaluated.**

Tier Three Intensive Intervention (in addition to Tiers 1 and 2)

Tier III Interventions are those which offer a student highly individualized, systematic and explicit instruction in an area of assessed need. Although the programs or strategies may be similar to those offered at Tier II, the intervention is classified as “intensive” if it is individualized to meet the needs of a particular student and the duration and/or intensity of the intervention is increased to accelerate student response. Intensity is increased when instructional time is increased and group size is decreased.

Tier 3 – Intensive Interventions

Students in general education classroom who are consistently falling behind their aim line with whole class and strategic interventions (5-10% of students):

Interventions are specifically matched to student needs through task analysis of the learning or behavioral problem.

Interventions should be conducted by a highly qualified teacher or trained professional in a small group (2-3 students or one-on-one tutoring).

Interventions should consist of no less than 20-30 additional minutes, 5 days per week, in addition to Tier 1 and Tier 2 instruction.

Intervention should be highly interactive requiring high levels of student response (oral and written), incorrect responses are immediately corrected. Level of the program should allow students to give correct responses 80% of the time.

Intervention programs are highly structured or scripted.

TCS Tiered Intervention

Here is a list of TCS recommendations for your tiered instruction.

Tier I-

Core Programs

Reading K-5 “Wonders”

Reading 6-8

Reading 9-12

Math K-12 SAVVAS Envision Math

Tier II-

Reading K-2 “Heggerty”

Reading K-3 “Phonics for Reading”

Reading K-5 “Wonders” & “Classworks”

Reading 6-8 “Classworks”& IXL

Math K-6 “Reflex Math” “Education Galaxy Math” SAVVAS Envision Math & Classworks

Math 6-12- SAVVAS Envision Math, & IXL

Tier III- (The state says that Tier III interventions should be face to face, not computer programs.)

Reading K-6 “SRA”

Reading K-6 “SPIRE”

Reading 6-12 IXL

Math K-6 “Envision Math”

Math 6-12 IXL

Education for All Handicapped Children

Public Law 94-142 (S. 6); Nov. 29, 1975

It is the purpose of this Act to assure that all handicapped children have available to them, within the time periods specified in section 612(2) (B). a free appropriate public education which emphasizes special education and related services designed to meet their unique needs, to assure that the rights of handicapped children and their parents or guardians are protected, to assist States and localities to provide for the education of all handicapped children and to assess and assure the effectiveness of efforts to educate handicapped children.

See link below for full copy of the law:

<https://www.govinfo.gov/content/pkg/STATUTE-89/pdf/STATUTE-89-Pg773.pdf>

Individuals with Disabilities Education Act

The Individuals with Disabilities Education Act (IDEA) is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children.

The IDEA governs how states and public agencies provide early intervention, special education, and related services to more than 7.5 million (as of school year 2018-19) eligible infants, toddlers, children, and youth with disabilities.

Infants and toddlers, born through age 2, with disabilities and their families receive early intervention services under IDEA Part C. Children and youth ages 3 through 21 receive special education and related services under IDEA Part B.

Full website of resources of IDEA:

<https://sites.ed.gov/idea/about-idea>

Congress reauthorized the IDEA in 2004 and most recently amended the IDEA through Public Law 114-95, the Every Student Succeeds Act, in December 2015.

In the law, Congress states:

Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities.

See below for a full copy of the law:

<https://www.govinfo.gov/content/pkg/PLAW-114publ95/pdf>

Americans with Disabilities Act

The Americans with Disabilities Act (ADA) prohibits discrimination against people with disabilities in several areas, including employment, transportation, public accommodations, communications and access to state and local government' programs and services. As it relates to employment, Title I of the ADA protects the rights of both employees and job seekers. The ADA also establishes requirements for telecommunications relay services. Title IV, which is regulated by the Federal Communications Commission (FCC), also requires closed captioning of federally funded public service announcements.

While the U.S. Department of Labor's (DOL) Office of Disability Employment Policy (ODEP) does not enforce the ADA, it does offer publications and other technical assistance on the basic requirements of the law, including covered employers' obligation to provide reasonable accommodations to qualified job applicants and employees with disabilities. For a quick overview of the ADA read "The Americans with Disabilities Act: A Brief Overview."

In addition to the U.S. Department of Labor, several other federal agencies have a role in enforcing, or investigating claims involving, the ADA:

The U.S. Equal Employment Opportunity Commission (EEOC) enforces Title I of the ADA. Title I prohibits private employers, state and local governments, employment agencies and labor unions from discriminating against qualified individuals with disabilities in applying for jobs, hiring, firing and job training.

The U.S. Department of Transportation enforces regulations governing transit, which includes ensuring that recipients of federal aid and state and local entities responsible for roadways and pedestrian facilities do not discriminate on the basis of disability in highway transportation programs or activities. The department also issues guidance to transit agencies on how to comply with the ADA to ensure that public transit vehicles and facilities are accessible.

The Federal Communications Commission (FCC) enforces regulations covering telecommunication services. Title IV of the ADA covers telephone and television access for people with hearing and speech disabilities. It requires telephone and Internet companies to provide a nationwide system of telecommunications relay services that allow people with hearing and speech disabilities to communicate over the telephone.

The U.S. Department of Justice enforces ADA regulations governing state and local government services (Title II) and public accommodations (Title III).

The U.S. Department of Education, like many other federal agencies, enforces Title II of the ADA, which prohibit discrimination in programs or activities that receive federal financial assistance from the department.

The U.S. Department of Health and Human Services (HHS) also enforces Title II of the ADA relating to access to programs, services and activities receiving HHS federal financial assistance. This includes ensuring that people who are deaf or hard-of-hearing have access to sign language interpreters and other auxiliary aids in hospitals and clinics when needed for effective communication.

Another federal agency, the Architectural and Transportation Barriers Compliance Board (ATBCB), also known as the Access Board, issues guidelines to ensure that buildings, facilities and transit vehicles are accessible to people with disabilities. The Guidelines & Standards issued under the ADA and other laws establish design requirements for the construction and alteration of facilities. These standards apply to places of public accommodation, commercial facilities, and state and local government facilities.

Two agencies within the U.S. Department of Labor enforce parts of the ADA. The Office of Federal Contract Compliance Programs (OFCCP) has coordinating authority under the employment-related provisions of the ADA. The Civil Rights Center (CRC) is responsible for enforcing Title II of the ADA as it applies to the labor- and workforce-related practices of state and local governments and other public entities. Visit the Laws & Regulations subtopic for specific information on these provisions.

Full copy of ADA regulations are available at the link below:

https://www.ada.gov/2010_regs.htm

Section 504 of the Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act of 1973 is a national law that protects qualified individuals from discrimination based on their disability. The nondiscrimination requirements of the law apply to employers and organizations that receive financial assistance from any Federal department or agency, including the U.S. Department of Health and Human Services (DHHS). These organizations and employers include many hospitals, nursing homes, mental health centers and human service programs. Section 504 forbids organizations and employers from excluding or denying individuals with disabilities an equal opportunity to receive program benefits and services. It defines the rights of individuals with disabilities to participate in, and have access to, program benefits and services.

Section 504 protects qualified individuals with disabilities. Under this law, individuals with disabilities are defined as persons with a physical or mental impairment which substantially limits one or more major life activities. People who have a history of, or who are regarded as having a physical or mental impairment that substantially limits one or more major life activities, are also covered. Major life activities include caring for one's self, walking, seeing, hearing, speaking, breathing, working, performing manual tasks, and learning. Some examples of impairments which may substantially limit major life activities, even with the help of medication or aids/devices, are: AIDS, alcoholism, blindness or visual impairment, cancer, deafness or hearing impairment, diabetes, drug addiction, heart disease, and mental illness.

See below for full copy of the law:

<https://www.eeoc.gov/rehabilitation-act-1973-original-text>

Tallapoosa County Schools 504 Policy and Procedures:

A. Screening

Screening will be conducted by the 504 screening team. The screening team should consist of the local school 504 coordinator, and at least one other school stakeholder. In the screening process the team will utilize the ALSDE Health Assessment record form (pink sheet) and other available data of students who have an indicated medical alert and or diagnosis to determine if the student demonstrates signs of needing 504 services. Using the screening form the team will determine if no further 504 is needed, if referral to the school problem solving team or RTI team is needed, if the Individualized Health Plan is appropriate at this time, or to proceed to the 504 referral/evaluation process. Follow the action outlined in the screening form as to what forms if any should be sent culminating the screening process. The screening form should be sent to the parent and a copy should be kept by the local school 504 coordinator.

B. Referral/Evaluation

If the screening team determines to proceed to the 504 referral/evaluation process:

- Form C and D should have already been sent.
- Begin gathering data to include but not limited to:
 - Grades
 - Attendance
 - Standardized Testing Data
 - Discipline Reports
 - Teacher Input (Form F to all core academic teachers)
 - Work Samples
 - Elementary students should have progress monitoring data

In the case of a parent referral follow the same screening procedures, however, instead of sending the notice of the 504 screening team determination form the local school 504 coordinator will send a completed version of FORM G. *If the team determines to accept the referral for evaluation send FORM C with FORM G and then begin the data collection process as described above.*

C. Eligibility

If a student is accepted for an evaluation, the evaluation must be completed in a timely manner. Absent unusual circumstances, the District will complete the evaluation process within 60 calendar days.

In facilitating a Section 504 evaluation, the local school will:

- Selecting team members
- Gather documentation necessary to complete “Section 504 Evaluation/Eligibility Determination Documentation.” (Form E).
- Provide the parent/guardian with “Notice of Intent of Section 504 Team Decision Regarding Evaluation” if the student does not qualify for Section 504. (Form G).

If the team determines that the student meets the federal definition of disabled under Section 504, a Section 504 Plan shall be developed. (Form H). This plan may be developed at the time of the eligibility meeting or at another meeting. Absent unusual circumstances, the plan should be developed within 30 calendar days after the eligibility meeting. The local school shall ensure that a copy of the plan is provided to the student’s teachers and service providers. (Form J). Documentation of receipt of the plan shall be obtained.

If the team determines that the student does not meet the federal definition of disabled under Section 504, the team shall refer the student back for identification of needed classroom intervention strategies as stated in the District’s RTI plan. The parent/guardian should also be provided a copy of the “Notice of Intent Regarding Section 504 Team Decision” (Form G) and the “Parent/Guardian Procedural Safeguards under Section 504 of the Rehabilitation Act of 1973.” (Form C).

D. Discipline Procedures for Student Under a Section 504 Plan

A student who has a Section 504 Plan may not be subjected to a disciplinary change in placement for more than 10 school days unless the Section 504 Team first determines that the behavior giving rise to the discipline was not substantially related to the student’s disabling condition or due to an inappropriate implementation of the plan. This process is carried out in a manifestation determination meeting. (Form K). Suspensions for less than 10 school days may be effectuated without holding a Section 504 Team Meeting. However, a series of short suspensions over the course of the school year that would amount to a total of more than 10 school days may require that a Section 504 manifestation determination meeting be held.

When making the manifestation determination, a Section 504 Team, must meet to address the following:

- Was the misconduct caused by, or directly and substantially related to, the student’s disability?
- Was the misconduct a direct result of the District’s failure to implement the Section 504 Plan?

If the Section 504 Team determines that there is no substantial relationship between the conduct and the student's disability and that the Section 504 Plan was properly implemented, the school may proceed to discipline the student in the same manner as it would a non-disabled student.

If the Section 504 Team determines that there is a substantial link between the conduct and the student's disability or that the Section 504 Plan was not properly implemented, the Section 504 Team must review and/or revise the Section 504 Plan to address the student's conduct. In such a situation, the student's placement would not be changed without consent of the parent/guardian of the student. An agreed upon change of placement may occur as a result of disciplinary infractions involving drugs, weapons, or behavior that has substantially injured or endangered the safety of the student or others.

Note: A student who is currently using illegal drugs or alcohol, and is to be disciplined by the school for such behavior loses the procedural protections provided by Section 504, including the right to a manifestation determination review prior to a change in placement for disciplinary reasons. This would hold true even if the disabling condition could be related to the misconduct.

E. Transfer Students

In the case of a Section 504 eligible student transferring into the Tallapoosa County School District with documentation of previous eligibility, a Section 504 team will assemble within 10 school days of the student's enrollment to determine if the current Section 504 plan is appropriate and can be implemented as written. The Section 504 team may revise the student's current Section 504 and/or request further evaluation and/or information. If further evaluation or information is requested, the student will be provided an interim Section 504 plan. Following the implementation of an interim Section 504 plan, the Section 504 team should generally meet within sixty (60) calendar days so as to review eligibility and the current Section 504 plan.

F. Complaint Procedures

When parents/guardians disagree with the Section 504 Committee's decisions regarding their child's identification, evaluation, educational program, or placement, they have the right to challenge the decisions by filing a grievance, requesting a mediation meeting, or requesting an impartial due process hearing. Parents/Guardians or a student who is disabled may also file a civil rights complaint with the Office for Civil Rights (OCR) if they believe they are being retaliated against because of their efforts to obtain an appropriate education for the student.

1. Section 504 Grievance

If parents/guardians believe their Section 504 rights or their child's Section 504 rights are being violated, they may file a grievance with the Section 504 Compliance Coordinator. The Tallapoosa County School District's Compliance Coordinator is Page Cotten. She may be reached at 256-825-0746 ext. 23 or by mail at 679 East Columbus Street Dadeville, Al. 36853.

2. Section 504 Mediation Meeting

Mediation is a less formal and less adversarial method of resolving disputes than a due process hearing. During mediation, parents/guardians and school representatives voluntarily meet with an impartial mediator to resolve disagreements with the school's decisions or actions regarding identification, evaluation, educational program, or placement of the student. Any agreements reached between the school and the parents/guardians during the mediation process will be set forth in a written mediation agreement. Parents/guardians may request mediation by writing or by calling the Tallapoosa County School District's 504 Compliance Coordinator, Page Cotten. She may be reached at 256-825-0746 ext. 46 or by mail at 679 East Columbus Street Dadeville, Al. 36853.

3. Section 504 Impartial Due Process Hearing

A parent/guardian may initiate a due process hearing on a matter related to eligibility and related procedures, procedural safeguards, and/or whether the student is receiving an educational opportunity commensurate with the non-disabled students.

Requests by parents/guardians for a due process hearing must be submitted in writing within thirty (30) days of the notice of action appealed. A Section 504 complaint form is provided at Form L. The request for a Section 504 impartial due process hearing should be made to the Tallapoosa County School District's Section 504 Compliance Coordinator, Page Cotten. She may be reached at 256-825-0746 ext. 23 or by mail at 125 N. Broadnax St. Dadeville, Al 36853.

An impartial hearing officer will preside at the due process hearing and will conduct the proceedings in an impartial manner to the end that all parties involved have the opportunity to present evidence, produce outside expert testimony, and be represented by legal counsel. Parents/guardians involved in the hearing will be given the right to have the student present at the hearing. The hearing officer shall review relevant facts and render a written decision on the issue presented for review.

The hearing officer's decision shall be delivered to the District and the parent/guardian within thirty (30) days following the completion of the hearing, which shall be not later than

sixty (60) days after the receipt of the request of a hearing unless extended by consent of the parent/guardian and the District.

4. Civil Rights Complaint

Parents may file a formal complaint with the Office of Civil Rights (OCR) if they believe their child is being discriminated against on the basis of his/her disability. A Section 504 due process hearing is not required prior to filing an OCR complaint. The address of the Office of Civil Rights is Office for Civil Rights, 61 Forsyth Street, Suite 19T70, Atlanta, Georgia 30303.

G. Re-Evaluation/Annual Plan Review

A 504 Plan Review must be completed annually. The plan review must be completed with the 504 Team and the plan is continued or amended to meet the child's needs.

A re-evaluation must be conducted every three years. The re-evaluation process should be conducted in the same manner as the original evaluation process. All required evaluations forms should be completed.