**Elvin Hill Elementary School**

**Comprehensive**

**Counseling & Guidance**

**Program**

**2019-2020**

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**Mrs. Courtney Madison, Principal**

**Mrs. Jane Smith, Assistant Principal**

**Mrs. Alaina Etress, School Counselor**

**Mission Statement**

Elvin Hill Elementary School’s Mission: Prepare students to be successful throughout their academic careers and beyond. Our mission is based on a whole-child approach which focuses on CATS: Courage/Achievement/Teamwork/Service.

### **Vision**

Elvin Hill Elementary School’s Vision: Be a model of excellence in education; strive to equip and empower students to grow in mind, heart, body, and soul.

### **Beliefs**

* Each individual should be valued and celebrated ~ Everyone Matters!
* Every child deserves to learn in a caring, safe environment.
* Working as a team is vital ~ We need each other!
* We are all learners; continually improving ~ Life is a journey!

**Philosophy**

The comprehensive counseling and guidance program provided by the counselor at Elvin Hill Elementary is based on the following:

1. Every student at Elvin Hill Elementary is provided a strong foundation that supports each child in the areas of academic, social, emotional, and physical growth from the counseling and guidance services described in the Comprehensive Counseling and Guidance State Model for Alabama Public Schools (the State Plan), Bulletin 2003, No. 89 and the National Counseling Standards.
2. Every student at Elvin Hill Elementary has the right to participate in large group activities that promote academic, social, personal, and career development.
3. Every student at Elvin Hill Elementary has the right to participate in individual, small, and large group counseling designed to assist all students in attaining their greatest potential and become independent, productive, lifelong learners.

Elvin Hill Elementary School’s counseling and guidance program is an integral part of the total educational program for each student, which encompasses academic, career, and personal/social growth and development. This is a planned, intentional, and sequential program for grades kindergarten through fifth grade. The school counseling and guidance program is developed by data-driven research and is based on the needs of each student. The outcome-based accountability measures that align the school counseling and guidance program are reflected in the Elvin Hill Elementary school’s overall academic mission.

**Program Delivery Components**

Elvin Hill Elementary school’s comprehensive counseling and guidance program ensures that every student has opportunities to acquire competencies in three areas of Academic Development, Career Development, and Personal/Social Development. A combination of the four program delivery components (Guidance Curriculum, Individual Student Planning, Responsive Services, and System Support) is utilized in assisting students to achieve these competencies.

**Guidance Curriculum**

Elvin Hill Elementary school’s guidance curriculum includes structured experiences presented systematically through classroom and group activities from kindergarten through fifth grade. Examples of the school guidance curriculum delivery options within this component may include, but are not restricted to:

**Large Group Classroom Guidance Activities:** Counselor implements and facilitates the delivery of guidance curriculum activities for every student at Elvin Hill Elementary school. Guidance activities are conducted in the guidance classroom and correspond to the national objectives and student competencies in the three domains: Academic, Career, Personal/Social Development.

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| **ACADEMIC DEVELOPMENT DOMAIN** | | | | **K-2** | **3-5** |
| **Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the lifespan.** | | | |  |  |
|  | I  N  D  I  C  A  T  O  R  S | **Competency A:A1 Improve Academic Self-Concept** | |  |  |
|  | A:A1.1 | articulate feelings of competence and confidence as learners |  |  |
|  | A:A1.2 | display a positive interest in learning |  |  |
|  | A:A1.3 | take pride in work and achievement |  |  |
|  | A:A1.4 | accept mistakes as essential to the learning process |  |  |
|  | A:A1.5 | identify attitudes and behaviors leading to successful learning |  |  |
|  | **Competency A:A2 Acquire Skills for Improving Learning** | |  |  |
|  | A:A2.1 | apply time-management and task-management skills |  |  |
|  | A:A2.2 | demonstrate how effort and persistence positively affect learning |  |  |
|  | A:A2.3 | use communications skills to know when and how to ask for help when needed |  |  |
|  | A:A2.4 | apply knowledge and learning styles to positively influence school performance |  |  |
|  | **Competency A:A3 Achieve School Success** | |  |  |
|  | A:A3.1 | take responsibility for their actions |  |  |
|  | A:A3.2 | demonstrate the ability to work independently, as well as the ability to work cooperatively with other students |  |  |
|  | A:A3.3 | develop a broad range of interests and abilities |  |  |
|  | A:A3.4 | demonstrate dependability, productivity and initiative |  |  |
|  | A:A3.5 | share knowledge |  |  |

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| **ACADEMIC DEVELOPMENT DOMAIN** | | | | | **K-2** | **3-5** |
| **Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.** | | | | |  |  |
|  | | I  N  D  I  C  A  T  O  R  S | **Competency A:B1 Improve Learning** | |  |  |
|  | | A:B1.1 | demonstrate the motivation to achieve individual potential |  |  |
|  | | A:B1.2 | learn and apply critical-thinking skills |  |  |
|  | | A:B1.3 | apply the study skills necessary for academic success at each level |  |  |
|  | | A:B1.4 | seek information and support from faculty, staff, family and peers |  |  |
|  | | A:B1.5 | organize and apply academic information from a variety of sources |  |  |
|  | | A:B1.6 | use knowledge of learning styles to positively influence school performance |  |  |
|  | | A:B1.7 | become a self-directed and independent learner |  |  |
|  | | **Competency A:B2 Plan to Achieve Goals** | |  |  |
|  | | A:B2.1 | establish challenging academic goals in elementary, middle/junior high and high school |  |  |
|  | | A:B2.2 | use assessment results in educational planning |  |  |
|  | | A:B2.3 | develop and implement annual plan of study to maximize academic ability and achievement\* |  |  |
|  | | A:B2.4 | apply knowledge of aptitudes and interests to goal setting |  |  |
|  | | A:B2.5 | use problem-solving and decision-making skills to assess progress toward educational goals |  |  |
|  | | A:B2.6 | understand the relationship between classroom performance and success in school |  |  |
|  | | A:B2.7 | identify post-secondary options consistent with interests, achievement, aptitude and abilities |  |  |
|  | **STANDARD C: Students will understand the relationship of academics to the world of work and to life at home and in the community.** | | | |  |  |
|  | | I  N  D  I  C  A  T  O  R  S | **Competency A:C1 Relate School to Life Experience** | |  |  |
|  | | A:C1.1 | demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life |  |  |
|  | | A:C1.2 | seek co-curricular and community experiences to enhance the school experience |  |  |
|  | | A:C1.3 | understand the relationship between learning and work |  |  |
|  | | A:C1.4 | demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals |  |  |
|  | | A:C1.5 | understand that school success is the preparation to make the transition from student to community member |  |  |
|  | | A:C1.6 | understand how school success and academic achievement enhance future career and vocational opportunities |  |  |

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| **CAREER DEVELOPMENT DOMAIN** | | | | **K-2** | **3-5** |
| **STANDARD A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.** | | | |  |  |
|  | I  N  D  I  C  A  T  O  R  S | **Competency C:A1 Develop Career Awareness** | |  |  |
|  | C:A1.1 | develop skills to locate, evaluate and interpret career information |  |  |
|  | C:A1.2 | learn about the variety of traditional and nontraditional occupations |  |  |
|  | C:A1.3 | develop an awareness of personal abilities, skills, interests and motivations |  |  |
|  | C:A1.4 | learn how to interact and work cooperatively in teams |  |  |
|  | C:A1.5 | learn to make decisions |  |  |
|  | C:A1.6 | learn how to set goals |  |  |
|  | C:A1.7 | understand the importance of planning |  |  |
|  | C:A1.8 | pursue and develop competency in areas of interest |  |  |
|  | C:A1.9 | develop hobbies and vocational interests |  |  |
|  | C:A1.10 | balance between work and leisure time |  |  |
|  | **Competency C:A2 Develop Employment Readiness** | |  |  |
|  | C:A2.1 | acquire employability skills such as working on a team and problem-solving and organizational skills |  |  |
|  | C:A2.2 | apply job readiness skills to seek employment opportunities |  |  |
|  | C:A2.3 | demonstrate knowledge about the changing workplace |  |  |
|  | C:A2.4 | learn about the rights and responsibilities of employers and employees |  |  |
|  | C:A2.5 | learn to respect individual uniqueness in the workplace |  |  |
|  | C:A2.6 | learn how to write a resume |  |  |
|  | C:A2.7 | develop a positive attitude toward work and learning |  |  |
|  | C:A2.8 | understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace |  |  |
|  | C:A2.9 | utilize time- and task-management skills |  |  |

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| **CAREER DEVELOPMENT DOMAIN** | | | | **K-2** | **3-5** |
| **STANDARD B: Students will employ strategies to achieve future career goals with success and satisfaction.** | | | |  |  |
|  | I  N  D  I  C  A  T  O  R  S | **Competency C:B1 Acquire Career Information** | |  |  |
|  | C:B1.1 | apply decision-making skills to career planning, course selection and career transition |  |  |
|  | C:B1.2 | identify personal skills, interests and abilities and relate them to current career choice |  |  |
|  | C:B1.3 | demonstrate knowledge of the career-planning process |  |  |
|  | C:B1.4 | know the various ways in which occupations can be classified |  |  |
|  | C:B1.5 | use research and information resources to obtain career information |  |  |
|  | C:B1.6 | learn to use the Internet to access career-planning information |  |  |
|  | C:B1.7 | describe traditional and nontraditional career choices and how they relate to career choice |  |  |
|  | C:B1.8 | understand how changing economic and societal needs influence employment trends and future training |  |  |
|  | **Competency C:B2 Identify Career Goals** | |  |  |
|  | C:B2.1 | demonstrate awareness of the education and training needed to achieve career goals |  |  |
|  | C:B2.2 | assess and modify their educational plan to support career |  |  |
|  | C:B2.3 | use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience |  |  |
|  | C:B2.4 | select course work that is related to career interests |  |  |
|  | C:B2.5 | maintain a career-planning portfolio |  |  |
| **STANDARD C: Students will understand the relationship between personal qualities, education, training and the world of work.** | | | |  |  |
|  | I  N  D  I  C  A  T  O  R  S | **Competency C:C1 Acquire Knowledge to Achieve Career Goals** | |  |  |
|  | C:C1.1 | understand the relationship between educational achievement and career success |  |  |
|  | C:C1.2 | explain how work can help to achieve personal success and satisfaction |  |  |
|  | C:C1.3 | identify personal preferences and interests influencing career choice and success |  |  |
|  | C:C1.4 | understand that the changing workplace requires lifelong learning and acquiring new skills |  |  |
|  | C:C1.5 | describe the effect of work on lifestyle |  |  |
|  | C:C1.6 | understand the importance of equity and access in career choice |  |  |
|  | C:C1.7 | understand that work is an important and satisfying means of personal expression |  |  |

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| **CAREER DEVELOPMENT DOMAIN** | | | | | | | | **K-2** | **3-5** |
|  | | | I  N  D  I  C  A  T  O  R  S | **Competency C:C2 Apply Skills to Achieve Career Goals** | | | |  |  |
|  | | | C:C2.1 | | demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals | |  |  |
|  | | | C:C2.2 | | learn how to use conflict management skills with peers and adults | |  |  |
|  | | | C:C2.3 | | learn to work cooperatively with others as a team member | |  |  |
|  | | | C:C2.4 | | apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences | |  |  |
|  | **PERSONAL/SOCIAL DEVELOPMENT DOMAIN** | | | | | | |  |  |
|  | **STANDARD A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.** | | | | | | |  |  |
|  | | I  N  D  I  C  A  T  O  R  S | | | **Competency PS:A1 Acquire Self-Knowledge** | | |  |  |
|  | | PS:A1.1 | | develop positive attitudes toward self as a unique and worthy person |  |  |
|  | | PS:A1.2 | | identify values, attitudes and beliefs |  |  |
|  | | PS:A1.3 | | learn the goal-setting process |  |  |
|  | | PS:A1.4 | | understand change is a part of growth |  |  |
|  | | PS:A1.5 | | identify and express feelings |  |  |
|  | | PS:A1.6 | | distinguish between appropriate and inappropriate behavior |  |  |
|  | | PS:A1.7 | | recognize personal boundaries, rights and privacy needs |  |  |
|  | | PS:A1.8 | | understand the need for self-control and how to practice it |  |  |
|  | | PS:A1.9 | | demonstrate cooperative behavior in groups |  |  |
|  | | PS:A1.10 | | identify personal strengths and assets |  |  |
|  | | PS:A1.11 | | identify and discuss changing personal and social roles |  |  |
|  | | PS:A1.12 | | identify and recognize changing family roles |  |  |
|  | | **Competency PS:A2 Acquire Interpersonal Skills** | | |  |  |
|  | | PS:A2.1 | | recognize that everyone has rights and responsibilities |  |  |
|  | | PS:A2.2 | | respect alternative points of view |  |  |
|  | | PS:A2.3 | | recognize, accept, respect and appreciate individual differences |  |  |
|  | | PS:A2.4 | | recognize, accept and appreciate ethnic and cultural diversity |  |  |
|  | | PS:A2.5 | | recognize and respect differences in various family configurations |  |  |
|  | | PS:A2.6 | | use effective communications skills |  |  |
|  | | PS:A2.7 | | know that communication involves speaking, listening and nonverbal behavior |  |  |
|  | | PS:A2.8 | | learn how to make and keep friends |  |  |

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| **PERSONAL/SOCIAL DEVELOPMENT DOMAIN** | | | | **K-2** | **3-5** |
| **STANDARD B: Students will make decisions, set goals and take necessary action to achieve goals.** | | | |  |  |
|  | I  N  D  I  C  A  T  O  R  S | **Competency PS:B1 Self-knowledge Application** | |  |  |
|  | PS:B1.1 | use a decision-making and problem-solving model |  |  |
|  | PS:B1.2 | understand consequences of decisions and choices |  |  |
|  | PS:B1.3 | identify alternative solutions to a problem |  |  |
|  | PS:B1.4 | develop effective coping skills for dealing with problems |  |  |
|  | PS:B1.5 | demonstrate when, where and how to seek help for solving problems and making decisions |  |  |
|  | PS:B1.6 | know how to apply conflict-resolution skills |  |  |
|  | PS:B1.7 | demonstrate a respect and appreciation for individual and cultural differences |  |  |
|  | PS:B1.8 | know when peer pressure is influencing a decision |  |  |
|  | PS:B1.9 | identify long- and short-term goals |  |  |
|  | PS:B1.10 | identify alternative ways of achieving goals |  |  |
|  | PS:B1.11 | use persistence and perseverance in acquiring knowledge and skills |  |  |
|  | PS:B1.12 | develop an action plan to set and achieve realistic goals |  |  |
| **STANDARD C: Students will understand safety and survival skills.** | | | |  |  |
|  | I  N  D  I  C  A  T  O  R  S | **Competency PS:C1 Acquire Personal Safety Skills** | |  |  |
|  | PS:C1.1 | demonstrate knowledge of personal information (telephone number, home address, emergency contact) |  |  |
|  | PS:C1.2 | learn about the relationship between rules, laws, safety and the protection of rights of the individual |  |  |
|  | PS:C1.3 | learn about the differences between appropriate and inappropriate physical contact |  |  |
|  | PS:C1.4 | demonstrate the ability to set boundaries, rights and personal privacy |  |  |
|  | PS:C1.5 | differentiate between situations requiring peer support and situations requiring adult professional help |  |  |
|  | PS:C1.6 | identify resource people in the school and community, and know how to seek their help |  |  |
|  | PS:C1.7 | apply effective problem-solving and decision-making skills to make safe and healthy choices |  |  |
|  | PS:C1.8 | learn about the emotional and physical dangers of substance use and abuse |  |  |
|  | PS:C1.9 | learn how to cope with peer pressure |  |  |
|  | PS:C1.10 | learn techniques for managing stress and conflict |  |  |
|  | PS:C1.11 | learn coping skills for managing life events |  |  |

Topics for school guidance curriculum activities within the components include, but are not limited to:

* + Drug Awareness
  + Empathy
  + Goal-Setting
  + Service: Making a Difference
  + Peer Relationships
  + Self-Control
  + Conflict-Resolution
  + Learning Paths/Study Skills
  + Multiple Intelligences
  + Diversity/Acceptance
  + Growth Mindset
  + Individual Strengths
* Leader In Me
* 7 Habits of Happy Kids
* Personal Safety
* Anger Management
* Bullying Behaviors
* Career Interests/Awareness
* Social/Communication Skills
* Decision-Making
* Greif/Loss
* Family Transitions/Divorce
* Resiliency/Coping Skills
* Empowerment

**Small-Group Counseling Activities:** Counselor conducts small group counseling sessions outside the classroom to respond to students identified interests or needs. Small-group counseling may be either immediate-response or short-term counseling.

**Curriculum Development:** Counselor remains involved in the design and implementation of the curriculum in content areas and participates on interdisciplinary (action) teams. These teams focus on integrating subject matter with the school guidance curriculum. Counselor assists teachers with the delivery of classroom units and instruction that leads to student acquisition of the competencies in the three domains (academic, social/personal, and career) in developmentally appropriate ways.

**Parent Involvement:** Counselor distributes informational brochures to parents/guardians that address the guidance program, counselor’s contact information, counselor’s role and individual student needs. The parent responses are reflected in the school counseling and guidance curriculum.

**Individual Student Planning**

Individual student planning includes counseling activities that provide every student with an opportunity to plan their academic, career, and personal/social development and goals. Individual student planning emphasizes test interpretation, career education, and career planning. Examples of individual student planning delivery options within this component may include, but not restricted to:

**Individual or Small-Group Appraisal:** Counselor helps students evaluate and understand their individual abilities, interests, skills, and achievements. The utilization of appropriate assessment information becomes an important aspect of individual goal setting for both immediate and long range plans.

**Individual or Small-Group Advisement:** Counselor helps students obtain self- appraisal skills; personal and social development skills; and educational, career information. This information assists students in planning for personal, academic, and career aspirations. Counselor recognizes the critical need to join teachers and parents or guardians in helping students make academic and career choices.

**Follow-Up and Placement:** Counselor assists with student transitions throughout the school year for student placement and follow-up. Counselor offers assistance by providing information and access to resources.

* Topics for individual student planning activities may include, but are not limited to:
* Career Awareness and Exploration
* Motivational/Awards Program
* Academic Planning/Placement
* Evaluations/Assessments
* Resource/Information Exploration

**Responsive Services**

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

**Consultation:** Counselor serves as a student advocate by consulting with students, parents or guardians, educators, and community agencies (D.H.R., local churches, Salvation Army, local ministries, Owens House, etc.) regarding strategies to help students and families. Support may include participation in student study teams (Action Teams) and student management teams (Problem Solving Team).

**Personal Counseling:** Counseling is provided in small-group or individual settings for students experiencing difficulties dealing with relationships, personal concerns, or developmentally appropriate tasks. Personal counseling assists students in identifying problems, causes, alternatives, and consequences leading to informed decision-making. Teachers, parents, peers, staff members, administration, and students can make a referral for short-term individual counseling.

**Crisis Counseling:** Counseling and support services are provided to students and families facing emotional crisis as outlined in the school crisis management plan. Crisis counseling is normally short-term and temporary, using appropriate referral sources if necessary. Examples of crisis counseling are death, 911 emergency situations, bus accidents, car accidents, natural disasters, etc.

**Peer Facilitation:** Counselor may train students as peer mediators, conflict-resolution managers, and tutors.

**Referrals:** Counselor uses referral sources to improve the services provided through the school counseling and guidance program. These referral sources may include, but are not restricted to:

* Mental Health Agencies (S3, Gateway, Chilton-Shelby Mental Health, Shelby Baptist Association Counseling, Owens House, and Amelia Center)
* CommunitySocial Services
* Financial Assistance Referrals
* Safety/Emergency Assistance
* Educational and Occupational Resources

**System Support**

System support includes indirect guidance management activities that maintain and enhance the total counseling and guidance program. Responsibilities in this area include staff relations (Counselor’s Advisory Board and CSI Team), community relations (school supplies for needy children, food drives), task forces (CIA, Character Program), professional development (PST) , support teams (churches, DHR, Shelby Baptist Association, Amelia Center, etc.), test interpretation (Global Scholar, ACT Aspire, Learning Link, and A+), data analysis (student, parent, and teacher surveys, student assessments), and curriculum development (Counselor’s Advisory Board) (Educate Alabama/Talent Ed Perform). This component provides appropriate support to academic programs. Examples of system support delivery options within this component may include, but are not restricted to:

**Professional Development:** Counselor is frequently involved in updating professional knowledge and skills. This may involve participating in regular in-service training, attending professional meetings, and completing postgraduate coursework.

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

**Consultation, Collaboration, and Teaming:** Counselor offers important contributions to the school system by consulting with colleagues, partnering with community agencies, collaborating with other counselors, and teaming. Counselor remains involved in school improvement team, action team, safety team, school culture team, and student support teams.

**Public Relations:** Counselor designs activities to orient the staff and community about the comprehensive school counseling and guidance program through means such as a counselor’s brochure, newsletters, and blog.

**Community Outreach:** Counselor forms partnerships with local businesses (Salvation Army, Baptist Ministries, Backpack Buddies, Gateway, etc.) and social service agencies (local ministries and churches). Community outreach requires counselors to be knowledgeable about community resources and initiate contact and communication.

**Consultation with Staff:** Counselor consults regularly with teachers and professional staff members through means such as teacher/administrative conferences, e-mail correspondence, and needs assessment surveys in order to receive feedback on emerging needs of students. Counselor provides information and support to staff.

**Curriculum Development Support:** Counselor participates in the ongoing review and revision of the counseling curriculum and materials. The revisions correspond to data analysis, student needs, child advocacy, and career planning.

**Advisory Committee:** Counselor forms a counseling and guidance advisory committee at the individual school level. The counseling and guidance advisory committee is made up of counselors, administrators, special area teachers, and grade level representatives.

**Program Management and Operations:**

Planning and management tasks include the support of activities conducted in the school counseling and guidance program and responsibilities expected of a member of the school staff. Program and management operations may include, but are not restricted to:

* **Budget:**

∙ Monies for at-risk/homeless students and student aid money for field-

trips are provided by Federal Student Assistance programs.

* Title 1 funding is also utilized to fund the tutoring program, parenting materials, etc.

∙ Elvin Hill’s local PTO monies fund some general counseling

and guidance materials/resources on an as needed basis.

* **Facilities:** Counselor provides a schedule during Red Ribbon Week, Parenting Day for presentation areas (speakers and agency presenters), SAFE Week, Owens House Presentations, and also serves on LIM Action Teams Professional Learning and Student Lighthouse. Counselor also maintains character and guidance program.
* **Policies:** Counselor serves as a Building Test Coordinators. Job description includes ensuring test security policies and procedures are followed. Counselor also administers test training to teachers, parents, and school staff involved in standardized testing.
* **Research**: Counselor maintains parent, teacher, and student surveys and implements action research and measurements to address areas of need.
* **Resource Development:** Counselor maintains updated resources at the community, state, and national levels of assistance and support.
* **Management Agreement:** The counselor and the building administration maintain an agreement about the counselor’s use of time, counselor’s role, and counselor’s responsibilities. The counselor creates a calendar based on the state and national suggested counselor time distribution, as well as the needs of all students, teachers, parents, and administrators at EHES.
* Use of Time:(Suggested Distribution of Total Counselor Time)

∙School Guidance Curriculum-35%-45%

∙Individual Student Planning-5%-10%

∙Responsive Services 30%-40%

∙System Support 10%-15%

* Use of Calendars: Counselor plans program activities prior to the beginning of the school year and follow a calendar to ensure proper implementation. The program starts on the first day of school and ends on the last day of school.

**Research and Evaluation:** Some examples of counselor’s research and evaluation include guidance evaluations (parent, student, teacher, and administrators), program evaluations (guidance advisory committee), data analysis (data analysis of surveys), follow-up evaluations (large-group classroom guidance evaluations), professional development, and updated resources.

**Fair-Share Responsibilities:** Fair-share responsibilities may include such tasks as bus duty, car rider duty, early morning duty, or afternoon duty. Non Guidance responsibilities assigned to counselors should not interfere with the delivery of counseling services.

**Accountability**

Accountability and evaluation of school counselors and their counseling and guidance program are components of quality programs. Elvin Hill Elementary school’s comprehensive counseling and guidance program is data-driven by evidence, which may include, but are not restricted to:

* Student Data
* Achievement Data
* Standards and Competency Data
* Disaggregated Data
* Data Over Time
* Program Evaluations
* Process Data-Evidence (event took place)
* Perception Data (student reported data on what they learned)
* Students Results Data (student acquired knowledge, attitudes, and skill)
* Program Audit
* Personnel Evaluations

**Program Purpose and Goal:**

Elvin Hill Elementary school’s counseling and guidance program is an integral part of the total educational program for each student, which encompasses academic, career, and personal/social development. This is a planned, intentional, and sequential program for grades kindergarten through fifth grade. The school counseling and guidance program is developed by data-driven research and is based on the needs of each student. The outcome-based accountability measures that align the school counseling and guidance program are reflected in the Elvin Hill Elementary school’s overall academic mission.

**Resources**

American School Counselor Association (2008). *ASCA national*

*model*. Retrieved April 18, 2009 from Website: <http://www.ascanationalmodel.org/>

Alabama State Department of Education (2003). *Comprehensive*

*counseling and guidance state model for Alabama public schools* (Bulletin 2003, No. 89). Montgomery, AL.