

2017 - 2018

# Thomasville City Schools Comprehensive Guidance/Counseling Plan



*"Promoting lifelong learning in the 21<sup>st</sup> Century"*

*Dawn Gillis, Counseling/Guidance Coordinator*

*Dr. Vic Adkison, Superintendent*

## **RATIONALE**

The Thomasville City School System seeks to provide students with the knowledge, attitudes, values, and techniques needed which enable students to become productive members of a highly advanced, technological society. The guidance and counseling service is a support service which is designed to assist all students in grades K through 12 with individual developmental needs. The purpose of the program is to provide services that will enable students to make intelligent personal/social, educational, and career/vocational decisions.

The rationale for the services provided by school counselors is based on the following tenets adopted by the State Board of Education:

- Each person has the right to respect and dignity as a human being and to counseling services without regard to person, character, belief, or practice.
- Each person has the right to self-direction and self-development
- Each person has the right of choice and the responsibility for decisions reached.
- Guidance and counseling is for all students, and its purpose is to facilitate maximally personal/social, educational, and career/vocational developmental.

The role of the school counselor is to provide a planned, purposeful, and sequential program of services which is designed to help students with their developmental needs and personal problems as they seek to attain self-fulfillment.

The rationale for the guidance and counseling program is the rationale adopted by the State Board of Education. Counseling should be habilitative as well as rehabilitative, active as well as reactive, preventive as well as remedial, and skill additive as well as problem reductive.

## **GUIDANCE AND COUNSELING PLAN**

The guidance and counseling program in Thomasville City Schools is designed to provide a sequential program in guidance and counseling to all students in grades K-12. The purpose of the program is to ensure an essential service to all students in developing/remediating skills in the areas of personal/social growth, educational planning, and career/vocational development.

## ORGANIZATIONAL STRUCTURE

The superintendent and board of education assume responsibility for the three schools in the system:

- Thomasville Elementary School, Grades Pre-K-4
- Thomasville Middle School, Grades 5-8
- Thomasville High School, Grades 9-12.

Each school has a principal and assistant principal who handle instructional leadership/administrative tasks, and a guidance counselor who manages scheduling, coordinates assessments, and provides student support services. The system also has one career coach who serves Clarke and Choctaw Counties.

The counselors act as a guidance team to provide a developmental program for students in grades Pre-K-12. There is a cooperative effort among the counselors to carry out the following tasks:

- Provide a continuous, sequential program for students
- Provide for evaluation
- Develop new and more effective procedures
- Facilitate staff development as needed.

**Thomasville City Schools**  
**Counseling/Guidance Team**



**Thomasville Elementary School**

Guidance Counselor: Sharon Owes  
Email: [sowes@thomasvilleschools.org](mailto:sowes@thomasvilleschools.org)  
Phone: (334) 636-0063 (ext. 2010)

**Thomasville Middle School**

Guidance Counselor: Joyce Figgers  
Email: [jfiggers@thomasvilleschools.org](mailto:jfiggers@thomasvilleschools.org)  
Phone: (334) 636-4928 (ext. 3005)

**Thomasville High School**

Guidance Counselor: Tammy Brasell  
Email: [tbrasell@thomasvilleschools.org](mailto:tbrasell@thomasvilleschools.org)  
Phone: (334) 636-4451 (ext. 1003)

**Thomasville City Schools**

Career Coach: Maggie Dailey  
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Phone: (251) 308-5014

Guidance Coordinator: Dawn Gillis  
Email: [dgillis@thomasvilleschools.org](mailto:dgillis@thomasvilleschools.org)  
Phone: (334) 636-9955 (ext. 8615)

**THOMASVILLE CITY SCHOOLS**  
**Guidance and Counseling Program Components**

To help students develop basic competencies, counselors provide services through four basic program components: Guidance Curriculum, Individual Planning, Responsive Services, and System Support.

<b>Program Delivery Components*</b>			
<p><b>SCHOOL GUIDANCE CURRICULUM</b></p> <p>Provides guidance content in a systematic way to all students in Grades PreK-12</p>	<p><b>INDIVIDUAL STUDENT PLANNING</b></p> <p>Assists students in planning, monitoring, and managing their personal and career planning</p>	<p><b>RESPONSIVE SERVICES</b></p> <p>Addresses the immediate concerns of students</p>	<p><b>SYSTEM SUPPORT</b></p> <p>Includes program, staff, and school support activities and services</p>
<p><b>Purpose</b></p> <p>Student awareness, skill development, and application of real-world skills</p>	<p><b>Purpose</b></p> <p>Student educational and occupational planning, decision making, and goal setting</p>	<p><b>Purpose</b></p> <p>Prevention and intervention</p>	<p><b>Purpose</b></p> <p>Program delivery and support</p>
<p><b>Areas Addressed:</b></p> <p><b>Academic</b></p> <p>Motivation to achieve Decision-making Goal setting Planning Problem-solving</p> <p><b>Career</b></p> <p>Awareness of educational opportunities Knowledge of career opportunities Knowledge of career/technical training</p> <p><b>Personal/Social</b></p> <p>Self-esteem development Interpersonal effectiveness Communication skills Cross-cultural effectiveness Responsible behavior</p>	<p><b>Areas Addressed:</b></p> <p><b>Academic</b></p> <p>Acquisition of study skills Awareness of educational opportunities Appropriate course selection Lifelong learning Utilization of test data</p> <p><b>Career</b></p> <p>Knowledge of career opportunities Knowledge of career/technical training Need for positive work habits</p> <p><b>Personal/Social</b></p> <p>Development of healthy self-concept Development of adaptive and adjustive social behavior</p>	<p><b>Areas Addressed:</b></p> <p><b>Academic</b></p> <p>Academic concerns Physical abuse Sexual abuse Emotional abuse Grief, loss, and death Substance abuse Family issues Sexual issues Coping with stress Relationship concerns School-related concerns: tardiness, absences and truancy, misbehavior, school avoidance, drop-out prevention</p>	<p><b>Areas Addressed:</b></p> <p><b>Academic</b></p> <p>Guidance program development Parent education Teacher and administrator consultation Staff development for educators School improvement planning Counselor professional development Research and publishing Community outreach Public relations</p>
<p><b>Counselor Role</b></p> <p>Structured groups Consultation Guidance curriculum implementation</p>	<p><b>Counselor Role</b></p> <p>Assessment Planning Placement</p>	<p><b>Counselor Role</b></p> <p>Individual counseling Small-group counseling Consultation Referral</p>	<p><b>Counselor Role</b></p> <p>Program development and management Consultation Coordination</p>

Note: These lists represent examples and are not exhaustive.\*Reprinted with permission, Gysbers, N.C., and Henderson, P. (2000). *Developing and Managing Your School Guidance Program*, (3<sup>rd</sup> ed.), Alexandria, Va.: American Counseling Association.

## **Program Goals for Students**

School counseling and guidance programs throughout Alabama may differ in recognized need; however, every school system and school must develop a comprehensive, outcome-based, and developmental counseling and guidance program. The ASCA has developed national standards to better define the role of school counseling and guidance programs. The standards address program content and identify broad areas of knowledge, attitudes, and skills that all students develop as a result of participating in an effective school counseling and guidance program.

Thomasville City Schools, as the State of Alabama, has utilized *The ASCA National Model: A Framework for School Counseling Programs* to provide all essential elements for developing programs to help students achieve success in school. The ASCA National Standards, located below on the following pages of this document, facilitate student development in three domains: Academic Development, Career Development, and Personal/Social Development.

### **ASCA National Standards for Students\***

#### **Academic Development**

- Standard A. Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.
- Standard B. Students will complete school with academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
- Standard C. Students will understand the relationship of academics to the world of work and to life at home and in the community.

#### **Career Development**

- 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.
- Standard B. Students will employ strategies to achieve future career goals with success and satisfaction.
- Standard C. Students will understand the relationship between personal qualities, education, training and the world of work.

#### **Personal/Social Development**

- Standard A. Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.
- Standard B. Students will make decisions, set goals, and take necessary action to achieve goals.
- Standard C. Students will understand safety and survival skills.

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

## Grade Cluster Standards, Competencies, and Indicators: Guidance Curriculum Scope and Sequence

The following competencies for Alabama students at each grade-cluster level (K-2, 3-5, 6-8, 9-12) are linked directly to the nine national standards as presented in *The ASCA National Model: A Framework for School Counseling Programs*. The competencies describe the attitudes, knowledge, and skills that students should be able to demonstrate as a result of participating in an effective school counseling and guidance program.

Counselors in Thomasville City Schools determine the student competencies and the corresponding indicators (listed below each competency) to be utilized in planning and developing the school guidance curriculum and the individual student planning components appropriate for specific grade-cluster levels within the school program. Guidance activities are outcome-based and linked to the appropriate indicators.

The following chart is a tool which is used to assist counselors in planning the overall guidance curriculum. The solid dots highlight the grade-cluster level where each competency indicator is introduced. The competency indicators are intended to be cumulative; therefore, the hollow dots highlight the grade-cluster level(s) in which the competency indicator may be expanded or reinforced. Careful analysis of the scope and sequence of the local school guidance curriculum ensures that all students master all competency indicators by the end of Grade 12.

### Guidance Curriculum Scope and Sequence Chart\*

ACADEMIC DEVELOPMENT DOMAIN		K-2	3-5	6-8	9-12
<b>Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.</b>					
I N D I C A T O R S	<b>Competency A: A1 Improve Academic Self-Concept</b>				
	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			●	○
	<b>Competency A: A2 Acquire Skills for Improving Learning</b>				
	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			●	○
	<b>Competency A: A3 Achieve School Success</b>				
	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		●	○	○

## Guidance Curriculum Scope and Sequence Chart (Continued)

ACADEMIC DEVELOPMENT DOMAIN		K-2	3-5	6-8	9-12
<b>Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.</b>					
<b>Competency A: B1 Improve Learning</b>					
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		●	○	○
<b>Competency A: B2 Plan to Achieve Goals</b>					
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 postsecondary options consistent with interests, achievement, aptitude and abilities			●	○
<b>STANDARD C: Students will understand the relationship of academics to the world of work and to life at home and in the community.</b>					
<b>Competency A: C1 Relate School to Life Experience</b>					
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		●	○	○

\*Counselors for Grades 8-12 must guide students in the development and annual revision of a four-year educational/career plan and have students maintain a portfolio of study based on legislative and other graduation requirements. The selection of the educational/career plan must be approved in writing by the parents or guardians.



## Guidance Curriculum Scope and Sequence Chart (Continued)

CAREER DEVELOPMENT DOMAIN		K-2	3-5	6-8	9-12
<b>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.</b>					
I N D I C A T O R S	<b>Competency C: A1 Develop Career Awareness</b>				
	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		●	○	○
	<b>Competency C: A2 Develop Employment Readiness</b>				
	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	●	○	○	○	

## Guidance Curriculum Scope and Sequence Chart (Continued)

CAREER DEVELOPMENT DOMAIN		K-2	3-5	6-8	9-12	
<b>STANDARD B: Students will employ strategies to achieve future career goals with success and satisfaction.</b>						
INDICATORS	<b>Competency C: B1 Acquire Career Information</b>					
	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			●	○
	<b>Competency C: B2 Identify Career Goals</b>					
	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			●	○
	<b>STANDARD C: Students will understand the relationship between personal qualities, education, training and the world of work.</b>					
	INDICATORS	<b>Competency C: C1 Acquire Knowledge to Achieve Career Goals</b>				
		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	●	○	○	○

## Guidance Curriculum Scope and Sequence Chart (Continued)

<b>CAREER DEVELOPMENT DOMAIN</b>		<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>	
<b>I N D I C A T O R S</b>	<b>Competency C: C2      Apply Skills to Achieve Career Goals</b>					
	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			●	○
<b>PERSONAL/SOCIAL DEVELOPMENT DOMAIN</b>		<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>	
<b>STANDARD A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.</b>						
<b>I N D I C A T O R S</b>	<b>Competency PS: A1      Acquire Self-Knowledge</b>					
	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	●	○	○	○
	<b>Competency PS: A2      Acquire Interpersonal Skills</b>					
	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	●	○	○	○	

## Guidance Curriculum Scope and Sequence Chart (Continued)

<b>PERSONAL/SOCIAL DEVELOPMENT DOMAIN</b>		<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>	
<b>STANDARD B: Students will make decisions, set goals and take necessary action to achieve goals.</b>						
<b>Competency PS: B1 Self-knowledge Application</b>						
I N D I C A T O R S	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			●	○
<b>STANDARD C: Students will understand safety and survival skills.</b>						
<b>Competency PS: C1 Acquire Personal Safety Skills</b>						
I N D I C A T O R S	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			●	○

**PROGRAM GOALS**  
**THOMASVILLE CITY SCHOOLS**  
**GUIDANCE AND COUNSELING PROGRAM**

**Thomasville Elementary School**

The elementary guidance program assists students in learning the skills and attitudes necessary to be successful. Assisting in the development of self-concept and interpersonal relationships and skills is an important facet of the elementary guidance program. Emphasis is also placed on skill development, making choices, and beginning exploration of future educational and occupational choices.

**Thomasville Middle School**

The middle school guidance program provides a developmental and comprehensive guidance program. The program consists of planned, purposeful, and sequential activities that are both proactive and reactive in nature. Our students are reaching a critical point in their development. Therefore, we aim to provide each student with the opportunity to learn the essential skills, which will assist them in their personal, social, educational, and career development.

**Thomasville High School**

In addition to building on the goals of the elementary and middle school, the counseling and guidance program at the high school emphasizes helping students establish realistic goals based on their needs, interests, and skills. One important aspect of the program is to help students develop educational and occupational goals. Emphasis is placed on career and vocational development. The students' four-year plan is reviewed and updated each year. Other goals which are emphasized at the high school level include study skills, problem solving, and decision making skills.

**Career Coach**

The Career Coach serves high school students and is responsible for carrying out the following duties:

- Represent the Career Coach Program in the local high school and conduct public relations efforts to promote the CTE programs
- Provide career development guidance for high school students with emphasis on technical programs
- Plan and implement student recruitment activities for technical programs
- Assist prospective students with career exploration activities and career assessments
- Assist prospective students with admissions and financial aid and resignation procedures of college
- Provide guidance to students regarding career choices
- Conduct high school classroom presentations promoting college and career programs and activities
- Provide prospective students with information regarding the current job market trends in career choices
- Schedule and attend college campus tours and industry tours with high school students
- Coordinate job shadowing opportunities for students
- Maintain an ongoing database of students and classrooms that services are offered
- Comply with all policies of the LEA and the State Department of Education.

# Thomasville Elementary School

## Guidance and Counseling Program

### Daily Schedule/ Activities

**Sharon Owes, Guidance Counselor**

Thomasville Elementary School  
 Sharon Owes, Guidance Counselor  
[sowes@thomasvilleschools.org](mailto:sowes@thomasvilleschools.org)  
 (334) 636-0063 ext. 2010

**DAILY SCHEDULE**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>7:30-8:00</b>	Hall Duty	Hall Duty	Hall Duty	Hall Duty	Hall Duty
<b>8:00-8:45</b>	Small Group Counseling	Individual Counseling	Individual Counseling	Consultation, Conferences, meetings, paperwork, planning	Consultation, conferences, meetings, paperwork, planning
<b>8:45-9:45</b>	Consultation, conferences, paperwork, meetings	Small Group Counseling	Individual Counseling	Whole group guidance classes	Small Group Counseling
<b>9:50-10:50</b>	Individual Counseling	Consultation, conferences, paperwork, meeting	Consultation, conferences, paperwork, meetings	Whole group guidance classes	Consultation, conferences, paperwork, meetings
<b>10:55-11:55</b>	Consultation, conferences, paperwork, meetings	Small Group Counseling	Individual Counseling	Whole group guidance classes	Small Group Counseling
<b>12:00-12:25</b>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>
<b>12:25-12:55</b>	Consultation, conferences, paperwork, meetings	Individual Counseling	Individual Counseling	Whole group guidance classes	Small Group Counseling
<b>12:55 – 1:25</b>	Small Group Counseling	Small Group Counseling	Consultation, conferences, paperwork, meetings	Whole Group guidance classes	Small Group Counseling
<b>1:30-2:30</b>	Individual counseling	Consultation, conferences, paperwork, meetings	Whole Group Guidance Classes	Whole Group Guidance Classes	Individual Counseling
<b>2:35-3:15</b>	<b>Duty</b>	<b>Duty</b>	<b>Duty/Planning</b>	<b>Duty</b>	<b>Duty</b>

## YEARLY ACTIVITIES

### JULY

- Interpret achievement test scores
- Make a Data Notebook for each grade level (state assessment data)
- Continue scheduling and setting up for the new year
- Student scheduling
- Teacher scheduling
- Verify retained students/summer school
- Request records
- Send records
- Put grade labels and test labels on cumulative folders

### AUGUST

- **Pre-School Activities**
- Register new students/kindergarteners
- Interview students and parents
- Assist in the identification of special needs for individual students
- Review incoming student records
- Contact other school personnel such as nurse, special education, etc. as the need is indicated by incoming records
- Request, mail, and maintain records
- Review and revise guidance goals, objectives, curriculum and evaluation plan
- Review ACCESS test results
- Review test results
- Adjust master schedule
- Prepare student schedules and homeroom rosters
- **First and Second Weeks of School**
- Continue Registration/enrollment
- Monitor and observe students having adjustment problems; intervene as needed
- Consult with parents
- Share 504 Plans with concerning teachers
- Identify members for Guidance Advisory Committee
- Review test result with teachers
- Offer test interpretation for students and parents (on request)
- Update ELL plans/consult with parents
- Share classroom rosters with faculty and staff

### SEPTEMBER

- Meet with Advisory Committee
- Discuss guidance plans for year



- Discuss specific needs for individual teachers and/or grade levels
- Discuss referral procedures
- Attend data meetings (grade levels)
- File test results in cumulative files
- Discuss classroom/group/individual counseling plans
- Assist with obtaining records and updates
- Attend RtI meetings
- Continue to monitor students with school adjustment problems
- Check all immunization records
- Begin small group counseling sessions (as identified by teachers)
- Begin working with individual counseling referrals
- Begin classroom guidance activities
- Update student demographic information
- Attend IEP meetings

### **OCTOBER**

- Continue individual guidance activities
- Continue small group activities
- Continue classroom guidance activities
- End of grading period activities
- Set up conferences (as requested by teachers) with parents
- Attend parent-teacher conferences as requested
- Review and/or update student 504 plans
- Attend data meetings
- Continue student demographic updates

### **NOVEMBER**

- Continue individual guidance
- Continue small group activities
- Continue classroom guidance activities
- Attend fall School Counselor Conference
- Maintain records/enrollment
- Check for eligible McKenny-Vento participants

### **DECEMBER**

- Continue individual guidance
- Continue small group activities
- Continue classroom guidance activities
- Assist with school and community identification of underprivileged students
- End of grading period activities
- Attend data meetings/RtI

### **JANUARY**

- Continue individual guidance
- Continue small group activities
- Continue classroom guidance activities

- Meet with Advisory Council
- Discuss plans for getting input for evaluation of program
- Discuss input from individual grade levels
- Confirm test dates
- Test kindergarten ELL student (reading and writing)

## **FEBRUARY**

- Continue individual guidance
- Continue small group activities
- Continue classroom guidance activities
- Begin to coordinate kindergarten registration (forms, public relations, etc)
- Discuss plans for motivating and encouraging students prior to and during testing
- Attend system test coordinator workshop

## **MARCH**

- Receive and inventory test materials from system test coordinator
- Set up Test Sessions and PNPs
- Meet with teachers
  - Finalize plans for testing
  - Provide in-service to teachers on test administration
  - Provide in-service to proctors and monitors
  - Have all teachers/proctors/monitors sign Test Security Policy
- Continue classroom guidance activities
- Continue individual and group counseling activities
- Assist with administration of ACCESS to ELL students
- End of grading period activities/report cards
- Attend data meetings/RtI
- Maintain records

## **APRIL**

- Coordinate testing program
- Consult with teachers regarding students in danger of failing
- Participate in kindergarten pre-registration
- Attend data meetings/RtI
- Meet with Advisory Council
  - Finalize plans for the following school year
  - Discuss any unfinished business
- Provide information and data to middle school as needed
- Continue classroom guidance activities
- Continue individual and group counseling activities

## **MAY/JUNE**

- Work with teachers (as needed) on placement of students for the next school year
- Prepare new academic session
- Plan 4<sup>th</sup> grade orientation/visit to middle school
- Assist with DIBELS

- End of grading period and year activities

### **AFTER SCHOOL**

- Inventory office equipment and materials
- Work on class rosters
- Interpret achievement test scores as requested
- Maintain in records update
- Organize placement decision
- Organize and make placement decisions for retained students
- Attend leadership team/advisory meeting

### **ON-GOING ACTIVITIES**

- Participate in regular meetings with other counselors to coordinate total guidance program
- Receive, process, and counsel referrals
- Look for and assist with school adjustment problems
- Look for and assist with social adjustment problems
- Establish crisis counseling on
- Assist with special education referrals
- Facilitate 504 referrals
- Serve on IEP committee meetings
- Refer students/families to outside agencies
- Work with outside agencies
- Consult with teachers, administrators and parents
- Continue administrative duties
  - Keep records current
  - Interview new students and parents as they register
  - Withdraw students and maintain records
- Develop positive public relations
- Serve on committees (school based, system based, an/or community based)
- Administer ACCESS for ELL's screener as needed

### **CLASSROOM ACTIVITIES**

#### **AUGUST**

- Introduction
- A Picture of Your Counselor (PPT presentation)
- Getting to Know Each Other
- Something Special About
- We Have Something In Common

## **SEPTEMBER**

- Study Skills/Goal Setting
- Can You Spell WINNER (PPT presentation)
- Time Management
- 10 Steps to Great Grades
- Study Skills Tip for the Day
- Self-Image/Self Esteem
- House of Mirrors (video)
- All Feelings Are OK
- Don't Feed the Monster on Tuesdays (book)
- What Would You Do (worksheet)
- Feelings About My Name (worksheet)

## **OCTOBER**

- Bullying/Teasing
- Bullies Are a Pain in the Brain (video)
- Playground Push-Around (video)
- Speak Up- The Wumblers (video)
- The Three Bully Goats (book)
- The Recess Queen (book)
- The Juice Box Bully (book)
- Drug Awareness
- Drugs and You (video)
- The Boy Who Was Swallowed.... (video)
- Drugs and Our World (book)
- What Are Drugs (book)
- You Can Say "No" To Drugs (video)
- Fumble Finger (activity)

## **NOVEMBER**

- Manners
- Manners Monster (video)
- Please and Thank You (video)
- Good Manners (video)
- Monsters, Mind Your Manners (book)
- Rules of the Wild (book)
- Piggy Monday (book)

## **DECEMBER**

- Problem Solving
- Making Wise Choices (worksheet)
- Thinking Before Acting (worksheet)
- Tough Issues, Good Decisions (workbook)
- Apologize (worksheet)

## **JANUARY**

- Respect
- Different Just Like Me (book)
- Accepting Differences (worksheet)
- Values (worksheet)
- Carla's Sandwich (book)
- Eight Keys to a Better Me (book)
- Honesty
- The Big Lie (video)
- Don't Tell a Whopper on Fridays (book)
- Honesty and Responsibility (video)
- Do The Bright Thing (video)

## **FEBRUARY**

- Conflict Resolution/Anger Management
- What is Conflict?
- Win-Win Solutions (worksheet)
- Enemy Pie (book)
- Self-Control
- Don't Pop a Cork on Monday (book)
- Bullying–Cyberbullying (from *I Didn't Know I Was a Bully* book)

## **MARCH**

- Test-Taking Skills
- Reading Strategies
- Math Strategies
- Following Instructions
- Active Listening
- Two Ears, One Mouth (book & activity)

## **APRIL**

- Career Awareness
- Alphabet Career (activity)
- What I Want to Be (video)
- Careers- Personal Characteristics (worksheet)
- Completing a Job Application (activity sheet)
- Child Abuse
- Puppet Program (Someone To Talk To)
- Use of Touch (worksheet)
- Personal Space (worksheet)

## **MAY**

- Cooperation/Teamwork
- Survival Camping Trip (activity sheet)
- Fly It (video)
- The Red Hen (book)
- Too Small for the Team (video)

**THOMASVILLE ELEMENTARY SCHOOL  
COUNSELING/GUIDANCE  
ADVISORY COMMITTEE**



**Faculty**

Chelsea Doggett 1<sup>st</sup> Grade  
Allison Harris 2<sup>nd</sup> Grade  
Jennifer Parten Special Needs  
Christy Sheffield 4<sup>th</sup> Grade  
Traci Hosea Library Media Specialist

**Parents**

Ellen Gates  
Rachel Pilkington

**Community**

Janice Chapman (DHR)  
Crystal Agee-Thomas (SWBMH)

**Students**

Student input is obtained from needs assessments and informal discussions with teachers.

# Thomasville Middle School

## Guidance and Counseling Program

### Daily Schedule/ Activities

**Joyce Figgers, Guidance Counselor**

**DAILY SCHEDULE**

	<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>HR</b>	7:30 – 7:45	Assist in Office/Hall Duty	Assist in Office/Hall Duty	Assist in Office/Hall Duty	Assist in Office/Hall Duty	Assist in Office/Hall Duty
<b>1<sup>st</sup> Period</b>	7:45 – 8:45	Consultation Paperwork; Conferences; Meetings	Consultation Paperwork; Conferences; Meetings	Consultation Paperwork; Conferences; Meetings	Consultation Paperwork; Conferences; Meetings	Consultation Paperwork; Conferences; Meetings
<b>2<sup>nd</sup> Period</b>	8:48 – 9:58	<b>5<sup>th</sup> Grade</b> Individual Counseling	<b>5<sup>th</sup> Grade</b> Individual Counseling	<b>5<sup>th</sup> Grade</b> Individual Counseling	<b>5<sup>th</sup> Grade</b> Individual Counseling	<b>5<sup>th</sup> Grade</b> Small Group Counseling
<b>3<sup>rd</sup> Period</b>	10:01 – 11:01	<b>6<sup>th</sup> Grade</b> Individual Counseling	<b>6<sup>th</sup> Grade</b> Individual Counseling	<b>6<sup>th</sup> Grade</b> Individual Counseling	<b>6<sup>th</sup> Grade</b> Individual Counseling	<b>6<sup>th</sup> Grade</b> Small Group Counseling
<b>4<sup>th</sup> Period</b>	11:04 – 11:24	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>
	11:25 – 12:29	<b>7<sup>th</sup> Grade</b> Individual Counseling	<b>7<sup>th</sup> Grade</b> Individual Counseling	<b>7<sup>th</sup> Grade</b> Individual Counseling	<b>7<sup>th</sup> Grade</b> Individual Counseling	<b>7<sup>th</sup> Grade</b> Small Group Counseling
<b>5<sup>th</sup> Period</b>	12:32 – 1:42	<b>8<sup>th</sup> Grade</b> Individual Counseling	<b>8<sup>th</sup> Grade</b> Individual Counseling	<b>8<sup>th</sup> Grade</b> Individual Counseling	<b>8<sup>th</sup> Grade</b> Individual Counseling	<b>8<sup>th</sup> Grade</b> Small Group Counseling
<b>6<sup>th</sup> Period</b>	1:45 – 2:45	Large Group Guidance Class	Large Group Guidance Class	Large Group Guidance Class	Large Group Guidance Class	Large Group Guidance Class Make-Up
	2:45 – 3:00	Assist in Office/Traffic Duty	Assist in Office/Traffic Duty	Assist in Office/Traffic Duty	Assist in Office/Traffic Duty	Assist in Office/Traffic Duty



## **Guidance Counselor**

The counseling and guidance program at Thomasville Middle School provides a comprehensive service for students. This consists of planned, purposeful, and sequential activities that are proactive and reactive in nature. These activities are presented to students in classroom, small group, and individual guidance sessions.

We aim to provide each student with the opportunity to learn the essential skills, which will assist them in their personal/social, educational, and career development.

A student may schedule a conference with the counselor by receiving a pass from his/her teacher to come to the office and make an appointment.

## **Yearly Activities**

### **JULY**

- Interpret achievement test scores
- Make a Data Notebook for each grade level
- Continue scheduling and setting up for the new year
- Student scheduling
- Teacher scheduling
- Verify retained students/summer school
- Request records
- Send records
- Put grade labels and test labels on cumulative folders

### **AUGUST**

- File test Results
- Clean out students' cumulative folders
- Request records for new students
- Send/mail records for withdrawn students
- Enroll/Withdraw students
- Prepare Packets for Teachers for New Year
- Finalize student schedules
- Participate in Orientations
- Individual counseling
- Meet with teachers on students' 504 Plans
- Meet with teachers on students' EL Plans
- Attend IEP meetings
- Meet with Coastal Alabama Representative about Scheduling Activities
- Before and after school duties

## **SEPTEMBER**

- Parent 504 Meetings begin
- Classroom/group counseling sessions
- Individual counseling
- Maintain student records
- Schedule conferences
- Print Schoolwide Progress Reports
- Meet with System Test Coordinator concerning testing
- Scantron Teacher Training/State Assessment Training
- IEP Meetings
- Plan Career Expo field trip with 8<sup>th</sup> graders and teachers
- Attend Career Expo with 8<sup>th</sup> graders
- Review State Assessments with teachers
- Attend EL workshop(Samuel Training)
- Prepare for Red Ribbon Week/Order supplies
- Character Lesson: Bullying

## **OCTOBER**

- Prepare Honor Roll list
- Send out failure letters to parents
- Meet with failing students to develop a plan
- Prepare Honor Roll List for newspaper and hallway
- Failure letters sent to parents
- Classroom counseling
- Individual/small group counseling
- IEP meetings
- 504 services review
- Prepare for Red Ribbon Week activities
- Prepare for Cancer Awareness Month
- Set up conferences
- Character Lesson: Drug Awareness

## **NOVEMBER**

- AL Counseling Conference
- Individual counseling
- Small group/ large group counseling activities
- Consultations
- Enroll/withdraw students
- Prepare and Print Progress reports
- IEP Meeting

- 504 Parent Meetings
- Review 2<sup>nd</sup> mid quarter grades and make parent contacts as appropriate
- Character Lesson: Building Positive Self Esteem

## **DECEMBER**

- Individual counseling
- Small group/ large group counseling activities
- Consultations
- Enroll/withdraw students
- Maintain student records
- Create Final Exam Schedule
- Progress reports
- Meet with failing students
- Make semester schedule changes if needed
- Character Lesson: Resolving Conflicts Appropriately

## **JANUARY**

- Individual counseling
- Small group/ large group counseling activities
- Consultations
- Enroll/withdraw students
- Maintain student records
- Report Cards
- Character Lesson: Respecting Yourself and Others/ Making Effective Decisions

## **FEBRUARY**

- 8<sup>th</sup> Grade Registration-High school counselor comes to TMS
- Individual counseling
- Small group/ large group counseling activities
- Consultations
- Enroll/withdraw students
- Maintain student records
- Progress reports
- Order Award Day material
- Prepare for Career Awareness Month
- Plan and prepare Career Week
- Black History Month Activities
- IEP Meeting
- 504 Meetings
- Continue Working on the 4 year plans
- Character Lesson: Career Choices

## MARCH

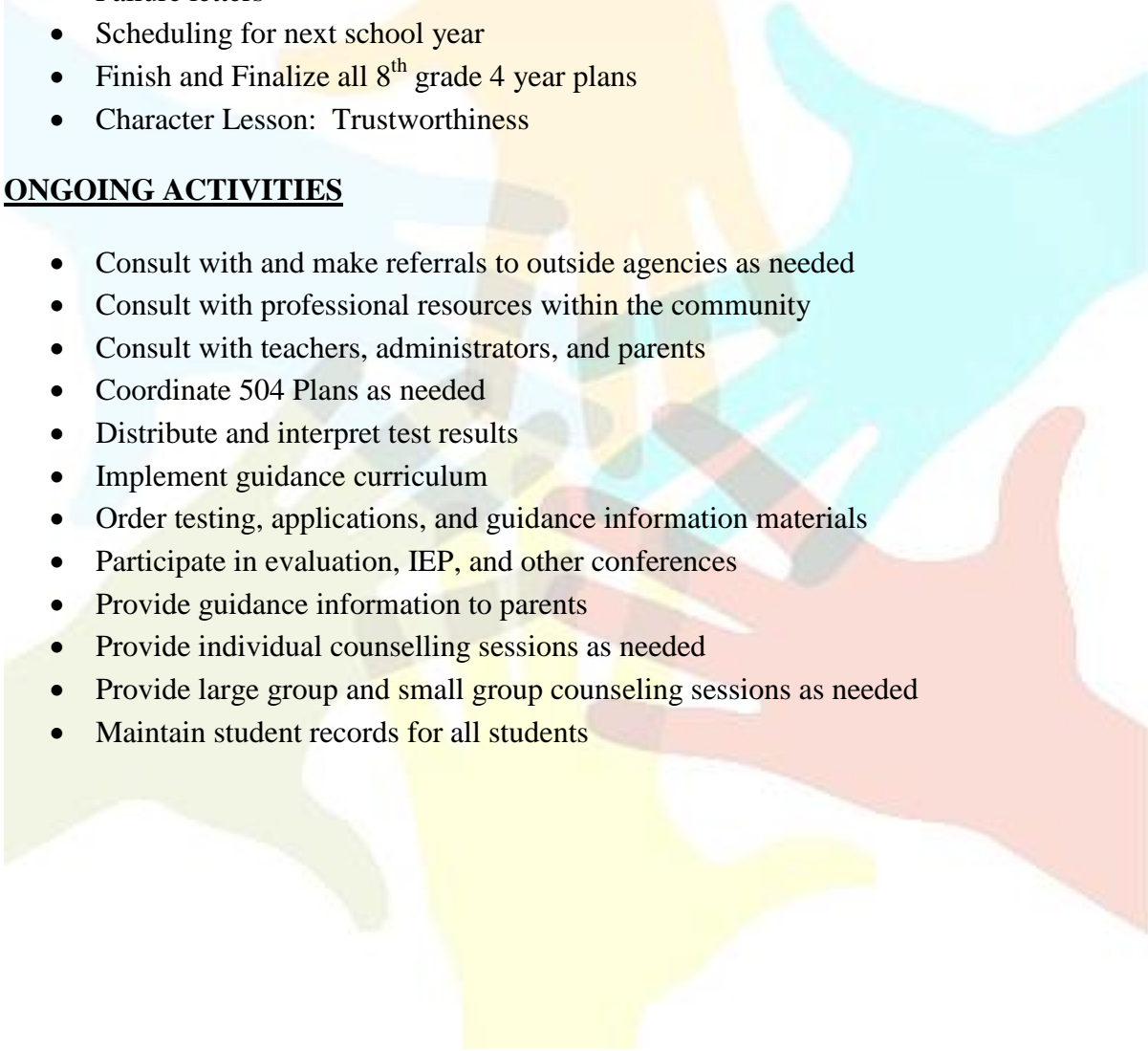
- Individual counseling
- Small group/ large group counseling activities
- Consultations
- Enroll/withdraw students
- Maintain student records
- Report Cards
- Honor Roll List
- Failure Letters sent to parents
- Meet with students failing academic subjects
- Provide training for teachers, proctors, monitors for state testing
- IEP Meetings
- 504 Meetings
- Field Trip with Talent Search students to Coastal Alabama
- Work on New Year Scheduling
- Character Lesson: Honesty, Responsibility, and Integrity

## APRIL

- Coordinate State Testing
- Individual counseling
- Small group/ large group counseling activities
- Consultations
- Enroll/withdraw students
- Maintain student records
- Progress reports
- Begin scheduling the New Year
- 8<sup>th</sup> Grade registration for 9<sup>th</sup> grade classes
- IEP Meetings
- 504 Services
- Field Trip with Talent Search Students
- Work on New Year Scheduling
- Create Master Scheduling
- Administer ACCESS testing for EL students
- Character Lesson: Child Abuse

## MAY

- Work with elementary counselor-4<sup>th</sup> grade orientation for 5<sup>th</sup> grade
- Work with high school counselor-8<sup>th</sup> graders' placements
- Provide information to THS as needed
- Recommendation for Advance classes

- 
- Student registration(grades 5-8) for classes next year
  - IEP Meetings
  - 504 Meetings
  - Awards Day preparation and organization
  - 8<sup>th</sup> Grade Day preparation and organization
  - End of Year Grades
  - Report Cards
  - Prepare newspaper article for honor roll students
  - List of retained students
  - Failure letters
  - Scheduling for next school year
  - Finish and Finalize all 8<sup>th</sup> grade 4 year plans
  - Character Lesson: Trustworthiness

### **ONGOING ACTIVITIES**

- Consult with and make referrals to outside agencies as needed
- Consult with professional resources within the community
- Consult with teachers, administrators, and parents
- Coordinate 504 Plans as needed
- Distribute and interpret test results
- Implement guidance curriculum
- Order testing, applications, and guidance information materials
- Participate in evaluation, IEP, and other conferences
- Provide guidance information to parents
- Provide individual counselling sessions as needed
- Provide large group and small group counseling sessions as needed
- Maintain student records for all students

**THOMASVILLE MIDDLE SCHOOL  
COUNSELING/GUIDANCE  
ADVISORY COMMITTEE**



**Faculty**

Cynthia Lewis      5<sup>th</sup> Grade  
Janice Butler      6<sup>th</sup> Grade  
Andy Clanahan      7<sup>th</sup> Grade  
Sandra Shamburger      8<sup>th</sup> Grade  
Courtney Hall      Special Needs

**Parent**

Vivian Burroughs

**Community Leader**

April Culpepper

**Students**

Student input is obtained from needs assessments and informal discussions with teachers.

# Thomasville High School

## Guidance and Counseling Program

### Daily Schedule/ Activities

**Tammy Brasell, Guidance Counselor**

**DAILY SCHEDULE**

<b>MONDAY</b>		<b>TUESDAY</b>	
7:25 – 7:45	Cafeteria Duty	7:25 – 7:45	Cafeteria Duty
7:45 – 8:00	Office	7:45 – 11:00	Office/Paperwork, Conferences, Meetings, Counseling Sessions
8:00 – 11:00	Classrooms	11:00 – 12:00	Small Group Sessions
11:00 – 11:30	Office	12:00 – 12:30	Lunch
11:30 – 12:00	Lunch	12:30 – 2:00	Office/Paperwork, Conferences, Meetings, Counseling Sessions
12:00 – 3:00	Classrooms	2:00 – 3:00	Office
<b>WEDNESDAY</b>		<b>THURSDAY</b>	
7:25 – 7:45	Cafeteria Duty	7:25 – 7:45	Cafeteria Duty
7:45 – 11:00	Office/Paperwork, Conferences, Meetings, Counseling Sessions	7:45 – 11:00	Office/Paperwork, Conferences, Meetings, Counseling Sessions
11:00 – 12:00	Small Group Sessions	11:00 – 12:00	Small Group Sessions
12:00 – 12:30	Lunch	12:00 – 12:30	Lunch
12:30 – 2:00	Office/Paperwork, Conferences, Meetings, Counseling Sessions	12:30 – 2:00	Office/Paperwork, Conferences, Meetings, Counseling Sessions
2:00 – 3:00	Office	2:00 – 3:00	Office
<b>FRIDAY</b>			
7:25 – 7:45	Cafeteria Duty		
7:45 – 11:00	Office/Paperwork, Conferences, Meetings, Counseling Sessions		
11:00 – 12:00	Small Group Sessions		
12:00 – 12:30	Lunch		
12:30 – 2:00	Office/Paperwork, Conferences, Meetings, Counseling Sessions		
2:00 – 3:00	Office		



**THOMASVILLE HIGH SCHOOL  
GUIDANCE AND COUNSELING PROGRAM  
ACTIVITIES**

**ONGOING ACTIVITIES**

- Participate in regular meetings with other counselors to coordinate total guidance program
- Attend faculty meetings
- Attend special education placement meetings
- Consult with principal and faculty on guidance activities
- Maintain supervision over preparation of cumulative records
- Maintain supervision over grades on cumulative records
- Make appropriate referrals to other individuals and/or agencies
- Guide and assist students in processing test registration – ACT/PSAT/ASVAB...etc.
- Assist students with college/employment applications, financial aid, and scholarship information
- Plan and conduct individual and group counseling sessions
- Evaluate the effectiveness of the guidance program
- Help coordinate education programs through personal contact with students, school staff and parents
- Share information and resources with teachers, principal, and parents concerning educational development of all students
- Assist students in curriculum selection, activities, special programs and career development
- Evaluate and help place students in educational programs
- Assist in student evaluations using all appraisal information
- Conduct group guidance activities
- Maintain supervision over receiving and sending transcripts
- Participate in professional development
- Attend counselor meetings/professional development
- Maintain counselor accountability

- Meet regularly with Career Tech staff to develop student programs
- Solve scheduling problems
- Assist military personnel with student information
- Assist students in completing Education Plans and conducting career interest surveys
- Liaison for Homeless Students
- 504 Local School Contact
- EL Local School Contact
- Schedule students for Dual Enrollment classes – Coastal Alabama Community College or other post-secondary institutions
- Work with Education Talent Search and Upward Bound programs - CACC
- Enter students in ACCESS – Alabama Distance Learning
- Work with the NCAA/NAIA Eligibility Center
- Driver’s License Information for permits
- Insurance Verifications
- Fill out disability papers for students
- Enter new student information and build transcripts
- Write student reference letters
- Central Office Reports – LEAPS, Summer Completer, Dropout/Cohort Report
- Working with Alpha Pregnancy Center - Abstinence Program
- Working with Department of Human Resources/Children’s Advocacy Center Programs

## MONTHLY ACTIVITIES

### JULY

- Prepare for new school year
- Review records and schedules
- Post summer school grades
- Prepare for testing
- Review individual 504 plans
- Review schedules for 504 students
- Consolidate at-risk information
- ELL Plan

### AUGUST

- Notify parents and students through media about student schedules
- Process permanent records for all students, giving special consideration to incomplete test dates, inaccuracies, and current contact information
- Report any pertinent test data to faculty and principal
- Prepare and assist in preparing bulletin boards and displays related to guidance services
- Check credits needed for graduation for seniors and ensure that current schedule provides necessary course requirements for graduation
- Plan school guidance program for the year
- Begin plans for College Application Week/Cash for College
- Register new students
- Resolve schedule conflicts
- Document summer course work and grades for transcripts
- Schedule post high school representatives
- Check receipt for ACT registration materials
- Update career and post high school files
- Inventory and order guidance and testing materials
- Prepare monthly calendar of events
- Prepare for testing
- Begin group sessions with seniors and juniors on requirements for graduation and ACT
- Make plans for PSAT and ASVAB tests
- Notify teachers of students with physical disabilities or health problems
- PREPARING FOR YOUR FINAL YEAR with seniors
- Meet with parents and teachers on 504 students
- Hold orientation for teachers on:
  - ADD/ADHD
  - English Language Learners
  - Section 504
- Recruit community agency for partnership
- Individual and group counseling sessions

## **SEPTEMBER**

- Set up ACT workshop through Talent Search
- Attend testing workshop
- Prepare counseling portion of vocational review
- Meet with teachers to discuss individual pupil problems
- Help identify underachievers and gifted students to plan suitable instruction
- Organize Guidance and Counseling Advisory Committee
- Administer a pre-survey on educational goals
- Conduct student and teacher orientations and training on testing
- Plan test schedule for the PSAT
- Announce ACT October test date and help students register
- Continue planning for College/Career Night
- Plan for a College Information Forum for parents
- Complete PSAT registration
- Complete SDE forms for testing
- ACT WORKSHOP –12<sup>th</sup> GRADE – ASCC
- Counselor's Meeting
- College/Career Day at Coastal Alabama Community College – 12<sup>th</sup> Grade

## **OCTOBER**

- COLLEGE/CAREER PLANNING – 10<sup>th</sup> grade and 11<sup>th</sup> grade
- Cash for College Initiative – FAFSA (opens October 1)
- Schedule post high school representatives
- Prepare for December administration of Work Keys
- Plan and administer PSAT
- Schedule midterm exams
- Post grades and prepare report cards
- Meet with seniors about scholarship deadlines
- Meet with juniors about pre-college planning
- Administer PSAT
- Arrange for ASVAB administration
- Plan for Parenting Day/Night programs on scholarships, financial aid, etc.
- Parent conferences on student progress
- Drug Education – RED RIBBON WEEK
- Individual counseling
- Small group counseling
- Teacher collaboration on At-Risk students

## **NOVEMBER**

- ACT PREP WORKSHOP –Coastal Alabama Community College
- Announce deadline for December ACT
- ASVAB administration
- Plan group guidance activities on career planning and exploration
- Process college applications and recommendations

- Review deadlines for scholarships, admission applications, and special awards
- Remind teachers of progress reports
- Parent conferences on student progress
- Schedule PSAT test interpretation sessions with students
- Prepare for the career planning group sessions with 10<sup>th</sup> grade students
- CURRICULUM AND CAREER PLANNING – 10<sup>TH</sup> GRADE
- Contact parents of seniors who are failing
- Prepare for Work Keys
- College Application Week

## **DECEMBER**

- Thinking About Careers – 11<sup>TH</sup> GRADE
- Prepare for Work Keys
- Administer Work Keys
- Conduct test orientation for students
- Conduct training sessions for faculty
- Parent/teacher conferences
- Contact parents of seniors who are failing
- Remind seniors of scholarship deadlines
- Review schedules of students who failed a class
- Counsel with students who need a schedule adjustment
- Review credits for mid-year promotions
- Make necessary homeroom changes
- Plan for December Graduation

## **JANUARY**

- Post grades, prepare report cards
- Counsel with students who may need curriculum adjustments second term
- Prepare failure letters to parents
- Prepare report cards
- Check senior records
- Process high school transcripts for colleges, recommendations and scholarship applications
- Contact local clubs about scholarships
- Prepare pamphlet on local scholarships
- Announce registration deadlines for February ACT
- FINANCIAL AID WORKSHOP FOR SENIORS AND PARENTS – CACC
- Work Keys Test Results
- Prepare for January graduation
- Review individual 504 plans
- Review schedules for 504 students
- Meet with parents and teachers on 504 students
- Individual counseling
- Small group counseling
- Teacher collaboration on At-Risk students

## **FEBRUARY**

- Schedule post-secondary representatives
- Confirm details about graduation
- Meet with parents concerning graduation
- Remind teachers of Progress Reports
- Coastal Alabama Community College recruiting and scholarship applications
- ACT information session with juniors
- Update student records and schedule conferences with academically deficient seniors
- Announce March Test Dates
- Planning for Career or College-11<sup>th</sup> Grade – Coastal Alabama Community College
- Inventory career materials
- Work with department heads and faculty about next year's schedule
- Begin preparation for March ACT plus writing
- Meet with seniors about applying for local scholarships
- Meet with counselors to review and update program
- ORIENTATION for Thomasville Middle School – 8<sup>TH</sup> GRADE
- Start pre-registration procedures
- Prepare for Career Week with vocational department
- Parents Registration Session
- Student Registration Session

## **MARCH**

- ACT PREP Sessions for Juniors and Seniors-Coastal Alabama Community College
- Complete scholarship applications
- Give midterm exam schedule to teachers
- Schedule student and parent registration programs
- Meet with students on next year's curriculum
- Prepare for ACT Plus
- Orientation for students on ACT Plus
- Training for test administrators and proctors
- Process grades for report cards
- Pickup and return ACT Plus materials from System Test Coordinator
- Administer ACT Plus Writing State Assessment – 11<sup>th</sup> Grade

## **APRIL**

- Select students for special awards through committees
- Monitor senior grades
- Finalize top ten; check GPA's
- Enter student registration requests
- Work on graduation details
- Senior survey of post high school plans
- Contact with local clubs about awards at graduation
- Counselor's Meeting

## MAY

- Prepare for graduation
- Review cumulative records
- Set up exam schedule
- Conferences with parents of failing seniors
- Meet with students who are failing classes
- Parent conferences on failures
- Parent conferences on scheduling for next year
- Final credit check on seniors
- Continue to work on New Year Scheduling
- Prepare final transcripts for seniors and mail
- Reflect/Evaluate tasks/activities from the year
- Make anecdotal notes of changes

## JUNE

- Review cumulative records to make sure everything is up to date
- Check student credits with promoted and retained lists
- Complete end of year reports
- Work on scheduling
- Supervise filing of cumulative records
- Review follow up questionnaire for graduates

**THOMASVILLE HIGH SCHOOL  
COUNSELING/GUIDANCE  
ADVISORY COMMITTEE**



**Faculty**

Kelli Davis – English Department

Carrie Bumpers – Math Department

Katelyn Brown – Science Department

Katherine Sparks – Social Studies Department

Kay Larrimore – Career Tech

Charlyn Vick - Librarian

James Boyett – Fine Arts

Brad Elam - Special Needs

Sydney Smith – Assistant Principal

**Students**

Student input is obtained from surveys and informal discussions with teachers.

**Parents**

Sherry Brewer

Cheryl Malone

**Community**

Janice Chapman (DHR)

John Brooks



# LOCAL REFERRAL RESOURCES

<b>BOARD OF EDUCATION</b>	334-636-9955
<b>ELEMENTARY SCHOOL</b>	334-636-0063
<b>MIDDLE SCHOOL</b>	334-636-4928
<b>HIGH SCHOOL</b>	334-636-4451

**SPECIAL EDUCATION COORDINATOR:** 334-636-9955

- Donna Calhoun

**THOMASVILLE CITY LIBRARY** 334-636-5343

**COASTAL ALABAMA COMMUNITY COLLEGE** 334-636-9642

**CLARKE COUNTY HEALTH DEPARTMENT** 251-275-3722

**CLARKE COUNTY HEALTH DEPARTMENT  
HOME HEALTH CARE** 251-275-4177

**CLARKE COUNTY JUVENILE PROBATION OFFICE** 251-275-3534

- Jim Freeman
- Jackie Thompson

**CLARKE COUNTY MENTAL HEALTH & RETARDATION** 251-743-3859

## **CHURCHES:**

New Greater First Baptist Church 334-636-5933

Midway Baptist Church 334-636-2175

Pineview Baptist Church 334-636-5847

Thomasville Baptist Church 334-636-4409

Thomasville United Methodist Church 334-636-4654

Thomasville Church of God in Christ 334-636-2728

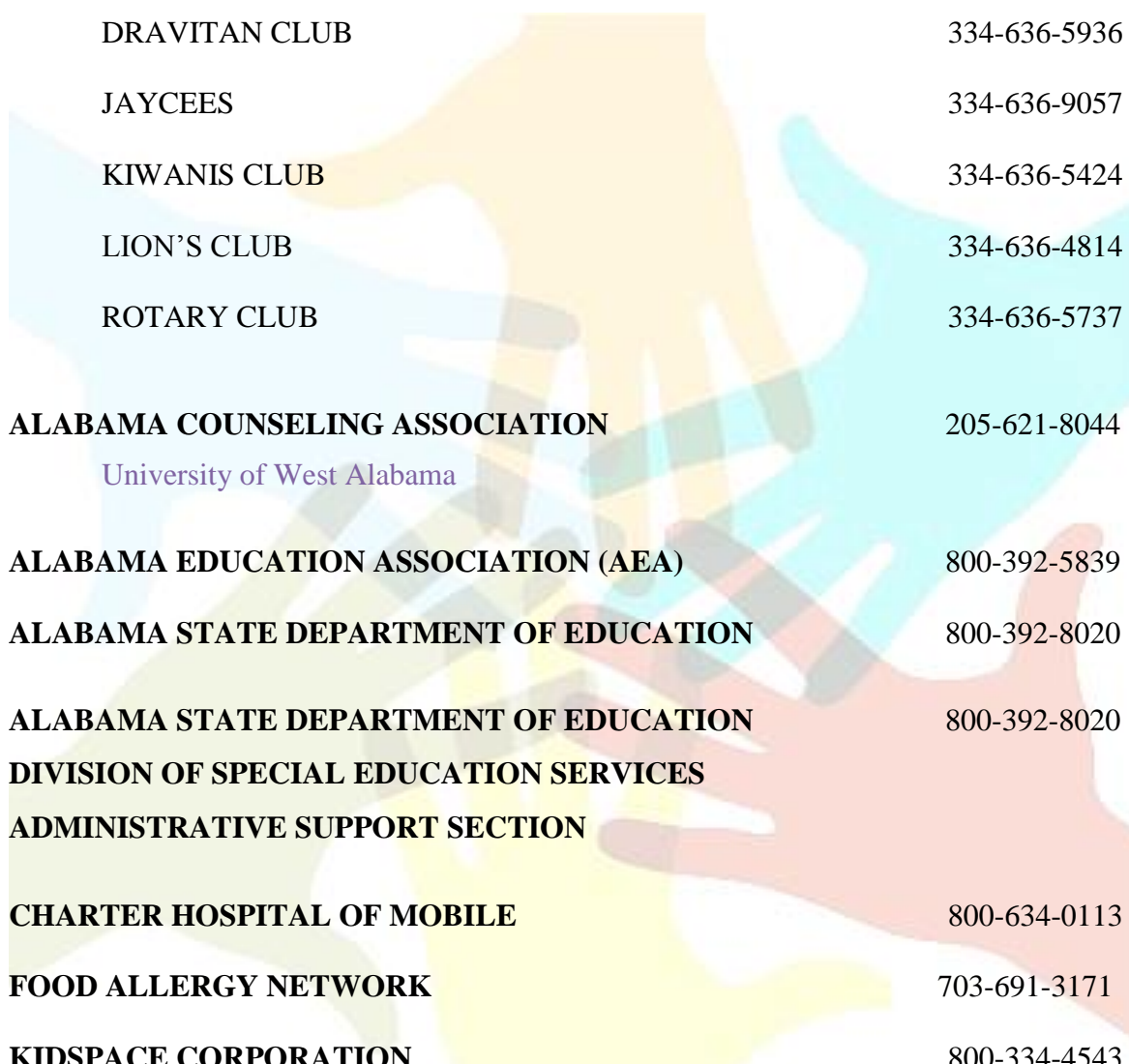
## **CHAMBER OF COMMERCE**

P.O. Box 44  
Thomasville, Al 36783

## **DEPARTMENT OF HUMAN RESOURCES (DHR)**

P.O. Box 219  
Grove Hill, Al 36451  
Peggy Tucker, Director

251-275-7001



<b>GROVE HILL MEMORIAL HOSPITAL</b>	251-275-3191
<b>POLICE DEPARTMENT</b>	334-636-2174
<b>SALVATION ARMY</b>	334-636-4992
<b>CLUBS</b>	
DRAVITAN CLUB	334-636-5936
JAYCEES	334-636-9057
KIWANIS CLUB	334-636-5424
LION’S CLUB	334-636-4814
ROTARY CLUB	334-636-5737
<b>ALABAMA COUNSELING ASSOCIATION</b>	205-621-8044
University of West Alabama	
<b>ALABAMA EDUCATION ASSOCIATION (AEA)</b>	800-392-5839
<b>ALABAMA STATE DEPARTMENT OF EDUCATION</b>	800-392-8020
<b>ALABAMA STATE DEPARTMENT OF EDUCATION</b>	800-392-8020
<b>DIVISION OF SPECIAL EDUCATION SERVICES</b>	
<b>ADMINISTRATIVE SUPPORT SECTION</b>	
<b>CHARTER HOSPITAL OF MOBILE</b>	800-634-0113
<b>FOOD ALLERGY NETWORK</b>	703-691-3171
<b>KIDSPACE CORPORATION</b>	800-334-4543
<b>LAW ADVISORY GROUP, INC</b>	
Free Consultation to Educators (No Confidentiality)	800-543-0212
Office – Florida –Weekends (Confidential)	954-758-1596
Fax – (Seen by secretary-Confidential)	216-486-4947

**NATIONAL CLEARINGHOUSE FOR ALCOHOL AND  
DRUG INFORMATION (NCADI)** 800-662-4357

P.O. Box 2345  
Rockville, MD 20852

**NATIONAL EDUCATION ASSOCIATION (NEA)** 202-822-7207

1201 16<sup>th</sup> Street, N.W.  
Washington, D.C. 20036-1492

**NATIONAL INFORMATION CENTER FOR CHILDREN  
AND YOUTH WITH DISABILITIES (NICHCY)**

P.O. Box 1492  
Washington, C.C. 20012-1492

703-893-8614

**ROTARY CENTER FOR LEARNING AND DEVELOPMENT**

1720 Springhill Avenue  
Suite 422  
Mobile, Al 36604  
Fax

251-431-5984  
251-431-5987

**SICKLE CELL DISEASE ASSOCIATION OF  
GULF COAST ALABAMA**

1453 Springhill Ave  
Mobile, Al 36604

251-432-0301

**ALLIANCE TO THE MEDICAL ASSOCIATION OF THE  
STATE OF ALABAMA**

19 S Jackson Street  
P.O. Box 1900  
Montgomery, Al 36102-1900  
Fax

334-239-3272  
334-263-6441  
334-269-5200

**HOT LINE NUMBERS (24 HOUR)**

AIDS  
ALCOHOL ABUSE  
CHILD ABUSE  
EATING DISORDERS  
RUNAWAY  
SUICIDE  
CRISIS 9 LINE

800-342-2437  
800-553-7160  
800-422-4453  
800-688-1777  
800-248-3285  
800-621-4000  
800-999-9999