

Troy City School

Comprehensive Guidance and Counseling Program



Troy City Mission Statement

The mission of the Troy City School System's comprehensive school counseling and guidance program is to address students' social, personal, academic, career, and emotional needs for present and future purposes. Students will be provided with opportunities to gain an understanding of self and others, to participate in educational and occupational exploration, and to pursue these opportunities in an environment that is safe, caring, and encouraging. Counselors will work in collaborative partnerships with students, educators, parents, community members, agencies, and local businesses to empower students to reach their highest potential as productive members of society.

The comprehensive school counseling and guidance program is an essential integrated component of the total instructional program through which students have maximum opportunity for academic, career, and personal/social development. In this regard, the school counseling and guidance program involves a planned, purposeful, and sequential program of activities that begins in kindergarten and continues through the twelfth grade. The comprehensive school counseling and guidance program is data-driven by students' needs and provides outcome-based accountability measures that align the school counseling and guidance program with each local school's overall mission.

Troy City School Mission Statement

Troy City School offers a safe, barrier-free learning environment where the community and school team work together to promote student success.

Troy City School Guidance/Counseling Mission Statement

The mission of Troy City School's Guidance/Counseling Program is to work with the students, faculty, parents, and local community to facilitate success in the lives of each individual in the areas of academics, career, and personal/social development. Students' needs are met through educational/career planning, prevention, and crisis intervention, individual and group guidance/counseling.

Philosophy

Counseling is available for all students. The emphasis of the Troy City School counseling program is preventative, developmental and corrective. Students are provided the opportunity to gain and exploration, and to pursue career planning opportunities in a clean, safe, friendly environment. The counselor's work begins with kindergarten pre-registration activities, or in the case of new students, as they enter school and continues throughout elementary and beyond. The skills needed to complete a life-long journey of learning can be achieved through a planned, developmentally appropriate, and sequential school counseling program that is based on the National Standards for School Counseling Programs.

School Guidance Curriculum

The Troy City School System's guidance curriculum includes structured experiences presented systematically through classroom and group activities from kindergarten through twelfth grade. The curriculum emphasizes decision making, self-understanding, study skills, career exploration, survival skills, life preparation, and goal planning. This guidance curriculum is a planned, sequential program of Alabama Course of Study objectives for large/small groups, individual activities and guidance sessions that enhance the instructional program and meet the needs of students. This planned program serves as the counselor's yearly schedule and is further divided into monthly calendars of large/small group sessions, individual activities and counseling logs. The national school counseling standards of the American School Counselor Association (ASCA) and the state model, Comprehensive Counseling and Guidance for Alabama Public Schools, are aligned with the Educate Alabama Standards for counselors. At the beginning of the school term, yearly outlines and monthly calendars are to be disseminated to the local principal, teachers and central office administrators. Examples of school guidance curriculum delivery options within this component may include, but are not restricted to:

Classroom Guidance Activities: Counselors will facilitate, co-lead, or assist in the delivery of guidance curriculum activities. These activities may be conducted in the classroom, in the guidance center, or in the other school facilities.

Group Guidance: Counselors will conduct small-group counseling sessions outside the classroom to respond to students' identified interests or needs. Small-group counseling may be either immediate-response or long-term counseling.

Parent Workshops and Instruction: Counselors will conduct workshops and information sessions at the local school for parents/guardians to address the needs of the school community and to reflect the school counseling and guidance curriculum.

Interdisciplinary Curriculum Development: Counselors will participate on interdisciplinary teams to develop and refine curriculum in content areas. These teams develop classroom units that integrate subject matter with the school guidance curriculum, with emphasis on character education. Counselors will assist teachers in the delivery of classroom units that lead to acquisition of competencies in the domains of affective, social, and employability skills for every student in developmentally appropriate ways.

Topics for school guidance curriculum activities within this component may include, but are not limited to:

- | | |
|-----------------------------|------------------------------------|
| • Self-Concept | • Career Awareness and Exploration |
| • Communication Skills | • Study Skills |
| • Peer Relationships | • Choice-Making Skills |
| • Substance Abuse Program | • Personal Safety |
| • Post-High School Planning | • Pre-Employment Skills |

Individual Student Planning

Individual student planning will include counseling activities that provide every student with an opportunity to plan, monitor, and manage his/her academic, career, and personal/social development. Individual student planning will emphasize standardized test interpretation. Examples of individual student planning delivery options within this component may include, but are not restricted to:

Individual or Small-Group Appraisal: Counselors will help students assess and interpret individual abilities, interest, skills, and achievements. The utilization of appropriate assessment information will become an important aspect of individual development of immediate and long-range plans.

Individual or Small-Group Advisement: Counselors will help students acquire self-appraisal skills, personal skills, social development skills, educational opportunities, career, and market information. This information will assist students in planning for personal, academic, and career aspirations. Counselors may enlist input from teachers, parents/guardians, institutions and other appropriate resources to help students make academic and career choices.

Topics for school guidance curriculum activities within this component may include, but are not limited to:

- Death
- Conflict Resolution
- Peer Relationships
- Grades
- Divorce
- Career Awareness and Exploration
- Study Skills
- Choice-Making Skills
- Personal Safety
- Friendships

Placement and Follow-up: Counselors will advise students in making transitions from the feeder school, to work, and/or to post secondary choices. Counselors will provide assistance in assessing resources and information to meet students' needs.

Responsive Services

Responsive services will include counseling or referral activities that meet the immediate needs and concerns of students. Responsive services will include personal counseling, crisis counseling, problem solving, agency referral, and consultation. Examples of responsive services delivery options within this component may include, but are not restricted to:

Consultation: School counselors will serve a student advocates by consulting with students, parents/guardians, educators, and community agencies regarding strategies to help students and families. Advocacy may include participation in team intervention with other agencies.

Personal Counseling: Counseling will be provided in small-group or individual settings for students experiencing difficulties dealing with relationships, personal concerns, or developmentally appropriate tasks. Personal counseling will assist students in identifying problems, causes, alternatives, and consequences leading to informed decision making.

Crisis Counseling: Counseling and support services will be provided to students and families facing emotional crises as outlined in the Goshen Elementary safety plan. Crisis counseling is normally short-term and temporary, using appropriate referral resources as determined by the counselor/administrator on a case by case basis.

Peer Facilitation: Counselors may train students as peer mediators, conflict managers, tutors, and mentors. This program will adhere to the ethics, standards and practices established by Troy City Board of Education policies.

Referrals: Counselors will use referral sources to enhance the services provided through the school counseling and guidance program. These referral sources may include, but are not restricted to:

- Local Health Organizations
- Mental Health Agencies
- Vocational Rehabilitation
- Community Outreach Specialist
- CAC
- Care Team/ECMH
- Employment & Training Agencies
- Social Services
- Licensed Counselors

***A resource list is attached in Appendix C**

System Support

System support will include indirect guidance management activities that maintain and enhance the total counseling and guidance program. Responsibilities in this area will include staff relations, community relations, task forces, professional development, support teams, data analysis, and curriculum development. This component will provide appropriate support to academic programs. Examples of system support delivery options within this component may include, but are not restricted to:

Professional development: Counselors will be involved in updating professional knowledge and skills. This will involve participating in regular school in-service training, attending professional meetings, and completing postgraduate course work.

In-Service: Counselors will attend system and school in-service training to ensure counseling skills are updated in the areas of curriculum development, technology, and data analysis. Counselors will provide in-service instruction in school guidance curriculum and areas of special concern to the school and community.

Consultation, Collaboration, and Teaming: Counselors will provide important contributions to the school system by consulting, partnering, collaborating, and teaming with appropriate personnel and/or agencies.

Public Relations: Counselors will design activities to orient the staff and community about the comprehensive school counseling and guidance programs through at least one school meeting per term.

Community Outreach: Counselors will forge partnerships with local businesses, industries, and social service agencies. Community outreach will require counselors to be knowledgeable about community resources, employment opportunities, and local labor market information.

Consultation with Staff: Counselors will consult regularly with teachers, principals, central office administrators, and other professionals in order to receive feedback on emerging needs of students and to provide information and support to staff.

Curriculum Development Support: Counselors will participate in the ongoing review and revision of academic curriculum materials as related to data analysis, and student advocacy.

Advisory Committees: Counselors will form counseling and guidance advisory committees at the individual school level. Counselors will actively serve on community committees or advisory councils that influence other programs to generate support for system and individual school counseling and guidance programs.

Program Management and Operations: Planning and management tasks will include the support of activities conducted in school counseling and guidance program.

Research and Evaluation: Some examples of counselor research and evaluation will include Educate Alabama, or other personnel guidance evaluations, program evaluations, data analysis, follow-up studies, professional development, and updating of resources.

Fair-Share Responsibilities: Fair-share responsibilities will include such tasks as car duty, PST Chairperson, and taking an active role in the PTO program.

Guidance Resources

Appropriate guidance resources are required for each of the four program delivery components: School Guidance Curriculum, Individual Student Planning, Responsive Services, and System Support. These resources include equipment and materials, staff expertise, and a community resource list. Resource materials must be relevant to program, appropriate for the diversity of the school and community, and of sufficient quantity to be useful. All counselors will be provided the necessary equipment and materials to implement the comprehensive counseling and guidance program.

Use of Time for Delivery of Guidance Services

The following percentages (See Figure 2, below) will serve as a guide to school counselors and administrators for determining the time the program needs to allocate for each of the four program delivery components. School counselors will keep records that document time and activities performed. These records will allow counselors and administrators to determine the actual amount of time spent in each of the four program delivery components and in non-school counseling activities. In this way, adjustments can be made to better utilize counselor's time so that the greatest amount of time is spent in direct service to students.

<i>Percentage Rate</i>			
	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
System Support	10—15	10—15	15—20
	100	100	100

Program Accountability Components

Accountability and evaluation of school counselors and the school counseling and guidance program are integral components of quality programs. Troy City School's comprehensive school counseling and guidance activities as will be data driven. This means data will be collected to validate counseling and guidance activities as well as determine if any change in student perception and behavior has occurred as a result of counseling and guidance activities. School counselors will demonstrate effectiveness of their program in measurable terms. The effectiveness of the school counseling and guidance program will be accomplished through continuous program evaluations, and data driven student results. This monitoring of student progress and program progress requires the collection of data that support and link school counseling and guidance programs to students' academic success.

Monitoring Student Progress

Data analysis allows school counselors, administrators, faculty, and advisory committee members to create current picture of students and the school environment. Careful analysis of the current situation allows discussion and planning to focus on student needs and the counselor's role in addressing those needs.

Student Data

Using student, school site, and system data to monitor student progress ensures that every student receives the necessary support to be successful in school. In order for this to occur, the school counselor will be proficient in the collection, analysis, and interpretation of student achievement and related data. Monitoring student progress will be a part of the school counselor's responsibility. To achieve this goal, the school counselor will monitor student progress through three types of data: student – achievement data, achievement-related data, and standards – and competency-related data.

Student-achievement data measures academic progress. Student –achievement data may include, but are not limited to:

- Standardized test data
- Grade level in reading, math, and other content areas
- Promotion and retention rates

Achievement-related data measure those areas shown to be correlated to academic success. Achievement data may include, but are not limited to:

- Suspension and expulsion rates
- Attendance rate
- Parent or guardian involvement
- Homework completion rate
- Participation in extracurricular activities

Standards and competency related data measure mastery of the competencies delineated to the Alabama Grade-Cluster Standard, Competencies, and Indicators-Guidance Curriculum Scope and Sequence (**Appendix D**). These data include:

- Percentage of students setting and attaining goals
- Percentage of students applying conflict resolution skills
- Percentage of students applying other skills taught during large/small group guidance sessions.

Disaggregated Data

Ensuring academic success for every student includes counselor-imitated activities designed to meet the needs of the under-served, the under-performing, and the under-represented population. School counselors will do this by examining student academic achievement data and developing outcome-base interventions designed to help students succeed. The school counselor will be able to disaggregate data. The school counselors will be able to separate data by variables to determine if there are any groups of students who may not be performing as well as others. Disaggregated data often precipitate change because they bring to light issues of equity and focus the discussion upon the needs of specific groups of students. The counselor assist with

this intervention process by playing an active role in the RtI and PST Teams, completing At Risk Identification List for Interventions Services, and working closely with the system's EL teacher.

Databases to be examined are:

- Gender
- Ethnicity
- Socioeconomic status
- Language Spoken at home
- Special Education
- Grade Level

Monitoring Program Progress

Program Evaluations

Evaluation of the comprehensive counseling and guidance program will be a vital element in determining the effectiveness of the school program. The counseling and guidance program evaluation provides a means for enhancing and improving the program and demonstrating accountability. The evaluation of the counseling and guidance program will use process data, perception data, and results to data measure the degree to which students have acquired the skills and knowledge defined by the competencies and Minimum Requirements for School Counseling and Guidance Program in Alabama. (Bulletin 2003, No. 89)

Process Data will provide evidence that an event took place. Process data describes the manner in which the program is conducted and indicate if the program follows established practices. These data are important in indicating that an event took place, but do not provide evidence that any change occurred.

Perception data will be collected through pre/post surveys, tests, or skill demonstration opportunities (role plays, evaluation forms).

Results data will show that the program has a positive impact on students' ability to utilize their knowledge, attitudes, and skills to effect behavior change. Measurable success resulting from utilization of the above data will be determined by an increase in the number of students completing high school who achieve the academic, career, and personal/social competencies essential for becoming successful adults.

Student Results Evaluation

The goal of results evaluation is to show change in student behavior and student learning. Student results data will be collected for activities listed in the school counseling and guidance plan, and collection will occur both before and after the

activity. The data indicate which activity worked and clarify what should be changed. See **Appendix A**

The results report will serve as a tool for:

- Ensuring the program is carried out as planned
- Ensuring every student is served
- Ensuring developmentally appropriate materials are used
- Documenting the program's process, perception, and results
- Documenting the program's immediate, intermediate, and long-range impact
- Analyzing program effectiveness
- Sharing program successes
- Improving the program
- Advocating for systematic change in the school system

The results report for school guidance curriculum may include the following:

- Grade level served
- Lesson content areas
- Number of school counseling lessons delivered
- Subject area of school counseling lessons
- Number of student served
- Short-term perception data such as pre/post test
- Intermediate and long-term results data such as impact on behavior, attendance, or achievement
- Implications of the results on the counseling and guidance program

Program Audits

The program audit will be used to assess the school counseling and guidance program's alignment with the Comprehensive Counseling and Guidance State Model for Alabama Public Schools, the Troy City Board of Education Comprehensive Counseling and Guidance Plan and the ASCA Nation Model: A Framework for School Counseling Programs. The audit is a checklist that will help define the current status of the school counseling and guidance program. The primary purpose for collecting this information is to guide future actions within the program and to improve future results for students. Local school program audits will be performed by local school administrators in order to appraise the progress of program development. Audit findings will all strengths and weaknesses to be recognized, and the needs for the following school year. See **Appendix F**

TROY CITY SCHOOL'S LONG RANGE GOALS

The goal of the Goshen Elementary Counseling and Guidance Department is to promote life-long learning and to provide the tools for students to become well-adjusted contributing members of today's changing society.

Closing the Gap Areas of Concentration

- Attendance
- Bullying Prevention & Intervention
- PST/Struggling Learners

Attendance

- Individual teachers, administration, or the school counselor will make telephone and/or email contact with parents/guardians of students after two days of absence.
- Counselor is alerted when students accrue three or more unexcused days. Counselor then makes additional contact with parents through phone call or letter to discuss the Troy City School System Attendance Policy.
- Attendance officer has been hired. He meets with the counselor on a weekly basis to review attendance. At this time letters are mailed, home visits are conducted or truancy intervention referrals are made.

Bullying Prevention & Intervention

- Troy City School Bullying Intervention/Prevention Plan in progress.
- Bullying Presentations to student body and parents by outside community representatives and agencies.
- Present bullying prevention and intervention strategies to teachers.

Struggling Learners

- Assist in development of guidelines for the Positive Support Team (PST)
- Assists teachers in implementing alternative strategies for the improvement of struggling students.
- Monitors at-risk students periodically.

Overall Counselor Duties

The Troy City School Counseling and Guidance program is delivered by one full time counselor. The Troy City School counselor attempts to meet the needs of each individual student through various components. These components include, but are not restricted to the following:

Student Assessment

- Building Testing coordinator

- Maintain testing security
- Correlate testing schedules
- Distribute testing materials
- Disseminate testing materials
- Monitor administration of tests
- Attend testing training
- Train faculty and staff regarding testing procedures
- Interpret scores for teachers, parents and students

Needs Assessment

- Utilize survey results to plan, revise and expand guidance counseling services.

Positive Support Team (PST)

- Member of the PST
- Maintain PST Records
- Assists teachers in implementing alternative strategies for the improvement of struggling students.
- Monitors at-risk students periodically.

Referral Process

- The counselor accepts referrals from administrators, faculty, parents/guardians and other agencies for students needing counseling services.

Student Placement

- Enroll and withdraw students
- Arrange and monitor student schedules
- Cooperate with feeder schools
- Provides pre-registration and orientation services for Kindergarten
- Provides orientation for feeder students.

Records

- The counselor maintains permanent records for each student enrolled in Troy City School.
- The counselor transfers records of students when officially requested by other schools.

Counseling Services

- Individual Counseling
- Small Group Counseling
- Large Group Counseling

Collaboration

The counselor will meet with the following as needed:

- Administrators
- Teachers/Faculty/Staff
- Students

- Parents
- Other Counselors
- Other Agencies

Attendance

- Monitor student attendance.
- Enter student excuses.
- Work with the System Attendance Officer.

Career Awareness/Exploration/Assessment

- Assess students' career interests through various interest inventories such as Explore.
- Distribute results to parents and/or students.
- Explain results to parents and/or students.

Special Programs

- Good Touch/Bad Touch Program
- CARE Team Services
- Outside Speakers
- CAC Services

Large Group Guidance Topics

- Orientation
- Self-Esteem
- Drug Awareness
- Career Awareness/Discovery/Exploration
- Bullying/Cyber Bullying
- Conflict Resolution
- Problem Solving/Decision Making
- Peer Relationships
- Feelings/Emotions
- Study Skills/Test Taking Skills
- Good Touch/Bad Touch
- Test Taking Tips
- Self-Concept

TROY CITY SCHOOL YEARLY GUIDANCE and COUNSELING CALENDAR OF ACTIVITIES FOR GRADES K-6

ONGOING (August – May)

- Maintain personal/social, educational, and career/vocational information in an attractive and accessible location.
- Attend professional development workshops.
- Attend faculty meetings.
- Attend PTO meetings.
- Consult with principal, faculty and central office administrators on school guidance activities.
- Maintain supervision over clerical preparation of cumulative records.
- Maintain supervision of grades and pertinent documents in cumulative records.
- Process cumulative records for use in improving student's educational growth.
- Make appropriate referrals to other individuals and/or agencies.
- Plan and conduct individual and small/large group guidance activities.
- Collaborate with other school counselors and central office administrators on local and system guidance and counseling plan.
- Evaluate through a needs assessment/surveys, the effectiveness of the local and system's guidance and counseling plan.
- Coordinate student's educational programs through personal contact with students, school staff and parents.
- Share information and resources with teachers, principal, and parents concerning the educational development of students.
- Assist students in areas of academic selection, activities, special programs and career development.
- Evaluate students for educational program revisions and/or changes when needed.
- Administer appropriate tests throughout the school year as scheduled by the school system.
- Enroll and withdraw students.
- Distribute INow Passwords to parents.
- Assist faculty and staff with use of INow.

AUGUST

- Inform parents and students that counselors will be on duty prior to the opening of school.
- Review records of new students to determine current and accurate information.
- Plan and revise, as needed, the local school's guidance and counseling program for the year.
- Follow-up with feeder schools to ensure easy transition of involved students.
- Assist faculty and staff with use of INow.
- Assist truancy officer with identifying truant students at Goshen Elementary.
- Conduct orientation for new students, parents and teachers.
- Coordinate the administration of Fall DIBELS scheduled by the school system.
- Conduct tour of school facilities for new students and parents.

- Explain duties and role of counselor to teachers and other staff at initial faculty meeting.
- Explain counselor referral process to teachers and other staff members.
- Plan an open house for parents and students to explain Goshen Elementary procedures and guidance and counseling services available.
- Train Staff and Administer appropriate tests outlined in the yearly testing calendar.
- Begin consultation and coordination of activities with community, school, staff and parent groups.
- Organize local Guidance and Counseling Advisory Committee composed of teachers, administration and parents.

SEPTEMBER

- Issue monthly guidance calendar.
- Good Touch, Bad Touch Program (2nd & 5th Grades)
- AIMS Presentation 6th Grade – Goal Setting, Decision Making, Building Relationships, & Abstinence.
- Body Awareness – 6th Grade Girls
- Print and distribute midterm progress reports.
- Acquaint all students with the services available to them through the guidance and counseling department.
- Continue referral of students with special needs and abilities.
- Assist principal and teachers with grouping of children according to their educational needs.
- Continue career awareness focusing on the value of work.
- Assist truancy officer with identifying truant students at Goshen Elementary.
- Administer Needs Assessment & disaggregate data.
- Begin individual and small/large group guidance and counseling activities.
- Assist teachers in identifying underachievers, gifted and other special needs students to plan suitable instructional programs.
- Administer appropriate tests outlined in the yearly testing calendar.
- Begin planning Bullying Awareness week
- Begin planning for Red Ribbon Week.
- Continue consultation and coordination of activities with community, school, staff and parent groups.
- Disseminate information to parents and community about counseling and guidance activities.
- Consult with administration on review and the revision of programs for the school, including, but not limited to, Continuous Improvement Plan, School Safety Plan and Positive Support Team Plan.

OCTOBER

- Issue monthly guidance calendar.
- Begin notifying parents whose children are deficient in academic grades.

- Re-evaluate students for educational program revisions and/or changes if needed.
- Assist with the coordination and presentation of the Troy City School System Parent Expo.
- Print and distribute report cards.
- Compile Honor Roll list for bulletin board.
- Distribute Student Assessment Scores from previous year to parents at report conference day.
- Assist truancy officer with identifying truant students at Goshen Elementary.
- Coordinate and conduct Positive Support Team meeting.
- Continue to make appropriate referrals to other individuals and/or agencies.
- Continue individual and small/large group guidance and counseling activities.
- Continue career awareness with emphasis on relating interests and hobbies to career choices.
- Consult with teachers and other staff as needed concerning students' educational, personal/social, and career awareness progress.
- Administer appropriate tests outlined in the yearly testing calendar.
- Coordinate and present activities for Bullying Awareness Week.
- Coordinate and present activities for Red Ribbon Week.
- Continue consultation and coordination of activities with community, school, staff and parent groups.
- Disseminate information to parents and community about counseling and guidance activities.
- Continue guidance and counseling activities that evaluate academic achievement and interests and the continuing assessment of academic strengths and weaknesses.
- Prepare LEAPS Report

NOVEMBER

- Issue monthly guidance calendar.
- Disseminate information to parents and community about counseling and guidance activities.
- Assist truancy officer with identifying truant students at Goshen Elementary.
- Coordinate and conduct Positive Support Team meeting.
- Continue to make appropriate referrals to other individuals and/or agencies.
- Continue individual and small/large group guidance and counseling activities.
- Continue consultation and coordination of activities with community, school, staff and parent groups.
- Print and distribute midterm progress reports.
- Utilize prevention and remediation techniques concerning all students.
- Review local school and system plan and evaluate progress of guidance and counseling program.
- Attend professional development activities.
- Attend Alabama Counseling Conference

- Continue guidance and counseling activities that evaluate academic achievement and interests and the continuing assessment of academic strengths and weaknesses.

DECEMBER

- Issue monthly guidance calendar.
- Disseminate information to parents and community about counseling and guidance activities.
- Continue to make appropriate referrals to other individuals and/or agencies.
- Assist truancy officer with identifying truant students at Goshen Elementary.
- Coordinate and conduct Positive Support Team meeting.
- Coordinate career awareness speaker from community.
- Continue individual and small/large group guidance and counseling activities.
- Continue consultation and coordination of activities with community, school, staff and parent groups.
- Continue guidance and counseling activities that evaluate academic achievement and interests and the continuing assessment of academic strengths and weaknesses.
- Disseminate mid-year report of at-risk students to central office administrators.

JANUARY

- Issue monthly guidance calendar.
- Coordinate the administration of Winter DIBELS as scheduled by the school system.
- Train staff and administer DIBELS.
- Print and distribute report cards.
- Compile Honor Roll list for bulletin board.
- Coordinate and conduct Positive Support Team meeting.
- Coordinate career awareness speaker from community.
- Assist truancy officer with identifying truant students at Goshen Elementary.
- Disseminate information to parents and community about counseling and guidance activities.
- Continue to make appropriate referrals to other individuals and/or agencies.
- Continue individual and small/large group guidance and counseling activities.
- Continue consultation and coordination of activities with community, school, staff and parent groups.
- Conduct group activities emphasizing test-taking techniques, improving study skills, relating to peers effectively, understanding the decision making process, and assessing the influence of others.

FEBRUARY

- Issue monthly guidance calendar.

- Disseminate information to parents and community about counseling and guidance activities through a calendar of events.
- Print and distribute midterm progress reports.
- Assist truancy officer with identifying truant students at Goshen Elementary.
- Coordinate and conduct Positive Support Team meeting.
- Continue to make appropriate referrals to other individuals and/or agencies.
- Continue individual and small/large group guidance and counseling activities.
- Continue consultation and coordination of activities with community, school, staff and parent groups.
- Continue guidance activities with focus on learning test-taking skills and expanding study skills.
- Coordinate career awareness speaker from community.
- Assist with coordination and presentation of Troy City School System Career Expo for grades 6-8.
- Coordinate and present activities for Kindness Week.
- Attend training sessions for State Testing Program.
- Prepare LEAPS Report

MARCH

- Issue monthly guidance calendar.
- Disseminate information to parents and community about counseling and guidance activities.
- Print and distribute report cards.
- Compile Honor Roll list for bulletin board.
- Coordinate and conduct Positive Support Team meeting.
- Assist truancy officer with identifying truant students at Goshen Elementary.
- Continue to make appropriate referrals to other individuals and/or agencies.
- Continue individual and small/large group guidance and counseling activities.
- Continue consultation and coordination of activities with community, school, staff and parent groups.
- Coordinate career awareness speaker from community.
- Continue guidance activities with focus on learning test-taking skills and expanding study skills.
- Set up parent, teacher and student sessions regarding possible failures, continuous absenteeism, and preparation for state testing program.
- Perform needs assessment/surveys with parents, students, teachers, other staff members and central office administrators in evaluating the Goshen Elementary School.

APRIL

- Issue monthly guidance calendar.
- Disseminate information to parents and community about counseling and guidance activities.
- Print and distribute report cards.

- Assist truancy officer with identifying truant students at Goshen Elementary.
- Coordinate and conduct Positive Support Team meeting.
- Coordinate the administration of Spring DIBELS and ARMT+ as scheduled by the school system.
- Train teachers and other staff members concerning test-taking strategies and test administration in preparation for the State Testing Program.
- Continue to make appropriate referrals to other individuals and/or agencies.
- Continue individual and small/large group guidance and counseling activities to include Child Abuse Prevention Activities.
- Continue consultation and coordination of activities with community, school, staff and parent groups.
- Coordinate career awareness speaker from community.
- Continue parent, teacher and student sessions regarding possible failures and continuous absenteeism.
- Set up registration program with principal for next year by designing pre-registration and registration packets for all students.
- Establish a plan with Goshen High School Counselor for assisting students in transition.
- Meet with other school counselors to ensure an easy transition for students and parents.

MAY

- Issue monthly guidance calendar.
- Disseminate information to parents and community about counseling and guidance activities through a calendar of events.
- Print and distribute report cards.
- Compile Honor Roll list for bulletin board.
- Coordinate career awareness speaker from community.
- Coordinate and conduct Positive Support Team meeting.
- Assist truancy officer with identifying truant students at Goshen Elementary.
- Continue to make appropriate referrals to other individuals and/or agencies.
- Continue individual and small/large group guidance and counseling activities.
- Continue consultation and coordination of activities with community, school, staff and parent groups.
- Continue parent, teacher and student sessions regarding possible failures and continuous absenteeism.
- Participate in IEP meetings.
- Assist principal, teachers and other staff members with end-of-year activities.
- Coordinate and finalize all Honors' Day selections.
- Coordinate Honor's Day Activities.

- Maintain supervision over clerical preparation of cumulative records.
- Maintain supervision of grades and pertinent documents in cumulative records
- Process cumulative records for use in improving student's educational growth.
- Disseminate end of year report of at-risk students to central office administrators.
- Inventory materials and equipment in counselor's office.
- Review individual and small/large group guidance and counseling activities and its effectiveness.

Large Group Schedule - Days/Times are subject to change.						
Week #	Time/Grade	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	8:30 - 9:30		6th grade			
	1:00 - 2:00	1st grade			3rd grade	
Week 2	12:30 - 1:45					K
	2:00 - 3:00	2nd grade				
Week 3	9:30 - 10:30		4th grade			
	2:00 - 3:00					5th grade
Week 4						
	6th period	7A	7B		8A	8B

Appendix A

Appendix B

Troy City School

Counseling Referral Form

Date _____

Student Name _____

Person Making Referral: () Student () Parent () Teacher

Name of Person Making Referral: _____

Reasons for referral (check all that apply):

- | | | | |
|----------------------|-----------------|-----------------------------|-------------------|
| () Motivation | () Friendship | () Absences | () Anger |
| () Bullying | () Tardies | () Fighting | () Death |
| () Swearing | () Divorce | () Dishonest | () Worries |
| () Stressed | () Inattentive | () Hyperactive | () Social Skills |
| () Fears | () Drugs | () Peer Relationships | |
| () Personal Hygiene | | () Destruction of Property | |

() Other _____

Comments: _____

Please list 2 or more positive comments about this student:

1) _____

2) _____

3) _____

Appendix C

Troy City School System

Dr. Lee Hicks, Superintendent	334-566-3741
Christie Armstrong, Administrative Assistant	334-566-3741
Cynthia Thomas, Administrative Assistant	334-566-3741
Amy Brown, TES School Counselor	334-566-1444 Ext .3409
Stacy Carpenter, TES School Counselor	334-566-1444 Ext. 3008
Tiana McWhite, School Counselor, CHMS	334-566-5770 Ext. 4008
Sonya Wright, School Counselor, CHHS	334-566-3510 Ext. 5021
Dollie Jones, School Counselor, CHHS	334-566-3510 Ext.
Melissa Scarbrough, Nurse Supervisor, CHHS	334-566-3510 Ext.5505
Brenda Debose, School Nurse, TES	334-566-3510 Ext. 3003
Kitty Benton, School Nurse, CHMS	334-566-5770 Ext.4011

Emergency Phone Numbers

Imminent Danger	911
Sheriff's Department	334-566-4347

Troy Police Department	334-566-0500
Brundidge Police Department	334-735-3333
Pike County Juvenile Court	334-566-5548
District Attorney	334-566-6896
Alabama State Troopers	334-983-4587
Alabama Missing Children's Bureau	1-800-228-7688
American Red Cross	334-566-0632/566-4818
Animal Control Unit	334-566-4347
City of Troy Fire Dept.	334-566-2450
Drug Abuse/Addiction Crisis Hotline	1-800-280-2944
Domestic Violence Shelter Programs	1-800-650-6522/334-793-2232
National Response Center to Report Toxic Chemical and Oil Spills	1-800-424-8802
Poison Control Center	1-800-222-1222/800-292-6678

Advocacy/Counseling Agencies

Child Advocacy Center, Camille Downing	334-566-0487
Pike County Department of Human Resources	334-807-6120
Abstinence in Motion (AIM)	334-670-5261
William Davis, DHR Director	334-807-6130
Pathways Youth Center	334-894-6322/894-6356
South Alabama Youth Service Diversion Center	334-983-5031
Vocational Rehabilitation Services	334-566-2491
House of Ruth	334-793-2232/793-5214

East Central Children's Health Collaborative Project Contacts (ECCHCO)

East Central Mental Health	334-566-7600 ext. 1120
Craig Maddox, ECCHCO Clinical Director	334-372-1803
Ericka Hall, ECCHCO Youth Coordinator	334-372-3205
Felicia Toney, Care Team Counselor	334-372-3319
LaKeyta Knight, Community Service Worker	334-372-3319
Tameka Gregory, ALC Care Team Counselor	334-372-3380
Jennifer Sewell, DHR Care Team Counselor	334-372-3289

Tewanda Griffin, Community Service Worker	334-372-3289
Justin Prescott, Juvenile Court Care Team Counselor	334-372-3254
Craig Bynum, Care Team In-Home Counselor	334-372-0842

Medical Providers

Charles Henderson Child Health Care Center	334-566-7600
Pike Regional Medical Center	334-670-5000
SARHA	334-566-8822
Urgent Care	
Pike County Health Department	334-566-2860
Pike Internal Medicine, PC	334-566-1270
WIC Program	334-566-2860
Children's Hospital	1-800-222-1222

Medical Providers Continued

Crenshaw Baptist Medical Center	334-335-3374
Enterprise Women's Center	334-393-0737
National Center for Disease Control	http://www.cdc.gov/

Educational Agencies

Pike County Board of Edu.	334-566-1850
Collegedale Christian School	334-566-7492
Covenant Christian School	334-566-0817
Pike Liberal Arts School	334-566-2023
New Life Christian Academy	334-566-0424
Mother's Day Out- First Baptist Church	334-566-3368
Gingerbread House Daycare and Preschool	334-566-5952
Park Memorial Methodist Church	334-566-3881
First United Methodist Church Day Care	334-566-4400
Troy University Counseling Department	334-670-3100

Media

The Troy Messenger	334-566-4270
WTBF 94.7	334-566-0300

WSFA TV Montgomery, AL
CBS

334-288-1212
334-425-8577

Appendix D

Appendix E

Appendix F

Appendix G