

2022-2023 School Counselors' Handbook

SCHOOL COUNSELOR

Ms. Patrice Davis, Prevention and Support Services Coordinator



The mission of the school counseling and guidance program in the Baldwin County Public School System is to effectively provide a motivating, safe, and trusting environment which empowers all students to become life-long emotional, social, academic, and career-oriented citizens.

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Counseling and Guidance Advisory Council Members 2022-23

Mrs. Tiara Bailey	Assistant Principal	Foley Middle School
Mrs. Mandy Bezeredi	Fairhope Campus Director	Coastal Alabama Community College
Mrs. Rhonda Pettibone	Volunteer	NAMI Baldwin
Mrs. Donnashele Bruister	Principal	Pine Grove Elementary School
Ms. Nigia Bolton	Counselor	Spanish Fort Middle School
Mrs. Jamie Burt	Counselor	Elberta Middle School
Mr. Jon Cardwell	Principal	Fairhope High School
Ms. Patrice Davis	Prevention and Support Services Coordinator	Baldwin County Public Schools
Mr. Kerry Edwards	Principal	Daphne Middle School
Mrs. Buddy Hall	School Social Worker	Alternative School
Mrs. Amber Hawkins	Counselor	South Baldwin Center for Technology

Mrs. Denita Hill	Parent Representative	Bay Minette feeder pattern schools
Mrs. Kendra Johnson	Counselor	Fairhope West Elementary School
Mrs. Emily LaForce	Girls Services Coordinator	Compass II Life Services
Mrs. Lauren Lavender	Assistant Principal	Robertsdale High School
Mrs. Arcelia Miller	Executive Director	Under His Wings
Mrs. Brenda Nicholas	Assistant Principal	Robertsdale Elementary School
Mrs. Sara Parker	School Counselor	Daphne High School
Mrs. Nicole Persinger	Parent Representative	Spanish Fort feeder pattern
Mrs. Aimee Risser	Chief Executive Officer	Big Brothers Big Sisters of South Alabama YMCA
Mrs. Shannon Rubio	Counselor	Robertsdale Elementary School
Mrs. Penny Schram-Browner	Counselor	Loxley Elementary School
Mrs. Pat Siano	Volunteer	NAMI Baldwin
Dr. Shannon Smith	Principal	Spanish Fort High School
Mrs. Rebecca Stanford	Counselor	Robertsdale High School
Mrs. PJ Sute	Principal	Magnolia Elementary School
Dr. Amy Upton	Assistant Professor & School Counseling Coordinator	University of South Alabama

Mrs. Sarah Watkins

Dual Enrollment Coordinator

Coastal Alabama Community
College

Mrs. Kari Whatley

Owner & Therapy Director

Equine Therapy Group

Mr. Jason Woerner

School Board Member
District 5

Baldwin County Public Schools



School Counseling Calendar 2022-23

July

- 1 Deadline for selected counselors to submit their Program of Distinction Award Application
- 18 10-month counselors return to school
- 27 Section 504 Coordinators' Inservice
(Only for new Section 504 Coordinators and for those with 1-2 years' experience)
(8:00 a.m.-3:30 p.m. @ Central Annex Building)
- 28 Section 504 Coordinators' Inservice
(8:00 a.m.-3:30 p.m. @ Virtual School Pelican Hall)

August

- 1 9-month counselors return to school
- 3 Back-to-School Counselors' Inservice
(8:00 a.m.-3:00 p.m. @ Spanish Fort Community Center)
- 4 Section 504 Coordinators' Inservice
(8:00 a.m.-3:00 p.m. @ Spanish Fort Community Center)
- 10 First day of school for students
- 19 Yearly Calendar of Activities due
- 31 Needs Assessment due
(Includes the survey and the survey results from the students, parents, teachers, and administrators)

September

- 5 Labor Day Holiday
- 5-9 Suicide Awareness and Prevention Week
- 6 Listing of 2022-23 Counseling and Guidance Advisory Council Members due
- 9 School counseling program goals due
- 13 New Counselor Orientation
- 16 Deadline for all in-services to be completed
(Section 504, Bullying, Child Sexual Abuse/Mandatory Reporting, Suicide Prevention, and Mental Health Awareness)
- 21 Fall Counselors' Inservice
(8:00 a.m.-3:00 p.m. @ Culinary Arts Building)

23	Overview of School Counseling and Guidance Program due
October	
3	Classroom and Small Group Action Plan due Closing-the-Gap Action Plan due Administrative Conference due ASCA Ethical Standards for School Counselors Signature Page due
6	End of 1 st Quarter
7	Professional Development Day (Student holiday) Counseling & Guidance Plan due
10	Fall Break
20	District Counseling & Guidance Advisory Council Meeting (1:30 p.m.-3:00 p.m. @ COS Auditorium)
24-28	Red Ribbon Week
November	
11	Veteran's Day Holiday
16-18	Alabama Counseling Association Conference (Mobile, AL)
21-25	Thanksgiving Holiday Week
December	
2	Weekly Calendar due Use of Time Assessment due
9	Deadline for Fall Counseling and Guidance Advisory Council Meeting to be conducted
16	End of 2 nd Quarter
19-30	Christmas Holidays
January	
1	New Year's Day
2	Holiday for students and counselors
3	Teacher Workday/Holiday for students
4	Students return to school
16	Martin Luther King, Jr. Holiday
19	Academic Guide Meeting (8:00 a.m.-11:00 a.m. @ Culinary Arts Building) (All high school counselors & 8 th grade counselors only)
25	Winter Counselors' Inservice (8:00 a.m.-3:00 p.m. @ Culinary Arts Building)

February

6-10	National School Counseling Week
9	Academic Guide Meeting (Alternate date, if needed)
13-17	National Kindness Week
20- 22	Mardi Gras Holidays
23-24	Professional Development Days

March

6-10	National School Social Work Week
10	End of 3 rd Quarter
16	District Counseling & Guidance Advisory Council Meeting (1:30 p.m.-3:00 p.m. @ COS Auditorium)
27-31	Spring Break

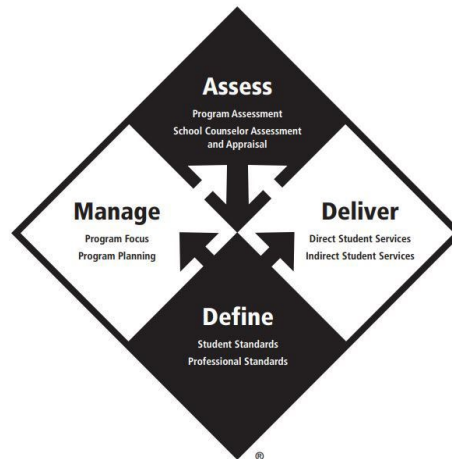
April

3	Weekly Calendar due
7	Good Friday Holiday
14	Use of Time Assessment due
21	Documentation of prevention activities completed during the 2022-23 school year due (Drug prevention, Suicide prevention, Bullying awareness, Child sexual abuse education)
24-28	National Youth Violence Prevention Week

May

5	Deadline for Spring Counseling and Guidance Advisory Council meeting to be conducted Deadline for four-year education plans to be completed (MS & HS counselors only) (Will need to include parent and student signatures, as well as counselor approval)
12	School Counseling Program Assessment due
19	Classroom and Small Group Results Report due Closing-the-Gap Results Report due
24	End of 4 th Quarter Last day of school for students
25	Teacher Workday/Last day for nine-month counselors
29	Memorial Day Holiday

ASCA National Model: A Framework for School Counseling Programs



School counselors design and deliver comprehensive school counseling programs that improve student outcomes. *The ASCA National Model: A Framework for School Counseling Programs* outlines the components of a comprehensive school counseling program that are integral to the school's academic mission and are created to have a significant positive impact on student achievement, attendance, and discipline.

The ASCA National Model guides school counselors in the development of school counseling programs that:

- Are based on data-informed decision making.
- Are delivered to all students systematically.
- Include a developmentally appropriate curriculum focused on the mindsets and behaviors all students need for post-secondary readiness and success.
- Close achievement and opportunity gaps.
- Result in improved student achievement, attendance, and discipline.

The framework of the ASCA National Model consists of four components: define, manage, deliver, and assess.

Define

Three sets of school counseling standards define the school counseling profession. These standards help new and experienced school counselors develop, implement, and assess their school counseling program to improve student outcomes.

Student Standards

ASCA Mindsets & Behaviors for Student Success: K-12 College and Career Readiness for Every Student

Enhancing the learning process for all students, the *ASCA Mindsets and Behaviors for Student Success: K-12 College and Career Readiness for Every Student* describe the knowledge, skills, and attitudes students need to achieve academic success, college and career readiness, and social/emotional development. Each standard has corresponding grade-level competencies that are specific, measurable expectations that students attain as they make progress toward the standards.

Professional Standards

ASCA Ethical Standards for School Counselors

The *ASCA Ethical Standards for School Counselors* specify the principles of ethical behavior necessary to maintain the highest standard of integrity, leadership, and professionalism. They guide school counselors' decision-making and help to standardize professional practice to protect both students and school counselors.

ASCA School Counselor Professional Standards & Competencies

The ASCA School Counselor Professional Standards & Competencies outline the mindsets and behaviors school counselors need to meet the rigorous demands of the school counseling profession and preK-12 students' needs.

Manage

To effectively deliver school counseling planned activities, strategies, and interventions in an effort to address all students' developmental needs, the school counseling program must be effectively and efficiently managed. The manage component of the ASCA National Model provides organizational tools and assessments designed to guide, target, structure, and construct a school counseling program to get results.

Program Focus

Beliefs

Beliefs are personal and individual and are derived from our backgrounds, culture, and experiences. Beliefs drive our behaviors.

Vision Statement

The school counseling vision statement communicates what school counselors hope to see for students 5-15 years in the future. It aligns with the school and district vision statements (if available) and is informed by the school counseling program's beliefs.

Mission Statement

A mission statement provides the focus and direction to reach the vision. It creates one focus or purpose in the school counseling program development and implementation.

The school counseling mission statement aligns with and is a subset of the school and district's mission. It ensures all students benefit from a school counseling program emphasizing equity, access, success, and long-range results.

Program Planning

School Data Summary

The school data summary template guides school counselors' review of school data and helps establish annual school counseling priorities. By responding to the detailed questions of the template, school counselors identify the following:

- Who in the building can help the school counselor access, collect, and understand school data?
- What are the school's annual improvement goal plans?
- What trends are evident across multiple years of data?
- How does your school's data compare with district and state data and similar schools?
- What other data do you need?
- Which prioritized data points will guide your school counseling program?

Annual Student Outcome Goals

Annual student outcome goals are statements identifying the measurable impact the school counseling program will have on student achievement, attendance, or discipline. They guide implementation of school counseling activities and interventions and promote the school counseling program's vision and mission.

Annual student outcome goals are based on school data and focus attention on issues related to a gap in achievement, attendance, or discipline.

Action Plans

Classroom and Group Mindsets & Behaviors Action Plan

The classroom and small group Mindsets & Behaviors action plan template helps school counselors create an effective plan to teach students the knowledge, attitudes, and skills appropriate for their developmental level, informed by specific ASCA Mindsets & Behaviors, in a variety of settings.

Closing the Gap Action Plan

The closing the gap action plan template serves as a guide to address academic, attendance, or disciplinary discrepancies existing between student groups. These discrepancies, often referred to as gaps, are identified through the review of disaggregated data, and school counselors develop detailed action plans indicating activities and resources leveraged to close the gaps.

Lesson Plans

To successfully deliver classroom lessons related to the school counseling curriculum, the importance of lesson planning cannot be overstated. School counselors have limited time to spend in classrooms; therefore, it is imperative that they give enough time and thought about what will be delivered, to whom it will be delivered, how it will be delivered, and how student attainment of the lesson plan goals will be assessed.

A lesson plan template is provided with the ASCA National Model to better help school counselors plan an effective classroom or large-group lesson.

Annual Administrative Conference

The annual administrative conference is a formal discussion between school counselors and the administrator in charge of the school counseling program. The discussion can increase an administrator's understanding of a school counseling program and includes information such as the following:

- The school counseling program priorities.
- How school counseling goals align with the school's goals.
- How school counselors currently use their time and how they would like to use their time in the future.
- Ratios and caseload.
- Direct and indirect services to be delivered.
- Advisory council dates and members.
- Plans for professional development.
- The school counselor's role on committees or other professional work.

Use of Time

ASCA recommends school counselors spend at least 80% of their time in direct and indirect services to students. The use-of-time calculator provides a snapshot of how school counselors spend their time in each of the components of the ASCA National Model.

Calendars

School counselors develop and publish calendars of school counseling events to inform students, parents, teachers, and administrators of what, when, and where school counseling activities will be held.

School counselors use the annual calendar to prioritize and communicate school counseling program priorities. The school counseling program has one annual calendar that includes all major school counseling activities delivered or coordinated by the school counselor(s). It may include activities such as:

- School counseling classroom lessons
- Back-to-School Night
- Open House
- Student/parent/teacher meeting days
- Career or college nights
- Evening activities provided through the school and/or the community

Each school counselor is responsible for creating a weekly calendar that provides a detailed plan of the school counselor's activities for the week. Although the weekly calendar is somewhat flexible due to crises or immediate student needs that may occur unexpectedly, this calendar serves as a plan for program implementation on a daily basis.

Advisory Council

An advisory council is a representative group of stakeholders selected to review and advise on the implementation of the school counseling program. It is explicitly focused on the school counseling program and gives a voice to stakeholders through dialog and critique. The council meets at least twice a year and maintains an agenda and minutes for each meeting.

Advisory councils assist school counselors by:

- Advising on annual student outcome goals.
- Reviewing annual student outcome goals.
- Making recommendations about the school counseling program.
- Advocating and engaging in public relations for the school counseling program.

- Advocating for funding and resources.

Deliver

The deliver component defines the methods school counselors use to provide activities and services to students and for students. This component consists of two broad categories: direct and indirect student services.

Direct Student Services

Direct student services are in-person interactions between school counselors and students. They include activities that help students attain the ASCA Mindsets and Behaviors for Student Success to improve student achievement, attendance, and discipline.

Direct student services are delivered in several ways: instruction, appraisal, and advisement and counseling. Through each of these direct services, the school counselor and students work together toward a specific goal.

Instruction

Instruction includes teaching the school counseling curriculum to students focused through the lens of selected student standards from the ASCA Mindsets and Behaviors. The intent of instruction is to help all students maximize their potential by enhancing academic, career, and social/emotional development and improving the outcomes of achievement, attendance, and discipline.

Appraisal and Advisement

School counselors provide appraisal and advisement to students to help them understand their abilities, values, and career interests and to attain the ASCA Mindsets and Behaviors for Student Success. This two-part process often results in students establishing personal goals and developing future plans. It occurs with individual students, small groups, and in classroom settings.

Appraisal is the process where school counselors work with students to analyze and assess their abilities, interests, skills, and achievement.

Advisement is the process through which school counselors make recommendations based on appraisal of tests, inventories, and other data to help students make decisions for their future. It serves to inspire students to realize their maximum potential.

Counseling

Counseling is the professional assistance and support provided to a student or small group of students during times of transition, heightened stress, critical change, or other situations impeding student success. It is short-term and based on counseling theories and techniques that are effective in a school setting to promote academic, career, and social/emotional development.

Indirect Student Services

School counselors provide indirect student services to support student success and to promote equity and access for all students. Although students are the beneficiaries of indirect services, school counselors work with parents, teachers, administrators, school staff, and community stakeholders to promote achievement

for a specific student or to promote systemic change to address the needs of groups of students such as under-achieving or under-represented groups of students in the school.

Indirect student services are delivered through one of the following strategies: consultation, collaboration, or referrals.

Consultation

Consultation is the process of providing information, opinions, and recommendations to individuals who can support a student's need or seeking information from an expert about student needs. School counselors both provide and seek consultation.

Collaboration

Collaboration is the process in which multiple individuals work toward a common goal and share responsibility for the associated tasks. It occurs in a variety of situations, which include, but are not limited to, the following: teaming and partnering; school/district committees; parent workshops; community partnerships; and crisis response.

Referrals

Referrals occur when students' needs extend beyond the training and/or responsibilities of the school counseling role. When a student needs support beyond short-term services or counseling, it is a school counselor's ethical duty to refer students and parents to school or community resources for additional assistance or information.

Assess

To achieve the best results for students, school counselors regularly assess their program to determine its effectiveness. School counselors engage in assessment to inform potential improvements to school counseling program design and delivery and to show how students are different as a result of the school counseling program.

Program Assessment

A school counseling program is multi-faceted and designed with continuous assessment and improvement in mind. School counselors regularly assess their progress toward the design and delivery of a comprehensive school counseling program, as well as assess the impact on students as indicated by participation, Mindsets and Behaviors, and outcome data.

School Counseling Program Assessment

The school counseling program assessment is used to analyze progress toward full implementation of a comprehensive school counseling program and to identify program strengths and areas for improvement. Each section of the program assessment includes benchmarks for program implementation within each component of the ASCA National Model.

The primary purpose for completing and analyzing the program assessment is to guide future actions within the school counseling program to lead to better results for students. The school counseling program assessment is conducted annually, typically in the latter part of the school year.

Annual Results Reports

Annual results reports are designed to ensure school counseling programs are assessed for effectiveness and to inform decisions related to program improvement. These reports are an essential component of a data-informed school counseling program. There are two types of annual results reports: Classroom and Group Mindsets & Behaviors results reports and Closing-the-gap results reports.

Analyzing data from these reports contributes to a more-informed approach to addressing student needs and to more focused and effective activities and interventions. These reports align with the action plans typically created for the beginning of a school year and developed as part of the Manage component of the ASCA National Model.

School Counselor Assessment and Appraisal

Assessing and appraising school counselor performance is a multi-faceted process. This process includes self-assessment, formal appraisal of school counselor performance by a qualified administrator, and individual reflection of the data that informs the assessment and appraisal.

ASCA School Counselor Professional Standards & Competencies Assessment

The ASCA School Counselor Professional Standards & Competencies Assessment is used to self-assess the school counselor's knowledge, attitudes, and skills. The assessment is a self-report of the acquisition of the mindsets and behaviors school counselors need to meet the school counseling profession's rigorous demands and preK-12 students' needs.

School Counselor Performance Appraisal

Annually, a qualified administrator completes the school counselor performance appraisal to evaluate the school counselor's overall performance. Appraisal documents are often developed in alignment with state or district guidelines and may appear in a variety of frameworks selected by state and district leaders.

Overview of the Counseling and Guidance Program in Baldwin County

Counseling and guidance is an integral part of each school's total education program, for it provides important benefits to individual students by addressing their intellectual, emotional, social, and psychological needs. The counseling and guidance program in the Baldwin County School System includes sequential activities designed to address the needs of all students by helping them to acquire competencies in the domains of academic, career, and personal/social development. The program is implemented and delivered in each school by the certified school counselor(s) with the support of teachers, administrators, students, and parents.

Mission Statement

To effectively provide a motivating, safe, and trusting environment which empowers all students to become life-long emotional, social, academic, and career-oriented citizens.

We strive to accomplish this mission by providing a variety of planned, purposeful, and sequential counseling and guidance activities that promote growth in the domains of personal/social, academic, and career development.

The district's counseling and guidance program, as well as each building-level program, is data-driven by students' needs and provides outcome-based accountability measures.

Program Benefits

When comprehensive school counseling programs are fully implemented in each of the schools within the Baldwin County Public School System, the following benefits can be expected for students, parents/guardians, teachers, communities, boards of education, administrators, and school counselors:

Benefits for Students

- Focuses on all students
- Enhances students' academic performance
- Centers on students' needs
- Seeks students' input
- Encourages more interaction among students
- Provides a developmental and preventive focus
- Helps students feel connected to school
- Enhances students' social/emotional development
- Develops decision-making skills
- Increases knowledge of self and others
- Broadens knowledge of our changing work world

- Promotes knowledge and assistance in career exploration and development
- Enhances life coping skills

- Increases opportunities for school counselor-student interaction
- Develops a system of long-range planning for students

Benefits for Parents/Guardians

- Enhances students' academic performance, and their social/emotional and career development
- Encourages outreach to all parents/guardians
- Provides support for parents/guardians regarding each child's educational development

- Increases opportunities for school counselor interaction
- Encourages input of parents/guardians
- Provides parents/guardians information about available resources
- Assures parents/guardians that all children will receive support from the school counseling program

Benefits for Teachers

- Contributes to a team effort to enhance students' social/emotional, academic, and career development
- Provides relevant curriculum ideas using school counseling grade level expectations
- Establishes the school counselor as resource/ consultant

- Encourages teachers' input into the delivery of the comprehensive school counseling program
- Encourages positive, collaborative working relationships
- Defines the role of school counselors as educators

Benefits for the Board of Education

- Enhances students' social/emotional, academic, and career development
- Encourages greater school-community interaction
- Meets the school counseling standards found in the *Alabama Comprehensive Counseling and Guidance Plan*
- Provides a rationale for including a comprehensive school counseling program in a school system

- Provides program information to district patrons
- Provides a basis for determining funding allocations for the program
- Provides ongoing evaluation data concerning the full implementation of the program, the work of school counselors within the program, and the attainment of relevant school counseling student outcomes

Benefits for Administrators

- Enhances students' social/emotional, academic, and career development

- Provides a clearly defined organizational structure for the

- comprehensive school counseling program
- Establishes a clearly defined job description for school counselors
- Provides a way to supervise and evaluate school counselors
- Encourages administrative input and involvement in the implementation and evaluation of the comprehensive school counseling program
- Provides a way to meet the school counseling standards in the *Alabama Counseling & Guidance Plan*
- Provides a means of accountability through comprehensive school counseling program, personnel, and results evaluations
- Enhances the image of the comprehensive school counseling program in the school and community
- Promotes the work of school counselors as providers of direct services to students and parents, as well as being a consultant and collaborator with teachers and administrator

Benefits for the Community

- Encourages input from business, industry, labor, and other community partners including community mental health and social service agencies
- Increases opportunities for collaboration among school counselors and business, industry, labor, and other community partners including community mental health and social service agencies
- Enhances the role of the school counselor as a resource person
- Facilitates the development of students as active, responsible citizens
- Increases opportunities for business, industry, labor, and other community partners including community mental health and social service agencies to actively participate in the total school program
- Enhances students' academic performance as well as their social/emotional and career development
- Supplies a future workforce that has decision-making skills, pre-employment skills, and increased worker maturity

Benefits for School Counselors

- Enhances students' academic performance as well as their social/emotional and career development
- Places school counseling in the mainstream of the total educational system
- Provides clearly defined organizational structure
- Reduces and strives to eliminate non- school counseling tasks
- Offers the opportunity to reach all student
- Provides a systemic way to plan, design, implement, evaluate, and enhance the district's comprehensive school counseling program
- Outlines clearly defined responsibilities for helping students master school counseling content, develop personal plans of study, and assisting students with their individual concerns
- Provides the way to meet school counseling program standards found in *Alabama Comprehensive Counseling and Guidance Plan*

Minimum Requirements for School Counseling and Guidance Programs in Baldwin County Public Schools

School counselors function in a manner consistent with the educational philosophy and mission of the Baldwin County Public School System and the local school. As a member of the educational team, each counselor has special responsibilities for helping all students meet their needs. Baldwin County school counselors provide a comprehensive counseling and guidance program for students; consult and collaborate with teachers, parents, and staff to enhance their effectiveness in helping students; and follow the Minimum Requirements for Comprehensive School Counseling and Guidance Programs in Alabama.

Organizational Framework, Activities, and Time

1. Every school system and school must implement a comprehensive counseling and guidance program that:
 - a. Ensures that each counselor develops and follows a planned calendar of activities;
 - b. Ensures that 80 percent of each counselor's time is spent in providing guidance services through the four program delivery components: School Guidance Curriculum, Individual Student Planning, Responsive Services, and System Support; and
 - c. Ensures that each counselor participates annually in a planned professional development program designed to strengthen identified needs of the counseling and guidance program and/or the counselor as well as to foster ethical standards.
2. Every school system and school must provide for performance-based evaluation of counselors. The elements of this evaluation must conform to the duties and responsibilities of the counselor as stated in the *Comprehensive Counseling and Guidance State Model for Alabama Public Schools* (the State Plan), Bulletin 2003, No.89.
3. Every school system and school should make provisions for new counselors to attend the Alabama Department of Education Counselor Academy as well as encourage experienced counselors to attend this professional development opportunity.
4. Every school system and school must establish a Counseling and Guidance Advisory Committee to assist in the development and implementation of the comprehensive counseling and guidance program.

Competencies

5. Every school system and school must implement a comprehensive counseling and guidance program that ensures that every student has the opportunity to achieve the minimum competencies at each appropriate grade level.

Structural Components

6. All schools must provide counseling and guidance services performed by certified school counselors for all students in Grades K-12 at a ratio designated by the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) for the type of school.
7. Every school system and school must implement a comprehensive counseling and guidance program and ensure that a person is appointed at the system level to coordinate and monitor the delivery of counseling and guidance services to all students.

School Guidance Curriculum

8. Every school system and school must implement a comprehensive counseling and guidance program that:
 - a. Ensures that each counselor engages in counseling with students in small groups to influence responsible student behavior and to enhance academic achievement; and
 - b. Ensures that each counselor implements a planned sequential program of large-group guidance activities designed to teach students the competencies identified in the three domains of Academic Development, Career Development, and Personal/Social Development in a fashion that enhances the instructional program and focuses on increasing student achievement.

Individual Student Planning

9. Every school system and school must implement a comprehensive counseling and guidance program that:
 - a. Ensures that each counselor engages in counseling with students in individual settings that facilitate responsible student behavior and enhance student academic achievement;
 - b. Ensures that each Grades 8-12 counselor guides students in the development and annual revision of a high school four-year educational plan and requires students to maintain an educational/career planning portfolio of study based on legislative and other graduation requirements. (The selection of the high school four-year

educational plan shall be approved in writing by the parents or guardians and become part of the educational/career planning portfolio.);

- c. Ensures that each counselor demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information; and
- d. Ensures that each counselor provides equal access and appropriate placement for all students by utilizing test data and other available information that identifies interests, achievement levels, and aptitudes.

Responsive Services

- 10. Every counselor must assist in the early identification of students at risk of school failure and must facilitate in the delivery of preventive and interventive services.
- 11. Every counselor must consult with students, parents, teachers, community agencies, and others (nurses, attendance officers, school psychologists, school social workers) regarding strategies to help students achieve personal and academic advancement.

System Support

- 12. Every school system and school must implement a comprehensive counseling and guidance program that:
 - a. Ensures that each counselor organizes and manages the counseling and guidance program to provide equal access and the most effective delivery of services to students, staff, parents, and the community;
 - b. Conducts systematic evaluations and follow-up studies to determine the need for program revision;
 - c. Promotes awareness of the program components to students, staff, and the community; and
 - d. Ensures that each counselor coordinates guidance services with all aspects of the school program in conjunction with other school staff and community resources.

Resources

- 13. Every school system and school must provide facilities that are easily assessable and allow for the implementation of a comprehensive counseling and guidance program. Minimum facility requirements for delivery of counseling and guidance services include facilities that:
 - a. Provide private office(s) properly equipped with locked files for counseling records,
 - b. Provide private telephone line(s) for confidential telephone conversations,

- c. Are adequate in size for conducting small-group counseling and classroom-guidance activities, and
 - d. Ensure adequate space for reception areas and for organizing and displaying guidance materials.
- 14. Every school system and school must provide resource materials that are relevant to the program, appropriate for the community, and of sufficient quantity to be useful.

FOUR COMPONENTS OF BALDWIN COUNTY PUBLIC SCHOOL SYSTEM'S COMPREHENSIVE COUNSELING AND GUIDANCE PROGRAM

GUIDANCE CURRICULUM	INDIVIDUAL STUDENT PLANNING	RESPONSIVE SERVICES	SYSTEM SUPPORT
Provides guidance and counseling content to all students in grades K-12 through either classroom or group activities	Assists students in planning, monitoring, and managing their academic, career, and personal/social development	Addresses the immediate needs and concerns of students	Includes program, staff, and school support activities and services.
Purpose Student awareness, skill development, and application of skills needed in everyday life.	Purpose Individual student academic and occupational planning, decision making, goal setting, & preparing for academic transitions.	Purpose Prevention and Intervention	Purpose Program delivery and support.
Areas and Activities Addressed Academic Development: <ul style="list-style-type: none"> Study skills Developing personal plans of study Pre-employment skills Job preparation Post-secondary decision making Career Development: <ul style="list-style-type: none"> Career awareness Career exploration Personal/Social Development: <ul style="list-style-type: none"> Self-concept Conflict resolution Personal responsibilities Peer friendship Decision-making skills Substance abuse prevention program Cross-cultural understandings School Counselor's Role <ul style="list-style-type: none"> Structured groups Classroom presentations 	Topics Addressed <ul style="list-style-type: none"> Course Selection Transitioning <ul style="list-style-type: none"> *Grade to grade *School to school *School to career Multiple-year planning Financial aid Knowledge of career opportunities Career awareness Interest inventories Career shadowing Work habits Setting personal goals Decision-making skills School Counselor's Role <ul style="list-style-type: none"> Appraisal Education and career planning Transitions 	Topics Addressed <ul style="list-style-type: none"> Academic concerns School-related concerns <ul style="list-style-type: none"> *Tardiness *Absences & truancy *School & classroom conduct *School-Avoidance *Dropout prevention Relationship concerns Physical/sexual/emotional abuse Grief/loss/death Substance abuse Family problems or concerns Sexuality issues Coping skills School Counselor's Role <ul style="list-style-type: none"> Individual counseling Small-group counseling Consultation Referral 	Topics Addressed <ul style="list-style-type: none"> Guidance and Counseling Program Development & Management Parent/Guardian education Teacher/Administrator consultation School improvement planning Counselor professional development Research and publishing Community outreach Public relations Fair-share responsibilities <ul style="list-style-type: none"> *Bus duty *Playground duty *Class/Club Sponsorship *Taking tickets at sporting events School Counselor's Role <ul style="list-style-type: none"> Program management Fair-share responsibilities Professional development Staff and community relations Consultation Committee participation Community outreach Evaluation

Confidentiality

Confidentiality is an ethical, not a legal term in school counseling. All school counselors are ethically bound by confidentiality in counseling sessions with students. Confidentiality means that the content of a counseling session will not be revealed to a third party unless the student's own personal safety or the personal safety of another is involved. In all other instances, parents and students can expect that counseling sessions will be held in strict confidence. There is some ambiguity about what constitutes *personal safety* among counselors, but in all cases, parents are immediately notified when there is a credible indication, by word or action, that a student means to do harm to him/herself. Students who indicate an intention to do harm to others are immediately counseled, parents or guardians are called, and it is reported to a school administrator. In addition, all school personnel are considered "mandatory reporters" for child abuse. When abuse is suspected, all school personnel are required by law to contact the Baldwin County Department of Human Resources to intervene on behalf of the child.

Alabama does not have a state law granting legal privilege to school counselors. This means that a counselor can be compelled to testify in court concerning the dialogue in a counseling session between a student and counselor. Licensed professional counselors do have this legal privilege, but only when providing service in the private sector, not when they are employed as a school counselor. Other Alabama professionals who operate under legal privilege are doctors, attorneys, clergy, and spouses.

Guidance Programs Dealing With Sensitive Issues

In the past, some parents have voiced concerns about counseling and guidance programs that deal with sensitive issues such as sexual abuse, sexual abstinence, and/or sexual assault.

In an effort to keep parents informed, counselors are asked to send a letter of notification to parents informing them of the nature of the program and the date(s) the program will be conducted. The letter of notification serves a dual purpose: (1) to inform parents of the program and (2) to gain parental consent for students to participate in the program. This is necessary since parents do have the right to object to their child participating in such programs.

Six sample letters in regards to guidance programs dealing with sensitive issues are included in the Appendices Section for your reference. These include: You Are Unique, In the BUFF, Lauren's Kids, Socially Unacceptable, Net Smartz, and the Puppet Show. (Both an English and a Spanish version of each of these letters is included in the Appendices.)

Subpoenas and the District Attorney

Periodically, school counselors will either be contacted by someone in the District Attorney's office, and/or they will receive a subpoena to appear in court. In the event that someone from the District Attorney's office should want to communicate with a school counselor regarding your testimony related to an impending trial, the District Attorney's office should first be in communication with the Human Resources Department. Once communication has been established with the Human Resources Department, personnel from the Human Resources Department will then communicate with the necessary school counselor, school principal, and the Prevention and Support Services Coordinator, if needed.

Should a school counselor happen to initially be contacted by the District Attorney's office (before speaking with someone in the Human Resources Department), you are welcome to ask the individual to first communicate with our Human Resources Department. (By having one line of communication, this allows the Human Resources Department to not only verify the individual's credentials, but to also answer any questions that you may have as a school counselor.)

Once the person from the District Attorney's office has been properly vetted, should you desire to have someone from the Human Resources Department be present with you during your meeting with the District Attorney (or his representative), you will need to communicate this desire with the Human Resources Department so that someone can be in attendance for the meeting.

Should a school counselor simply receive a subpoena for a court date, you will need to make immediate contact with Dr. Tiffany Wilson, the Human Resources Director; Mrs. Denita Hill, the Prevention and Support Services Attendance Supervisor; and the Director of Prevention and Support Services (TBD). Because Mrs. Hill is responsible for responding to subpoenas for the production of documents when such documents are student-related, she should be included on any e-mails that are sent to the Human Resources Department regarding a subpoena. Mrs. Hill will need to review the subpoena to ensure that you are not being requested to produce student education records in addition to your presence in court.

Should a school counselor be contacted on any of your personal devices, i.e., cell phone, e-mail, iPad, etc., the Human Resources Department will need to be notified immediately. All requests for official information regarding the safety and welfare of our students should be done via our work-related communication methods.

Referral Procedures

Suicide Prevention Referral Process (During School Hours)

1. Once the student has expressed suicidal ideation or behavior, the **school counselor** or **school social worker** will be notified immediately. (If neither the school counselor nor the school social worker is available, an **administrator** will be notified immediately.)

NOTE: It is not permissible for the school counselor, the school social worker, or the administrator to be notified of a student's suicidal ideation or behavior via e-mail or text. This information must be shared in person.

2. The school counselor or school social worker will talk/conference with the student who is at suicide risk.
3. The school counselor or school social worker will have the student to complete a **safety plan**, which is a pre-determined list of potential coping strategies, as well as a list of individuals or agencies that students may contact in order to help them lower their imminent risk of suicidal behavior.
4. The school counselor or school social worker will make contact with the student's parent/guardian via telephone to inform them that their child is at suicide risk.
 - a. If the school counselor or school social worker is unable to reach the student's parent/guardian via telephone, call the designated emergency contacts that have been provided by the student's parent/guardian.
 - b. If the school counselor or school social worker is unable to reach either the parent/guardian, or the designated emergency contacts, she may contact the school's resource officer, the local police department, or the Sheriff's Department to assist in locating the student's parent/guardian.

Note: If the student's parent/guardian is the reason for his suicidal ideation or behavior, and it is, consequently, deemed inappropriate to call the parent/guardian, then the school counselor or the school social worker will need to call one of the other designated emergency contacts that have been provided for the student.

5. The school counselor or school social worker will remain with the student until the parent/guardian arrives. The counselor or school social worker will meet with the parent/guardian immediately. The purpose of the emergency conference is to discuss the student's suicidal ideation or behavior and to outline a plan to meet the student's immediate psychological and safety needs, including supervision. Topics to be included for discussion during this emergency conference are the following:
 - a. Current status of the student

- b. Student's exact reference to suicide
 - c. Importance of parental role in providing continuous observation and supervision
 - d. Steps to be taken to supervise the student in order to ensure safety: removing all means of suicide from the student's access, i.e. weapons, pills, knives, belts, shoe strings, etc.
6. A copy of the safety plan will be given to the student's parent/guardian. In addition, a copy of the Suicide Prevention Resources handout will be given to the student's parent/guardian with identified places to seek help both locally and nationally, as well as in other parts of the state.
 7. The student's parent/guardian will be encouraged to complete a referral (as well as an Authorization for Release of Information) to Alta Pointe. Upon completion of the referral form, it should be faxed to 928.0216. **(DO NOT FAX OR SEND THE ALTA POINTE REFERRAL FORM TO THE PREVENTION AND SUPPORT SERVICES COORDINATOR.)** The student's parent/guardian should be directed to contact the Access to Care Department, Care Pointe, at 450.2211 or 1-888-335-3044.
 8. In addition to encouraging a referral to Alta Pointe, the parent/guardian will also be advised that it is in the best interest of the student to be evaluated/assessed by a medical doctor or mental health professional before returning to school to ensure that he/she is no longer at risk of harming himself/herself.
 9. The student's parent/guardian will be asked to sign the ***Suicide Intervention Parent Acknowledgment of Notification Letter***, which documents the need to seek medical/mental health assistance. The parent/guardian will also be asked to indicate whether they will seek medical/mental health assistance for their child. This form acknowledges that the parent/guardian has been notified of his/her child's suicidal ideation and/or behaviors and the recommendations for treatment options. A copy of this completed form may be given to the student's parent/guardian. A copy of this form will also be kept in a confidential file at school.
 10. After talking with the student and his parent/guardian, the school counselor or school social worker will complete the ***Suicide Intervention Referral Form***, which should be forwarded to the Prevention and Support Services Coordinator via the courier. **(TO ENSURE CONFIDENTIALITY, DO NOT FAX THE SUICIDE INTERVENTION REFERRAL FORM.)** The school counselor or school social worker should make a copy for himself/herself, which should be retained for his/her personal files. The principal's signature should also be included on this Suicide Intervention Referral Form before being forwarded to the Prevention and Support Services Coordinator.
 11. The school principal should be notified of the student who is at suicide risk and should also be apprised of all steps taken to ensure the emotional well-being and safety of the student who has expressed suicidal ideation or behavior.
 12. When the student returns to school, the school counselor or school social worker will meet and conference with the student in an effort to ensure that the student doesn't have any intentions of harming him/herself.
 13. In the event that a student has expressed having suicidal ideations or behaviors multiple times, i.e., **a minimum of three times** during the course of the same school year, the student's

parent/guardian will be **required** to seek medical/mental health assistance for the student before he is re-admitted on the school campus.

14. A **mandatory** re-admit conference will be held with the student and his parent/guardian upon the student's return to school. At this time, appropriate clearance documentation, i.e., a discharge form, doctor's note, mental health clearance form, etc. will be collected from the parent/guardian. A copy of this documentation should be attached to the Suicide Intervention Parent Acknowledgment of Notification letter and sent to the attention of the Prevention and Support Services Coordinator. A copy of all information will also be kept in a confidential file at school.
*****NOTE: This is only done when a student has expressed harming himself at least three or more times during the course of the same school year.**
15. Through contact with the student, teacher(s), and/or observation, the school counselor or school social worker will periodically monitor the student for at least four weeks upon his return to school.
*****NOTE: This is only done when a student has expressed harming himself at least three or more times during the course of the same school year.**
16. Upon a student's **fourth (and any subsequent expressions)** about suicidal ideation or behaviors **during the course of the same school year**, the student's parent/guardian will again be **required** to seek medical/mental health assistance for the student before he is re-admitted on the school campus.
EXCEPTION: For those students who are currently being seen on a regular basis by a mental health therapist, it will be permissible for the student to bring a note back to school after his next regularly scheduled visit with his therapist. If the school counselor or school social worker is in receipt of a signed Authorization for Release of Information form by the student's parent, it is also acceptable for either an e-mail or telephone call to be made to the student's therapist in order to inform the therapist of the student's continued suicidal ideations or behaviors.
17. A **mandatory** re-admit conference will again be held with the student and his parent/guardian upon the student's return to school. At this time, appropriate clearance documentation, i.e., a discharge form, doctor's note, mental health clearance form, etc. will be collected from the parent/guardian. A copy of this documentation should be attached to the Suicide Intervention Parent Acknowledgment of Notification Letter and sent to the attention of the Prevention and Support Services Coordinator. A copy of all information will also be kept in a confidential file at school.
EXCEPTION: For those students who are currently being seen on a regular basis by a mental health therapist, it will be permissible for this re-admit conference to be held whenever the student brings a note back to school after his next regularly scheduled visit with his therapist.

NOTE: For those students who are receiving special services, we cannot deny them FAPE, which is a free appropriate public education. Specifically, this means that we cannot deny their attendance at school should their parents fail to take them to see a mental health therapist—even if the student has expressed to harm himself at least three or more times during the course of the same school year.

When coding students' suicide intervention referrals in Power School, please note the following, per the instructions received from the Attendance Department:

- The first three days should be coded HB Homebound. This code is chronic absenteeism exempt.
- Beyond three days, if all nine parent notes have not been exhausted, then code as PE parent excused.
- Beyond three days, if all nine parent notes have been exhausted, then code as UA unexcused absence.
- Once the student returns to school and submits his/her doctor's excuse, change the coding to DE doctor excused for any days above the initial three days that were coded HB homebound.

Suicide Prevention Referral Process (After School Hours)

In the event that a school's staff member becomes aware of a student who expresses suicidal ideation or behavior **after school has dismissed**, the following steps should be taken:

1. Inform the school's counselor, social worker, or administrator via telephone.

NOTE: It is not permissible for the school counselor, school social worker, or administrator to be notified of a student's suicidal ideation or behavior via e-mail or text.

2. The school's counselor, social worker, or administrator will make contact with the student's parent/guardian immediately.
3. In the event that school personnel are unable to make contact with the student's parent/guardian, contact the school's resource officer and ask for him/her to do a welfare check at the student's home.

If the school's resource officer is not available, contact the local police department or the Sheriff's Office and ask for them to do a welfare check at the student's home.

4. Once contact has been made with the student's parent/guardian, the school counselor, social worker, or administrator will need to share with the parent various resources that are available—in the event that the student needs to either be evaluated or hospitalized on that night.
5. If there is not an immediate need for the student to either be evaluated or hospitalized on the night contact is made with the parent/guardian, inform the parent/guardian that she will need to schedule a time to meet with the school's counselor or social worker on the next day in order to further discuss the student's suicidal ideation or behavior.

During this meeting with the parent, she will be given a copy of the Suicide Prevention Resources handout and the safety plan (if one has been completed for the student). She will also be asked to sign the *Suicide Intervention Parent Acknowledgement of Notification Letter*, which documents the need to seek medical/mental health assistance.

The student's parent/guardian will be encouraged to complete a referral (as well as an Authorization for Release of Information) to Alta Pointe. Upon completion of the referral form, it

should be faxed to 928.0216. **(DO NOT FAX OR SEND THE ALTA POINTE REFERRAL FORM TO THE PREVENTION AND SUPPORT SERVICES COORDINATOR.)** The student's parent/guardian should be directed to contact the Access to Care Department, Care Pointe, at 450.2211 or 1-888-335-3044.

In addition to encouraging a referral to Alta Pointe, the parent/guardian will also be advised that it is in the best interest of the student to be evaluated/assessed by a medical doctor or mental health professional to ensure that he/she is no longer at risk of harming him/herself.

6. Upon return to school the next day, the school's counselor or social worker will need to do the following:
 - a. Talk/conference with the student who expressed suicidal ideation or behavior in an effort to ensure that the student doesn't have any intentions of harming him/herself.
 - b. Assess if there is a need for the completion of a safety plan.
 - c. Ensure that a conference is held with the student's parent/guardian.
7. After talking with the student and his parent/guardian, the school counselor or school social worker will complete the ***Suicide Intervention Referral Form***, which should be forwarded to the Prevention and Support Services Coordinator via the courier. **(TO ENSURE CONFIDENTIALITY, DO NOT FAX THE SUICIDE INTERVENTION REFERRAL FORM.)** The school counselor or school social worker should make a copy for him/herself, which should be retained for his/her personal files. The principal's signature should also be included on this Suicide Intervention Referral Form before being forwarded to the Prevention and Support Services Coordinator.
8. If the student is hospitalized on the night contact is made with the parent, then the meeting with the parent, as well as the student, will need to take place upon the student's return to school. However, the *Suicide Intervention Referral Form* will still need to be completed and submitted to the Prevention and Support Services Coordinator on the next school day following the after-school hours intervention.
9. The school principal should be notified of the student who is at suicide risk and should also be apprised of all steps taken to ensure the emotional well-being and safety of the student who has expressed suicidal ideation or behavior. **(Ideally, the school principal will be notified on the same night that the school counselor or social worker has been made aware of the student's suicidal ideation or behavior.)**

Self-Injury Referral Process

Self-injury is defined as any attempt to inflict pain on oneself. This may include cutting, scratching, bruising, hitting, banging, carving, or scraping. Not all students who self-injure have intentions of dying by suicide. Instead, the student may self-injure in order to get relief from intense emotions. For others, self-injury may create feelings when the student feels numb inside. This is commonly referred to as non-suicidal self-injury.

1. Once it has been identified that the student has been self-injuring, the **school counselor** or **school social worker** will be notified immediately. (If neither the school counselor nor the school social worker is available, an **administrator** will be notified immediately.)

NOTE: It is not permissible for the school counselor, the school social worker, or the administrator to be notified of a student's self-injury via e-mail or text. This information must be shared in person.

2. The school counselor or school social worker will talk/conference with the student who is self-injuring.
 - a. It is critical that the first response of the school counselor or the school social worker to the student's self-injury disclosure is to be empathetic, calm, kind, and non-judgmental.
 - b. It is also important that the school counselor or the school social worker be honest with the student about the school protocol requiring that parents (or guardians) be notified when a student has caused harm to him/herself.
 - c. Statements such as these should be shared with the student in an effort to help put him/her at ease: "I'm concerned about you and want to be sure that you have the support you need." or "I've seen these scars on your arms, and I think you might be hurting."
 - d. With a compassionate demeanor, ask clarifying questions to gain additional insight from the student that will assist in documentation of the self-injury report: "When was the last time you ____ (insert type of self-injury)?" "In what situations do you most often self-injure?" "Is there a particular environment in which you are more likely to self-injure?" "What types of objects or method do you use to self-injure?" "Are those secured?" "On a scale of 0-10, how likely are you to self-injure today? (0 being not at all and 10 being certain)"
3. The school counselor or school social worker will also communicate with the school nurse so that she can give direct care to any wounds or injuries, if needed.
 - a. If the student refuses to be examined by the school nurse, be sure to document that the school counselor or the school social worker advised that the cuts, wounds, or injuries be examined by the nurse; however, the student denied the opportunity to be seen by the school nurse.
4. The school counselor or school social worker will make contact with the student's parent/guardian via telephone to inform them the student has been self-injuring.
 - a. If the school counselor or school social worker is unable to reach the student's parent/guardian via telephone, call the designated emergency contacts that have been provided by the student's parent/guardian.
 - b. If the school counselor or school social worker is unable to reach either the parent/guardian, or the designated emergency contacts, she may contact the school's resource officer, the local police department, or the Sheriff's department to assist in locating the student's parent/guardian.

Note: If the student's parent/guardian is the reason for the self-injuring behavior, and it is, consequently, deemed inappropriate to call the parent/guardian, then the school counselor or the school social worker will need to call one of the other designated emergency contacts that have been provided for the student.

5. After talking with the students' parents, the school counselor or school social worker will either e-mail additional resources about self-injury to the students' parent/guardian, or the students' parent/guardian will be asked to come to the school so that this information can be shared and discussed with them in person.

In addition to sharing the resources about self-injury with the students' parent/guardian, the handout detailing the mental health resources available in Baldwin County will be shared.

Parents will not only be encouraged to seek professional mental health services for their child, but they will also be encouraged to have their child evaluated/assessed by a medical doctor as a result of the self-injury.

It **will not**, however, be a requirement for parents to check students out of school once they have been notified of their child's self-injury.

6. After talking with the student and his parent/guardian, the school counselor or school social worker will complete the Self-Injury Intervention Form, which should be forwarded to the Prevention and Support Services Coordinator via the courier. **(TO ENSURE CONFIDENTIALITY, DO NOT FAX THE SELF-INJURY INTERVENTION FORM.)** The school counselor or school social worker should make a copy for himself/herself, which should be retained for his/her personal files. The principal's signature should also be included on this Self-Injury Intervention Form before being forwarded to the Prevention and Support Services Coordinator.
7. The school principal should be apprised of all steps taken to ensure the emotional well-being and safety of the student who has been self-injuring.

If, however, the student's self-injury is reportedly correlated to suicidal ideation, intent, or a plan, please refer to the Suicide Prevention Referral Process.

Child Abuse/Neglect Reporting

All school employees are mandated by state law, as well as board policy, to respond when a student is known or suspected to be a victim of child abuse or neglect.

1. Report suspected cases of child abuse or neglect to the Department of Human Resources (DHR), as well as to the principal. This may be reported in person or via the telephone. (Note: Although an oral report will initially be made, a written report should also be completed with a copy given to the school principal.)
2. **DO NOT** attempt to determine whether abuse or neglect has actually occurred.

3. **DO NOT** contact the student's family to determine the cause of suspected abuse or neglect.
4. All records concerning reports of suspected abuse or neglect shall remain confidential and subject to the privacy limitations as established by law and board policy.
5. DHR will conduct the investigation. Only report what is reported to you.
6. In an emergency/crucial situation, if DHR is unable to respond immediately, or by the end of the school day, call the Sheriff's Department. (The office hours for DHR are Monday-Friday from 8:00 a.m.-4:30 p.m.)
7. Obtain the following information from the student in an effort to provide DHR with the necessary demographic data:
 - Student's full name
 - Sex
 - Race
 - Date of birth
 - Age
 - Address
 - Parents' names
 - Telephone number(s)
 - Name(s) of siblings(s)
8. The specific person who suspects or has knowledge of the abuse or neglect will call DHR, Children's Protection Intake Division. **If a student discloses to a teacher (or another faculty/staff member) that he/she has been abused or neglected in any way, that particular person has the responsibility to inform DHR of the information that has been disclosed to him/her.** It is not permissible for the teacher (or any other faculty and staff member) to ask the school counselor or the school social worker to make the report to DHR on their behalf.

The seven workers at DHR to whom these calls may be made are the following: Ms. Ursula Gray (251.947.8352), Ms. Caily Seale (251.945.2457), Ms. Miya Bell (251.947.8361), Ms. Sharon Andrews (251.947.8390), Ms. Katie McCay (251.945.2461), Ms. Erica Hall (251.947.8341), and Ms. Kristina Green (251.947.8381). The Baldwin County Sheriff's office number is 251.937.0202.

9. As soon after the oral report is made, the person contacting DHR (or the Sheriff's Office) should provide a written report to either DHR or the Sheriff's Office. The written report may be e-mailed to Ms. Ursula Gray at Ursula.Gray2@dhr.alabama.gov; Ms. Caily Seale at Caily.Seale@dhr.alabama.gov; Ms. Miya Bell at Miya.Bell@dhr.alabama.gov; Ms. Sharon Andrews at Sharon.Andrews@dhr.alabama.gov; Ms. Katie McCay at Katie.McCay@dhr.alabama.gov; Ms. Erica Hall at Erica.Hall@dhr.alabama.gov; or Ms. Kristina Green at Kristina.Green@dhr.alabama.gov.

In addition, the person should keep a copy of the completed form for his/her records, and a copy should also be given to the principal.

10. Each section on the written report that is submitted to DHR should be completed. Additionally, the person completing the report is asked to share information about if the person allegedly responsible for the abuse lives in the home with the child and what access, if any, that person has to the child. The person completing the report is also welcome (and encouraged) to attach a Word document detailing any additional allegations that may need to be known by DHR.
12. The principal should always be notified of such allegations pertaining to abuse and/or neglect.

Homeless Students

According to the Stewart B. McKinney Homeless Assistance Act, a homeless individual includes:

- An individual who lacks a fixed, regular, and adequate nighttime residence; and
- An individual who has a primary nighttime residence that is
 - a) A supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregation shelters, and transition housing for mentally ill); or
 - b) An institution that provides a temporary residence for individuals intended to be institutionalized; or
 - c) A public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

A **fixed residence** is one that is stationary, permanent, and not subject to change. A **regular residence** is one that is used on a regular (i.e., nightly) basis. An **adequate residence** is one that is sufficient for meeting both the physical and psychological needs typically met in home environments.

Although there are a vast number of personnel involved in the identification of homeless children, the specific role of the **school counselor** in the identification of these students is outlined below:

- Becoming familiar with the common characteristics of homeless children in order to expeditiously lend assistance to their needs.
- Contacting the school district's liaison for homeless children and youth in order to initiate the provision of other services.
- Informing teachers in a confidential manner, after acquiring parental permission, of homeless students in their classrooms and of their current living situations and how this may affect the student's academic performance.
- Ensuring that homeless students are afforded every opportunity that other students have.
- Contacting the student's previous school(s) in order to obtain records and to ensure continuation of services.
- Identifying local community resources and materials to assist parents, students, and faculty.
- Provide conflict resolution training and anger management skills training for homeless children and youth.
- Provide information on cross-age and peer tutoring services for homeless children and youth.

Should services be needed for a student that has been identified as homeless, a form entitled *Referral for Homeless Student Services* should be completed. Services that can be provided for students include, but

are not limited to, the following: free or reduced lunch/breakfast, food stamps, housing accommodations, medical and dental health care, school clothing, school supplies, transportation, hygiene products, and social welfare.

Bullying Referrals

The bullying policy pertains to the prevention of bullying, intimidation, violence, and threats of violence of one student against another student. The policy pertains to students when they are on school property, on a school bus, or at any school-sponsored function.

In addition, the policy also includes student against student bullying, intimidation, violence, and threats of violence that occur off school property. Cyberbullying, which may also occur off school property, is also included in the policy.

Complaints alleging violations of the bullying policy must be made on the Board approved complaint form, which is available from the principal (or his/her designee), the counselor, or the school system's website.

The complaint must be signed by the student alleging the violation, or by the student's parent or legal guardian, and delivered to the principal or the principal's designee either by mail or personal delivery. Upon receipt of the complaint, the principal or the principal's designee will undertake a thorough and complete investigation, if warranted. If the investigation establishes a violation, appropriate disciplinary sanctions will be imposed on the offending student(s).

2022-23 Test Dates and Registration Deadlines

ACT Test Dates

Test Date	Registration Deadline	Late Registration Fee
September 10, 2022	August 5, 2022	August 19, 2022
October 22, 2022	September 16, 2022	September 30, 2022
December 10, 2022	November 4, 2022	November 11, 2022
February 11, 2023	January 6, 2023	January 20, 2023
April 15, 2023	March 10, 2023	March 24, 2023
June 10, 2023	May 5, 2023	May 19, 2023
July 15, 2023	June 16, 2023	June 23, 2023



TAKE NOTE

- The 2022-23 ACT test (without writing) registration fee is \$63.00, which includes a report for the student, a report for the students' high school, and sending students' scores up to four colleges of their choice (if codes are provided at the time students register).
- If students want to take the optional ACT Writing Test with the ACT, their test fee increases to \$88.00. This fee includes a report for the students, a report for the students' high school, and sending students' scores up to four colleges of their choice (if codes are provided at the time students register.) The \$25.00 writing test fee is refundable upon written request if the student is absent on the day of the test administration, or if the student decides to switch to the ACT test (without writing) before testing begins.
- To send score reports to students' 5th and 6th college choices, there is an additional \$16.00 fee for each report sent. Students must request online to have these additional score reports sent before the test date. This fee is refundable upon written request if the student does not test.
- There is no charge for students to view their scores and score reports online.

- Students may be eligible for an ACT fee waiver—if they meet **all** of the following requirements:
 - Currently enrolled in high school in the 11th or 12th grade.
 - Either a United States citizen or testing in the United States, US territories, or Puerto Rico.
 - Meet one of more indicators of economic need listed below:
 - Enrolled in a federal free or reduced-price lunch program at school, based on US Department of Agriculture (USDA) income levels.
 - Enrolled in a program for the economically disadvantaged, i.e., Upward Bound or GEAR UP. **Note:** If the student participates in a program, but is not economically disadvantaged, they **are not** eligible for a fee waiver.
 - Resides in a foster home, is a ward of the state, or is homeless.
 - Family receives low-income public assistance or lives in federally subsidized public housing.
 - Family's total annual income is at or below USDA levels for free or reduced-price lunches on the USDA Food and Nutrition Service website.
- Eligible students for the ACT fee waiver may use a maximum of **four** separate fee waivers total. The waiver is used once the student registers, even if he does not test on the requested test date. **IMPORTANT:** To take full advantage of the waiver, students must follow through and test on their registered test date.
- Fee waivers **only** cover the basic registration fee for the student's test option on a national test date. Waivers **do not** cover the late registration fee, test date or test center changes, standby fee, additional score reports, or any other services.
- Students can send additional ACT score reports for free to colleges and/or scholarship agencies at any time during the college search process. The fee waiver covers one report to the students' high school and up to six college choices. After registration, students can request unlimited score reports for free.
- Students **cannot** request a fee waiver directly from ACT. Instead, the students should contact their high school counselor. Once a student receives an ACT Fee Waiver Form, he should follow the *Student Directions* on it for his registration method (or if requesting special testing). **NOTE:** If students register online, and register during the late period or request any additional services, they must enter a credit card to pay those fees before submitting their registration.
- Students who test with an ACT fee waiver may also request a Waiver or Deferral of College Admission Application Fee. To have a college application fee waiver, you must submit your fee waiver directly to the college to which you are applying (not to ACT).

SAT Test Dates

Test Date	Regular Registration Deadline (postmark/submit by)	Late Registration Submission Deadline (via phone/online)
August 27, 2022	July 29, 2022	August 16, 2022
October 1, 2022	September 2, 2022	September 20, 2022
November 5, 2022	October 7, 2022	October 25, 2022
December 3, 2022	November 3, 2022	November 22, 2022
March 11, 2023	February 10, 2023	February 28, 2023
May 6, 2023	April 7, 2023	April 25, 2023
June 3, 2023	May 4, 2023	May 23, 2023



TAKE NOTE

- The SAT registration fee is \$60.00.
- Registration materials that are mailed must be postmarked by the U.S. deadlines. **The deadlines expire at 11:59 p.m., Eastern Time.**
- Sunday administrations usually occur the day after each Saturday test date for students who cannot test on Saturday due to religious observance.
- Additional fees apply if students register late, change their test center, change their test date, or switch from taking the SAT to taking a Subject Test after registering.
- There is no charge for students to receive their scores online or via the mail. However, there is a \$15 charge (per call) should students receive their scores via telephone.
- Students may send their score reports up to four colleges of their choice without paying any monies. Four registration score reports are available up to nine days after the test date.

- To send score reports to students' 5th and 6th college choices, there is an additional \$12.00 for each report sent.
- SAT fee waivers are available to low-income 11th and 12th grade students in the United States or US territories. SAT Subject Test fee waivers are available for students in grades 9-12.
- Students are eligible for fee waivers if they can answer yes to any of these items:
 - They're enrolled in or eligible to participate in the federal National School Lunch Program.
 - Their annual family income falls within the Income Eligibility Guidelines set by the United States Department of Agriculture (USDA) Food and Nutrition Service.
 - They're enrolled in a federal, state, or local program that aids students from low-income families (e.g., Federal TRIO programs such as Upward Bound).
 - Their family receives public assistance.
 - They live in federally subsidized public housing or a foster home or are homeless.
 - They are a ward of the state or an orphan.
- Fee waivers cover the following:
 - The registration fee for two SATs—with or without the essay.
 - Six free SAT Subject Tests
 - Two Question-and-Answer Service (QAS) or Student Answer Service (SAS) reports if ordered at the time of registration.
 - Unlimited free score reports, which can be ordered at any time after registering for the test(s), including once the student has seen his scores.
 - Free College Application Fee Waivers for participating colleges
 - Free CSS Profile fee waivers to use to apply online for non-federal financial aid.
 - Coverage of the Non-US Regional fee for US students testing internationally.
 - Coverage of the late registration fee if testing in the United States or US territories.

PSAT/NMSQT Test Dates



TAKE NOTE

The PSAT/NMSQT and PSAT10 are highly relevant to students' future success because they focus on the skills and knowledge at the heart of education. Specifically, these tests will measure what students learn in high school, and they will also measure what students need to succeed in college.

Specific information about the PSAT/NMSQT and the PSAT10 is listed below:

- Students in 10th and 11th grade can take the PSAT/NMSQT for the first time in October 2022.
- The PSAT 10 will be available to 10th grade students in the spring. Testing is available on these dates: February 21-March 24, 2023; and April 12-28, 2023.
- Students must sign up for the PSAT/NMSQT and the PSAT 10 at their high school with their school counselor.
- Schools can administer the PSAT/NMSQT to 10th and 11th grade students on **Wednesday, October 12, 2022** (primary date), **October 15, 2022** (Saturday date), or **Tuesday, October 25, 2022** (alternate date).
- The PSAT is administered by high schools, not through test centers. Consequently, online registration for the PSAT is not available.
- Each high school only chooses one October test date.
- The fee for both the PSAT10 and the PSAT/NMSQT is \$18.00. Please note, however, that schools do have the option to charge an additional fee in order to cover the administrative costs of administering the test.
- Free PSAT resources, publications, and tutorials are available at www.collegeboard.com/psatdownloads to help educators, students, and families get the most from the PSAT.
- Eleventh grade students who qualify for or are enrolled in the National School Lunch Program are eligible for fee waivers. Students in areas covered by the Community Eligibility Provision must qualify on an individual basis. The PSAT/NMSQT have the same fee waiver criteria.
- Students with disabilities who want to test with accommodations must request them from the College Board at least seven weeks before the test day. Accommodations must be approved by the College Board's Services for Students with Disabilities for students taking the PSAT/NMSQT and PSAT10. **Scores will be cancelled if accommodations are used without College Board approval.**
- Schools have the option to receive students' testing materials early.

For the **October 2022** testing dates, students may fill out their identifying information before the test day and by selecting the pre-administration option on the ordering website. Schools will receive answer sheets and supervisor's manuals at least one month prior to the test administration. Test booklets will arrive according to the standard test delivery timeline for your school's testing period.

Counselor Recognitions

National School Counseling Week

National School Counseling Week, sponsored by the American School Counselor Association (ASCA), will be celebrated from **February 6-10, 2023**, to focus public attention on the unique contributions of professional school counselors within United States school systems and how students are different as a result of what school counselors do. National School Counseling Week highlights the tremendous impact school counselors can have in helping students achieve school success and plan for a career.

In addition, National School Counseling Week provides all school counselors a fantastic opportunity to demonstrate how they are the foundation in constructing healthy and happy school environments in Baldwin County.

The special week honors school counselors by recognizing professionals who have implemented comprehensive school counseling programs which actively engage students to examine their abilities, strengths, interests, and talents; work in partnership with parents as they encounter the challenges of raising children; and support teachers and other educators in providing an educational system where students can realize their potential.

The 2023 theme for National School Counseling Week is School Counselors: Helping Students Dream Big.

In addition to the above-listed ideas, the American School Counselor Association (ASCA) has developed many free materials and documents to help you promote National School Counseling Week. To ensure delivery in time for National School Counseling Week, you are encouraged to order your materials by **January 20, 2023**. Specific information for ordering these materials can be found online at www.schoolcounselor.org. You may also call 1.800.401.2404.

Program of Distinction Award

The purpose of the Alabama School Counselor Program of Distinction Award is to recognize Alabama school counselors for their commitment to delivering a comprehensive, data-driven school counseling program. It is a continuous document that gives a school counseling program an opportunity to demonstrate effective communication and a commitment to implementing an outcome-based, data-driven program. It is modeled after the Comprehensive Counseling and Guidance Model for Alabama Public Schools (the State Plan) and the ASCA National Model. It was developed by an advisory group of Alabama school counselors, counselor educators, system/district supervisors, and the Alabama Department of Education. Schools who earn the Distinction Award will be eligible for the ASCA RAMP Award.

The online application for the Program of Distinction Award includes 18 application components, and each component is worth a designated number of points:

1. Administrator Statement, 3 points: The administrator describes how the program is supported by giving specific examples of benefits seen from implementation of the program and actions taken by

the administrator to support the program. The administrator also indicates whether the counselor(s) is/are evaluated using a school counselor evaluation or a teacher evaluation.

2. Vision Statement, 3 points: The school counseling vision statement communicates what school counselors hope to see for students 5-15 years in the future. It aligns with the school's and the district's vision statements and is informed by the school counseling program's beliefs.
3. Mission Statement, 3 points: The school counseling mission statement provides the focus and direction for the school counseling program for it to reach its vision, creating one focus that ensures all students benefit in the implementation of the comprehensive school counseling program.
4. Comprehensive School Counseling Program Plan, 3 points: The school counseling program plan addresses its alignment with the Alabama Comprehensive Counseling and Guidance State Model for Alabama Public Schools; the Foundation Components (Vision, Mission, Beliefs); the Structural Components of the Program (school counseling facilities, advisory council, calendars, school counseling resources, budget, and use of time); the Program Delivery Components (curriculum, individual student planning, responsive services, and system support); and Program Accountability (use of the school counseling program audit).
5. Principal/Counselor Agreement, 5 points: The annual agreement outlines the organization and focus of the school counseling program. These agreements ensure formal discussion between the school counselor and administrator about the alignment of school counseling program goals with the goals of the school. The discussion enhances the administration's understanding of a comprehensive school counseling program.
6. School Counseling Program Goals, 6 points: The school counseling program goals define how the vision and mission are accomplished. They guide the selection of Alabama's Counseling and Guidance Grade-Cluster Competencies and Indicators and the development of the school counseling core curriculum, closing-the-gap and small-group plans, and address specific student outcomes.
7. Alabama School Counseling and Guidance Curriculum Planning Tool, 4 points: The Alabama Counseling and Guidance Curriculum Planning Tool describes the knowledge, skills, and attitudes students need to achieve academic success, college and career readiness, and social/emotional development. The selected standards align with Alabama's school counseling program goals and should have an impact on student outcomes related to program goals.
8. Curriculum Narrative, 3 points: The curriculum narrative addresses the following:
 - The school counseling curriculum is articulated and implemented at the building level and integrated into the regular curriculum when appropriate.
 - The school counseling curriculum is systematically reviewed and revised according to the district's curriculum review calendar.
 - Modifications to the school counseling curriculum are made continuously, based upon school counseling planning (needs assessment) data obtained from students, parents, and teachers.

- School counseling planning data (needs assessment/program planning survey) are collected on a regular schedule.
 - Counselors in the school use the written school counseling curriculum in promoting academic, personal/social, and career development.
 - Instructional activities and resources to help implement the school counseling curriculum are provided.
 - Administrators/supervisors monitor the implementation of the school counseling curriculum.
9. School Counseling Core Curriculum: Action Plan and Lesson Plans, 6 points: The school counseling core curriculum action plan provides details about how the school counselors will effectively and efficiently deliver the school counseling program lessons and activities to all students. There may be a few lessons on the action plan not linked to outcome data. For example, many elementary school counselors teach personal safety lessons, and these may not be linked to outcome data.
10. School Counseling Core Curriculum: Results Report, 6 points: The analysis of the school counseling curriculum results report demonstrates the effectiveness of the program and classroom activities and informs program improvement. The school counseling core curriculum results report analyzes the lessons highlighted in the previous section.
11. Individual Student Planning, 3 points: The narrative addresses the following:
- An explanation of the individual student planning activities that take place in the school counseling program (curriculum, career activities, transition activities, academic/behaviors plans, etc.)
 - There is a systematic process in place that assists students in developing their Personal Education Plan of Study (middle and high school only)
 - The individual planning system includes:
 - Assessment and advisement activities
 - Identification of long and short-range educational/career goals based on career paths and clusters
 - Assistance in pursuing post-secondary educational or career training
 - A Personal Education Plan of Study that is initiated no later than Grade 8 with an annual review in collaboration with parents/guardians.
 - The school counseling program ensures that each student's Personal Education Plan of Study is rigorous and relevant and preferably developed through the use of the Alabama Career Planning System (ACPS) or similar program.
 - A system is in place to ensure that parents are actively involved.
12. Responsive Services Narrative, 3 points: The narrative addresses the following:
- Students are assisted in addressing issues and concerns that affect their social/emotional, academic, and career development.

- Counselors utilize a wide range of resources and strategies in assisting students.
 - Counselors, teachers, and parents consult with each other to assist students.
 - School counseling department has written guidelines describing its crisis management/response plans and its referral process to internal and outside services.
13. Small-Group Responsive Services, 6 points: Small-group activities typically involve four or more sessions designed to meet specific prevention or intervention goals.
14. Closing-the-Gap Results Report, 6 points: Closing-the-gap activities address academic or behavioral discrepancies that exist between student groups and can be tied to the school counseling program goals.
15. System Support Narrative, 3 points: The narrative address the following:
- The school's comprehensive school counseling program is routinely evaluated and action plans for improvement are developed as appropriate.
 - School counselor time is utilized to the fullest extent possible for program implementation activities.
 - School counseling personnel participate in regular, relevant professional and staff development activities.
 - School counseling personnel interact with other stakeholders and programs in the school and with community businesses, agencies, and institutions.
16. Advisory Council, 5 points: The advisory council is a representative group of stakeholders (e.g., parent, staff, community, administration, students, etc.) selected to review and to provide input on the school counseling program.
17. Calendars, 5 points: School counselors develop, publish, and share calendars of school counseling activities to inform students, families, teachers, and administrators about the comprehensive school counseling program.
18. Program Evaluation Reflection, 5 points: Through application of leadership, advocacy, and collaboration skills, school counselors promote student achievement and systemic change ensuring equity and access to rigorous education for every student leading to closing achievement, opportunity, and attainment gaps.

Each of the templates provided in the application must be used. The narratives provide a rationale and explanation for the information submitted and a deeper understanding of the process. Each narrative must be included in the text boxes provided and not included as a separate uploaded document.

Each application is scored by a three-person review team overseen by a lead reviewer. Distinction status will be awarded to schools that receive scores of 65 or higher (out of a possible 78). Schools that score between 58 and 64 will have an opportunity to re-submit their application. Schools that earn a 65 or above after the initial review will be designated an Alabama School Counseling Program of Distinction.

Recognized ASCA Model Program (RAMP) Award

The Recognized ASCA Model Program (RAMP) recognizes schools committed to delivering comprehensive, data-informed school counseling programs aligned with the ASCA National Model framework. The RAMP designation demonstrates to administrators, school boards, families, and the community at large that the schools are committed to supporting the mission of the school and district. As of the 2020-21 school year, approximately 1,200 schools have earned the RAMP designation, and in Baldwin County, ten of our schools have earned this prestigious recognition. These ten schools include the following:

2018-19 School Year

- Fairhope Elementary School
- Fairhope Intermediate School
- Foley Middle School

2019-20 School Year

- Central Baldwin Middle School
- Daphne East Elementary School
- Daphne Elementary School
- Magnolia Elementary School
- Silverhill Elementary School

2020-21 School Year

- Daphne Middle School
- J Larry Newton Elementary School

The RAMP application process is the culmination of successfully implementing the ASCA National Model framework to show evidence of direct and indirect services to students, program planning, and improved student outcomes in the school counseling program.

The RAMP designation lasts for five years. Schools are encouraged to maintain their RAMP status by submitting a successful application at the end of their fourth year (Re-RAMP).

Professional Memberships

Alabama Counseling Association (ALCA) and Chapter VIII

The Alabama Counseling Association is the state branch of the American Counseling Association. The Alabama Counseling Association (ALCA) consists of professional counselors in the state of Alabama who work in education, health care, residential, private practice, community agencies, government, and business/industry settings.

ALCA provides interest groups and divisions which represent the following areas:

- School counseling at all levels
- Religious, ethical, and spiritual values
- Clinical mental health counseling
- Marriage and family counseling
- Career development
- Addiction counseling
- Counselor education and supervision rehabilitation counseling
- College counseling
- Licensed professional counselors counseling through group process
- Resources for GLBT individuals and related issues
- Leadership, information, and training on adult development and aging

Active professional or regular membership is open to all active American Counseling Association members, and to all persons professionally engaged in guidance, counseling, or personnel activities in educational, vocational, religious, rehabilitation, employment agencies, or other such similar agencies.

Annual membership dues for ALCA are \$60.00, and there is a requirement to join at least one division for an additional membership fee. (The additional membership fee varies depending upon which division you choose to join.) However, you are encouraged to join the Alabama School Counselor Association (ALSCA) division since we are employed as school counselors. The membership fee for this particular division is \$15.00; therefore, the total amount that would be due for your membership in the Alabama Counseling Association would be \$75.00.

The Alabama Counseling Association offers tremendous opportunities for professional growth. These opportunities include, but are not limited to, the following: drive-in workshops, opportunities for CEU credits, annual fall conference (commonly known as the ALCA Conference), The Quarterly (newsletter), ALCA Journal, chapter and division newsletters, affiliation with the American Counseling Association (ACA), liability and personal insurance, counselor locator service, ALCA Legalese, (free legal advice), active, up-to-date listserv, and an informative website.

As a part of the Alabama Counseling Association, each county in the state of Alabama is assigned to a particular chapter—based upon geographical location. Baldwin County is assigned to Chapter VIII, which also consists of Clarke, Conecuh, Escambia, Mobile, Monroe, and Washington Counties.

Additional information about the Alabama Counseling Association can be obtained by visiting the website at www.alabamacounseling.org. A copy of the ALCA Membership Application is included in the Appendices Section.

Alabama School Counselor Association (ALSCA)

The mission of the Alabama School Counselor Association (ALSCA) mirrors the American School Counselor Association's mission to represent professional school counselors and to promote professionalism and ethical practices.

The American School Counselor Association (ASCA) is the foundation that expands the image and influence of professional school counselors through advocacy, leadership, collaboration, and systemic change. ASCA empowers professional school counselors with the knowledge, skills, linkages, and resources to promote student success in the school, the home, the community, and the world. ALSCA's organizational vision reflects that of ASCA's vision.

ALSCA is a network center for school counselors in Alabama and is the largest division of the Alabama Counseling Association. ALSCA provides support for school counselors from all school systems in Alabama. The Alabama School Counselor Association is also a component of the American School Counselor Association.

On the state level, a member must join ALCA to become a member of ALSCA. Some of the reciprocal services for which members benefit include:

- Professional development activities
- Professional identity
- Films and publications
- Position statements on current issues
- Research pertinent to counseling
- State, regional, and national conferences
- Interprofessional, government, and public relations
- Leadership workshops
- Insurance plans

Additional information about the Alabama School Counselor Association can be obtained by visiting the website at www.alabamaschoolcounselors.org.

American School Counselor Association (ASCA)

The American School Counselor Association (ASCA) is the school counseling division of the American Counseling Association. ASCA focuses on providing professional development, enhancing school counseling programs, and researching effective school counseling practices.

The American School Counselor Association (ASCA) supports school counselors' efforts to help students focus on academic, personal/social, and career development so they can achieve success in school and are prepared to lead fulfilling lives as responsible members of society.

An ASCA membership offers you more than just periodicals, professional development, and peer networking—although it offers that, too! Joining the only organization dedicated to furthering the needs and mission of school counselors helps you grow professionally, as well as personally. You'll learn about best practices in school counseling. You'll benefit from others' experience and research. Most of all, you'll know you're joining with thousands of other professional school counselors to share a common vision—that of turning today's youth into tomorrow's leaders.

Membership affords you the opportunity to receive the following:

- **Professional School Counseling Journal**—this quarterly journal provides peer-reviewed articles on school counseling theory, research, practice, and techniques.
- **ASCA School Counselor Magazine**—the bi-monthly magazine gives members a place to turn for practical, how-to articles addressing the issues school counselors face on a daily basis.
- **ASCA Aspects**—this monthly e-newsletter allows members to stay on top of new projects, resources, and member benefits

Additional membership benefits include the following:

- Online Membership Directory
- Free Resources
- Liability Insurance
- Professional development
- Discounted publications

Annual membership dues are \$129.00, or a monthly installment plan of \$12.95 is also available if you pay with your credit card.

Additional information about the American School Counselor Association can be obtained by visiting the website at www.schoolcounselor.org.

Miscellaneous

Alabama State Department of Education Website

A bevy of counseling and guidance resources are available for all grade levels of school counselors on the Alabama State Department of Education's website at www.alsde.edu. Once on the website, click on Support Systems, Counseling and Guidance, and Resources and Links. Additionally, school counselor resources have been made available on Schoology. Go to www.schoology.com in order to set up an account.

Program Review

Comprehensive counseling and guidance programs are monitored on a four-year cycle as part of the Alabama State Department of Education's compliance review process. The primary purpose of this is to ensure that programs meet the minimum requirements and standards for the state and national counseling models. Findings from the compliance review are used in the development of corrective action plans for program requirements and improvements.

The Baldwin County Public School System underwent the compliance review process in October 2021; therefore, it is anticipated that we will be scheduled for another review during the 2025-26 school year.

New Counselor Academy Requirement

The Alabama State Department of Education requires all new counselors to complete a Counselor Academy within their first three years as a school counselor. In order to receive this required professional development, counselors may elect to attend any one of the following three conferences:

- Mega Conference: July 11-15, 2022, in Mobile, AL at the Mobile Convention Center
- Alabama Counseling Association Conference: November 16-18, 2022, in Mobile, AL at the Mobile Convention Center
- Alabama Association for Career and Technical Education Conference: July 20-22, 2022, in Mobile, AL at the Mobile Convention Center

The rationale for attending any one of the three above-named conferences is because there are *sharing* sessions presenting best ideas/practices on everything from how to organize a counseling program, forms to create for use at school, research-based programs, ways to work with scheduling, activities for small and large groups, how to use data, and other practical information presented by veteran school counselors from across the state.

Prevention Programs

Per the guidelines from the Alabama State Department of Education, school systems are expected to implement a comprehensive drug, alcohol, tobacco, and violence prevention program for students in grades K-12.

To achieve this goal, the following prevention education weeks should be observed during this 2022-23 school year:

Suicide Awareness and Prevention Week will be observed during the week of **September 5-9, 2022**.

This annual week-long campaign is designed to inform and engage health professionals and the general public alike about suicide prevention and the warning signs of suicide. The campaign strives to reduce the stigma surrounding the topic of suicide.

Bullying Prevention and Awareness Month will be observed during the entire month of October. This is a time to not only focus and raise awareness on bullying, but it is also a time to promote kindness, acceptance, and inclusion of others.

Red Ribbon Week will be observed during the week of **October 24-28, 2022**. Red Ribbon Week is an alcohol, tobacco, and other drug and violence prevention awareness campaign.

Celebrate Kindness Week will be observed during the week of **February 13-17, 2023**. Hailed as the largest bullying prevention initiative across the United States, this celebratory week is designed to provide an ongoing dialogue with students about ways to challenge bullying and name-calling in schools.

National Youth Violence Prevention Week will be observed during the week of **April 24-28, 2023**. The purpose of this week is to raise awareness and to educate all stakeholders on effective ways to prevent or reduce youth violence. During this week, students may be taught about conflict resolution, peer mediation, anger management, and promoting respect and tolerance.

During the 2022-23 school year, the Baldwin County Public School System will also participate in a year-long mental health awareness campaign, which is designed to promote a more positive, proactive approach to addressing mental health and mental illness. The goals for this awareness campaign include the following:

1. To reduce the stigma regarding mental health
2. To normalize help seeking and self-care
3. To raise awareness about mental health issues
4. To promote positive mental health practices
5. To encourage people to support others around them

The theme for this year-long campaign is *Mental Health Matters: Everyone Has a Story!* All scheduled activities for this campaign will culminate in May, which is Mental Health Awareness Month.

Appendices

- ASCA National Model: A Framework for School Counseling Programs
- The History of School Counseling
- Guidance Counselor vs. School Counselor
- The Role of the School Counselor
- The Role of the Elementary School Counselor
- The Role of the Middle School Counselor
- The Role of the High School Counselor
- The Role of School Counseling Coordinators
- Who Are School Counselors?
- Appropriate and Inappropriate Activities for School Counselors
- Instructions for Written Report of Suspected Child Abuse/Neglect
- Written Report of Suspected Child Abuse/Neglect
- Authorization for Release of Information
- Alta Pointe Referral Form

- The Bridge Referral Form
- The Bridge Authorization for Release of Information
- Suicide Intervention Referral Form
- Suicide Intervention Parent Acknowledgment of Notification Form
- Suicide Prevention Resources
- Safety Plan Template (English and Spanish)
- Self-Injury Intervention Referral Form
- Self-Injury: Parent Fact Sheet
- Self-Injury: Suggestions for Parents and Guardians
- Self-Injury: Suggestions for School Counselors
- Self-Injury: Suggestions for Students
- Self-Injury: Suggestions for Teachers
- Bullying Complaint Form: English and Spanish
- You Are Unique Sample Letter: English and Spanish
- Socially Unacceptable Sample Letter: English and Spanish
- In the Buff Parent Letter: English and Spanish

- Elementary School Parent Letter for Lauren's Kids Curriculum: English and Spanish
- Middle School Parent Letter for Lauren's Kids Curriculum: English and Spanish
- High School Parent Letter for Lauren's Kids Curriculum: English and Spanish
- Net Smartz Parent Letter: English and Spanish
- Puppet Show Parent Letter: English and Spanish
- ALCA Membership Application

ASCA National Model Executive Summary

The image shows the front cover of the 'ASCA National Model: A Framework for School Counseling Programs, Fourth Edition'. The cover is dark red with a large, stylized white arrow pointing upwards and to the right. In the center, there is a stack of three white cubes, each with black arrows pointing in different directions. The title 'ASCA National Model' is written in white, with the subtitle 'A Framework for School Counseling Programs' and 'FOURTH EDITION' below it.

ASCA National Model
A Framework for School Counseling Programs
FOURTH EDITION

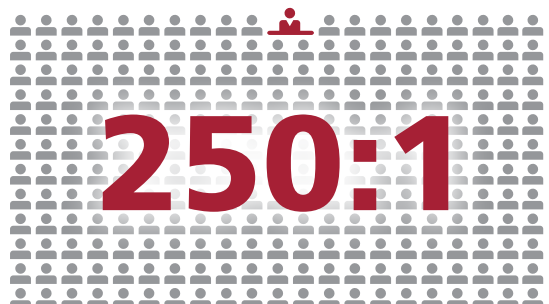
School counselors design and deliver school counseling programs that improve student outcomes. “The ASCA National Model: A Framework for School Counseling Programs” outlines the components of a school counseling program that is integral to the school’s academic mission and is created to have a significant positive impact on student achievement, attendance and discipline.

The ASCA National Model guides school counselors in the development of school counseling programs that:

- are based on data-informed decision making
- are delivered to all students systematically
- include a developmentally appropriate curriculum focused on the mindsets and behaviors all students need for postsecondary readiness and success
- close achievement and opportunity gaps
- result in improved student achievement, attendance and discipline

Training and credentialing matters. School counselors are certified/licensed educators with a minimum of a master’s degree in school counseling, making them uniquely qualified to address all students’ academic, career and social/emotional development needs through the implementation of a school counseling program that promotes and enhances student success.

Ratios matter. Research shows that appropriate student-to-school-counselor ratios have a significant effect on student attendance and lead to higher test scores. The ideal caseload is 250:1.



For research on the effectiveness of school counseling programs, go to www.schoolcounselor.org/effectiveness.

The framework of the ASCA National Model consists of four components: define, manage, deliver and assess.

DEFINE

Three sets of school counseling standards define the school counseling profession. These standards help new and experienced school counselors develop, implement and assess their school counseling program to improve student outcomes.

Student Standards

ASCA Mindsets & Behaviors for Student Success: K–12 College- and Career-Readiness for Every Student

Professional Standards

- ASCA Ethical Standards for School Counselors
- ASCA School Counselor Professional Standards & Competencies

MANAGE

To be delivered effectively, the school counseling program must be efficiently and effectively managed. The ASCA National Model provides school counselors with the following program focus and planning tools to guide the design and implementation of a school counseling program that gets results.

Program Focus

- Beliefs
- Vision Statement
- Mission Statement

Program Planning

- School Data Summary
- Annual Student Outcome Goals
- Action Plans
 - Classroom and Group
 - Closing the Gap
- Lesson Plans
- Annual Administrative Conference
- Use of Time
- Calendars
 - Annual
 - Weekly
- Advisory Council



No more than
20%
of a school
counselor's time
should be spent in
program planning
and school support
activities.

Appropriate and Inappropriate Activities for School Counselors

Appropriate Activities for School Counselors	Inappropriate Activities for School Counselors
■ advisement and appraisal for academic planning	■ building the master schedule
■ orientation, coordination and academic advising for new students	■ coordinating paperwork and data entry of all new students
■ interpreting cognitive, aptitude and achievement tests	■ coordinating cognitive, aptitude and achievement testing programs
■ providing counseling to students who are tardy or absent	■ signing excuses for students who are tardy or absent
■ providing counseling to students who have disciplinary problems	■ performing disciplinary actions or assigning discipline consequences
■ providing short-term individual and small-group counseling services to students	■ providing long-term counseling in schools to address psychological disorders
■ consulting with teachers to schedule and present school counseling curriculum lessons based on developmental needs and needs identified through data	■ covering classes when teachers are absent or to create teacher planning time
■ interpreting student records	■ maintaining student records
■ analyzing grade-point averages in relationship to achievement	■ computing grade-point averages
■ consulting with teachers about building classroom connections, effective classroom management and the role of noncognitive factors in student success	■ supervising classrooms or common areas
■ protecting student records and information per state and federal regulations	■ keeping clerical records
■ consulting with the school principal to identify and resolve student issues, needs and problems	■ assisting with duties in the principal's office
■ advocating for students at individual education plan meetings, student study teams and school attendance review boards, as necessary	■ coordinating schoolwide individual education plans, student study teams, response to intervention plans, MTSS and school attendance review boards
■ analyzing disaggregated schoolwide and school counseling program data	■ serving as a data entry clerk

DELIVER

School counselors deliver developmentally appropriate activities and services directly to students or indirectly for students as a result of the school counselor's interaction with others.

These activities and services help students develop the ASCA Mindsets & Behaviors for Student Success and improve their achievement, attendance and discipline.

Direct Student Services

- Instruction
- Appraisal and Advisement
- Counseling

Indirect Student Services

- Consultation
- Collaboration
- Referrals



A minimum of
80%
of a school
counselor's time
should be spent in
direct and indirect
student services.

ASSESS

To achieve the best results for students, school counselors regularly assess their program to:

- determine its effectiveness
- inform improvements to their school counseling program design and delivery
- show how students are different as a result of the school counseling program

School counselors also self-assess their own mindsets and behaviors to inform their professional development and annually participate in a school counselor performance appraisal with a qualified administrator. The ASCA National Model provides the following tools to guide assessment and appraisal.

Program Assessment

- School Counseling Program Assessment
- Annual Results Reports

School Counselor Assessment and Appraisal

- ASCA School Counselor Professional Standards & Competencies Assessment
- School Counselor Performance Appraisal Template



For more information about the ASCA National Model, go to
www.schoolcounselor.org/ascanationalmodel.

EMBRACE THE PAST, WELCOME THE FUTURE: A BRIEF HISTORY OF SCHOOL COUNSELING

By Norman C. Gysbers, Ph.D., *Curators' Professor, University of Missouri – Columbia*

School counseling is 100-plus years old. It evolved shaped by various economic, social and educational forces guided by the work of many individuals. The ASCA National Model, first published in 2003 and now in its fourth edition, is a product of this evolution. By embracing knowledge from the past, we can learn how school counseling evolved from a position, to a service, to a program, the organizational concept embedded in the ASCA National Model. By welcoming the future we can combine the insights gained from the past with new knowledge, enabling us to continue to develop and fully implement comprehensive school counseling programs in every school district in the country.

School counseling as we know it today began as vocational guidance in the early 1900s. It was established in schools as a position occupied by administrators and teachers. No organizational structure was provided other than a list of duties. In the 1920s school counseling began to change, shaped by the mental hygiene, psychometric and child study movements. As a result, a more clinically oriented approach to school counseling emerged. This signaled a shift away from economic issues to psychological issues with an emphasis on counseling for personal adjustment.

During the 1930s, discussion took place concerning the various personnel responsible for school counseling, the duties they performed, and their selection and training. A major milestone occurred with the creation of a new organizational structure called pupil personnel services. Within that structure, the concept of guidance services emerged. The field of school counseling had moved from a position with a list of duties to a position with a list of duties organized by guidance services all under the overall structure of pupil personnel services.

The 1940s and 1950s saw the expansion and extension of counseling in the

schools. The literature during years 1941–1945 focused on contributions to the war effort. After 1945, attention returned to the need for counseling in the schools and on ways to improve the services provided. The selection and training of school counselors also received attention and support with the passage of the Vocational Education Act of 1946 and the National Defense Education Act (NDEA) of 1958. In addition, the American School Counselor Association was established in 1952.

A major issue being debated in the 1960s and 1970s concerned the nature of school counseling. Was it more psychological in nature featuring counseling as a major intervention? Was it more educational in nature featuring a broader array of interventions including counseling but also information, assessment, placement and follow-up activities? Although school counseling at the elementary level had been discussed previously, it wasn't until the 1960s that it became a reality. NDEA, amended in the 1960s, stimulated training practices and procedures that set elementary school counseling apart from secondary school counseling. The 1960s and 1970s also witnessed increasing concern about the services model of school

TIMELINE

Early 1900s

Vocational guidance begins in secondary schools as a position without an organizational structure

1920s

School counseling shifts from vocational guidance to counseling for personal adjustment

1930s

The concept of guidance services emerges as part of pupil personnel services

1940s/1950s

Federal legislation in 1946 and 1958 significantly increases school counseling training and the number of positions

1952

American School Counselor Association formed

1960s

School counseling takes root in elementary schools

1960s/1970s

Concept of a program for school counseling begins to take shape

counseling. Calls for change came from a variety of sources ending up in the beginning development of a comprehensive program approach to school counseling. The concept of a program for school counseling began to take form in the 1960s and 1970s and then became a major way to organize and manage school counseling in the schools in the 1980s, 1990s and into the 21st century. During this time many states developed state models. Training programs to help personnel in school districts plan, design and implement comprehensive school counseling programs also were initiated. The role and functions of school counselors was of concern during the 1980s and 1990s. Some writers advocated the role of human development specialist; others recommended the role of change agent. Predominating roles were coordinating, counseling and consulting. Tied to the role and function issue was the issue of terminology. Is it guidance, guidance and counseling or school counseling?

Although progress was made in developing, implementing and evaluating comprehensive school counseling programs in the first decade of the 21st century, discussion continued about program purposes and the work of school counselors. Should the focus be educational (academic), vocational (career) or social/emotional (mental health)? Some writers focused on academic achievement and career but not social/emotional or mental health. Other writers urged the opposite with mental health issues needing more attention. Still other writers urged the adoption of a holistic approach emphasizing attention to all three areas.

During this same decade discussion about program purposes and school counselors' roles continued with some writers emphasizing an advocacy change agent focus. Others talked about the need to emphasize collaboration. Still others recommended school counselors do more indirect work and less direct work with students. Finally there was a movement for school

counselors to become more data-oriented, using data to identify school concerns and student needs.

The development and implementation of school counseling programs across the country grew in the first decade of the 21st century. This growth was stimulated by the publication of the *ASCA National Model* in 2003 and its adoption by many states and school districts. A second edition was published in 2005, followed by a third edition in 2013 and the fourth edition in 2019.

As the second decade of the 21st century began, an ongoing issue for school counseling was accountability. Although this has been part of professional discussion since the 1920s, and much work was done over the ensuing years, there is a renewed sense of urgency today concerning accountability. The literature makes it clear that evaluation is here to stay and needs to be designed and carried out to not only demonstrate effectiveness but also to improve the work of school counselors.

What will the next 100 years be like? No one knows for sure, but if the next 100 years are like the first 100 years, school counseling will continue to evolve. The forces that shaped school counseling so far will continue to do so, and discussion about purposes and organization will continue. So, while no one knows what the future holds, current literature suggests that at least for the near future students and their parents in school districts across the country will continue to benefit from having fully implemented school counseling programs. Embrace the past, welcome the future.

This article was adapted from material in Gysbers, N. C. (2010), Remembering the Past, Shaping the Future: A History of School Counseling. Alexandria, VA: American School Counselor Association.

1980s/1990s

The role and functions of school counselors is of concern; many states adopt state models for school counseling programs

2001

Federal legislation acknowledges the terminology switch from guidance counselor to school counselor and the importance of the role of the elementary school counselor

2003

ASCA releases a national school counseling program model, the *ASCA National Model*, providing consistency to standardize school counseling programs across the country

2003–Present

Many states and districts adopt the *ASCA National Model* as their model for school counseling programs

2005

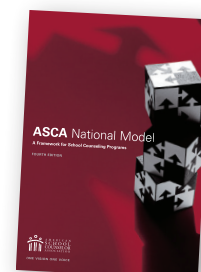
ASCA National Model, second edition, adds the theory behind the *ASCA National Model*

2013

ASCA National Model, third edition, is the first major revision to the *ASCA National Model*

2019

ASCA National Model, fourth edition, streamlines and clarifies language to reflect the current state of education



Guidance Counselor vs. School Counselor

Historically, the term “guidance counselor” was used to refer to counselors working in the schools. This term has evolved to “school counselor” as the scope of duties has changed and evolved. Although some schools still used the outdated “guidance counselor” term, the American School Counselor Association encourages the use of “school counselor” to more accurately reflect the role.

GUIDANCE COUNSELOR

- Reactive
- Services to some
- Impact measured via feelings and perceptions
- Ancillary role to school improvement process
- Work in isolation

SCHOOL COUNSELOR

- Proactive/data-driven
- Program for all
- Impact measured via achievement, attendance and behavior data
- Essential role in the school improvement process
- School counselors as school leaders
- Develop, manage and evaluate a comprehensive school counseling program

Excerpt from “*School Counseling Principles: Remembering the Past, Shaping the Future: A History of School Counseling*,” by Norman C. Gysbers, Ph.D.

“The terminology issue is still with us today. Is it guidance, counseling, guidance and counseling, or

counseling and guidance? The American School Counselor Association (ASCA) has come down firmly on the side of the term school counseling program although the literature still reflects the usage of various combinations of terms. The terminology issue also is reflected in personnel titles. Again, ASCA has come down firmly on the title school counselor, although the public still uses the title guidance counselor, and some school districts use the title guidance dean, going back to a title used earlier.

The terminology issue is interesting from a historical perspective too. Remember the first term was vocational guidance, and then many modifiers were placed in front of the word guidance. In the 1930s guidance became a service within pupil personnel services with five services: information, assessment, counseling, placement and follow-up. Then the counseling service assumed prominence, so the common labels used were guidance and counseling. Information and assessment continued to be a part of guidance and counseling, but placement and follow-up became less important and have now almost disappeared as active parts of school counseling. Following ASCA’s lead, counseling became the label of choice as in school counseling programs. Guidance is still present but is used to label one of the delivery components of the program, namely, the guidance curriculum.”

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- American School Counselor Association (2012). *The ASCA national model: A framework for school counseling programs*, Third Edition. Alexandria, VA: Author.
- Gysbers, N. (2010). *Remembering the past, shaping the future: A history of school counseling*. Alexandria, VA: American School Counselor Association.
- Lambie, G. W., & Williamson, L. L. (2004). The challenge to change from guidance counseling to professional school counseling: A historical proposition. *Professional School Counseling*, 8(2), 124-131.

GUIDANCE COUNSELORS OR SCHOOL COUNSELORS: HOW THE NAME OF THE PROFESSION INFLUENCES PERCEPTIONS OF COMPETENCE



FOUNDATION OF THE RESEARCH

IN 1990, ASCA issued an official statement calling on the profession to change the title to “school counselor” rather than the previous title of “guidance counselor.”

WHY THE TITLE CHANGE?

The title “guidance counselor” no longer encompassed the broad scope of work that was done by the professionals in the school.

RESEARCH PROCEDURE

Researchers sought to determine if there were significant differences on a measure of perceived competence of school counselors based on job title. About half the participants completed a version of a research survey that used the term “guidance counselor” and half completed a version of a research survey that used the term “school counselor.”



WHAT ARE THE FINDINGS?

Participants who completed the surveys that used the term “guidance counselor” were statistically significantly less likely to believe individuals with that job title were able to perform the 25 tasks on the survey. The results of this study show the following:

THE TITLE MATTERS:

- Using “guidance counselor” versus “school counselor” has an impact on the perceived competence of school counselors.
- School counselors who received the survey using the term “guidance counselor” were statistically significantly more likely to assign lower scores on the survey than their peers who received the version with the term “school counselor.”
- School counselors who saw the term “guidance counselor” used to describe school counselors’ standards and competencies were less likely to believe school counselors were able to perform the tasks of a data-informed comprehensive school counseling program.
- School counselors perceived that guidance counselors are less competent to complete the job roles and tasks

described within the ASCA School Counselor Professional Standards & Competencies and CACREP standards.

- School counselors with every level of experience were equally affected by the survey terminology. The years of experience of the school counselor did not affect the perceptions of competence.

Because titles are used to describe the nature of the work of the profession, when the terms “guidance counselor” and “school counselor” are used interchangeably, *when in fact they are not interchangeable*, this results in confusion around the nature of the work completed by school counselors.

When school counselors use “guidance counselor” to describe the work they do, it significantly influences their own perception of the competence of members of their profession in a negative way.



WHAT CAN WE LEARN?

- 1** Advocate to ensure the use of the title “school counselor” in all areas of your work by all educational stakeholders.
- 2** Use your title as a form of social capital to advance the recognition and legitimacy of the profession and to ensure all students receive data-informed comprehensive school counseling programming.
- 3** Adopt the title “school counselor” on all communication media, including business cards, door plaques, and digital communication such as email signatures, social media and websites.

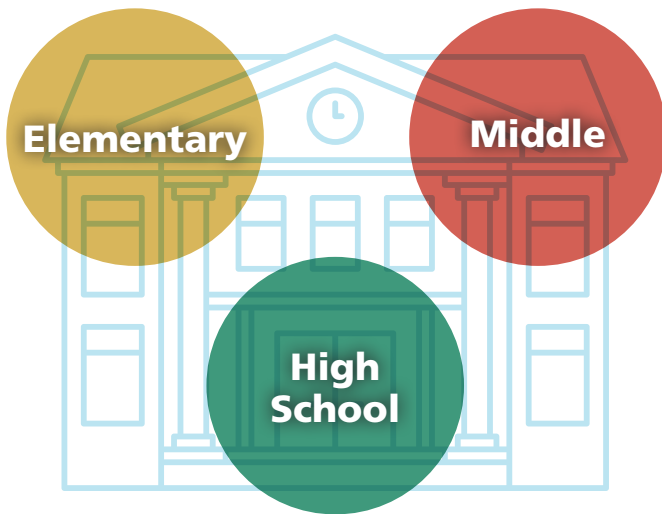


SOURCE: “Guidance Counselors or School Counselors: How the Name of the Profession Influences Perceptions of Competence” (*Professional School Counseling*, Vol. 22, Issue 1). Authors: Brett Zyromski, Ph.D., Tyler D. Hudson, M.A., Emily Baker, M.A., and Darcy Haag Granello, Ph.D. The Ohio State University. This study used a sample of 276 school counselors who were recruited for participation at a 2018 state counseling association conference in Ohio.

Who are School Counselors?

School counselors are certified/licensed educators who improve student success for ALL students by implementing a comprehensive school counseling program.

EMPLOYED AT ALL LEVELS



Also employed in district supervisory positions; and school counselor education positions



LEADERSHIP TEAM MEMBERS

School counselors work to maximize student success, promoting access and equity for all students. As vital members of the school leadership team, school counselors create a school culture of success for all.

► School counselors help all students:

- apply academic achievement strategies
- manage emotions and apply interpersonal skills
- plan for postsecondary options (higher education, military, work force)

► Appropriate duties include providing:

- individual student academic planning and goal setting
- school counseling classroom lessons based on student success standards
- short-term counseling to students
- referrals for long-term support
- collaboration with families/teachers/ administrators/ community for student success
- advocacy for students at individual education plan meetings and other student-focused meetings
- data analysis to identify student issues, needs and challenges
- acting as a systems change agent to improve equity and access, achievement and opportunities for all students

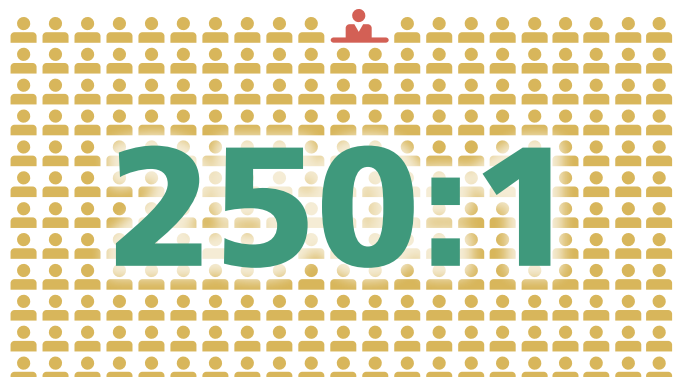


SCHOOL COUNSELOR QUALIFICATIONS

- Hold, at minimum, a master's degree in school counseling
- Meet the state certification/licensure standards
- Fulfill continuing education requirements
- Uphold ASCA ethical and professional standards

IDEAL CASELOAD

250 students per school counselor



The School Counselor's Role

School counselors design and deliver school counseling programs that improve student outcomes. They lead, advocate and collaborate to promote equity and access for all students by connecting their school counseling program to the school's academic mission and school improvement plan. They uphold the ethical and professional standards of ASCA and promote the development of the school counseling program based on the following areas of the ASCA National Model: define, deliver, manage and assess.

DEFINE

School counselors create school counseling programs based on three sets of standards that define the profession. These standards help school counselors develop, implement and assess their school counseling program to improve student outcomes.

Student Standards –

ASCA Mindsets & Behaviors for Student Success: K–12 College- and Career-Readiness for Every Student

Professional Standards –

- ASCA Ethical Standards for School Counselors
- ASCA School Counselor Professional Standards & Competencies

MANAGE

To be delivered effectively, the school counseling program must be efficiently and effectively managed. School counselors use program focus and planning tools to guide the design and implementation of a school counseling program that gets results.

Program Focus

- Beliefs
- Vision Statement
- Mission Statement

Program Planning

- School Data Summary
- Annual Student Outcome Goals
- Action Plans
 - Classroom and Group
 - Closing the Gap

School counselors work to create a future world where all students thrive.

- Lesson Plans
- Annual Administrative Conference
- Use of Time
- Calendars
 - Annual
 - Weekly
- Advisory Council

DELIVER

School counselors deliver developmentally appropriate activities and services directly to students or indirectly for students as a result of the school counselor's interaction with others.

These activities and services help students develop the ASCA Mindsets & Behaviors for Student Success and improve their achievement, attendance and discipline. Through the school counseling program, school counselors ensure equitable academic, career and social/emotional development opportunities for all students.

Direct Services with Students

Direct services are in-person interactions between school counselors and students and include the following:

- Instruction
- Appraisal and Advisement
- Counseling

Indirect Services for Students

Indirect services are provided on behalf of students as a result of the school counselors' interactions with others including:

- Consultation
- Collaboration
- Referrals

ASSESS

To achieve the best results for students, school counselors regularly assess their program to:

- determine its effectiveness in helping all students succeed
- inform improvements to their school counseling program design and delivery
- show how students are different as a result of the school counseling program

School counselors also self-assess their own mindsets and behaviors to inform their professional development and annually participate in a school counselor performance appraisal with a qualified administrator. The ASCA National Model provides the following tools to guide assessment and appraisal.

Program Assessment

- School Counseling Program Assessment
- Annual Results Reports

School Counselor Assessment and Appraisal

- ASCA School Counselor Professional Standards & Competencies Assessment
- School Counselor Performance Appraisal Template



The Essential Role of Elementary School Counselors



ELEMENTARY SCHOOL STUDENTS' DEVELOPMENTAL NEEDS

The elementary years are a time when students begin to develop their academic self-concept and feelings of competence and confidence as learners. They are beginning to develop decision-making, communication and life skills, as well as character values. It is also a time when students develop and acquire attitudes toward school, self, peers, social groups and family.

MEETING THE NEED

Elementary school counselors are educators uniquely trained in child development, learning strategies, self-management and social skills, who understand and promote success for today's diverse students. They implement a school counseling program to support students through this important developmental period. The program provides education, prevention and intervention activities, which are integrated into all aspects of children's lives. The program teaches knowledge, attitudes and skills students need to acquire in academic, career and social/emotional development, which serve as the foundation for future success.

Research shows the implementation of a school counseling program, as outlined by "The ASCA National Model: A Framework for School Counseling Programs," has a positive impact on student achievement. The development and implementation of these programs requires leadership from well-trained, highly competent elementary school counselors and includes a collaborative effort with school administrators, classroom teachers, school staff and community stakeholders.

Elementary school counselors do not work in isolation; rather they are integral to the total educational program. They provide a proactive program that engages students and includes leadership, advocacy and collaboration with school staff, administration and community/family members in the delivery of programs and activities to help students achieve success. Elementary school counselors also collaborate with teachers and parents on early identification and intervention of children's academic and social/emotional needs, which is essential in removing barriers to learning and developing skills and behaviors critical for academic achievement.

The work of elementary school counselors aligns with the school's mission to support all students' academic achievement as they prepare for the ever-changing world of the 21st century. This alignment is accomplished through the design, development, implementation and evaluation of a school counseling program. The tools guiding this work are the ASCA Mindsets & Behaviors for Student Success, which address students' academic, career and social/emotional development, and the ASCA National Model, with its data-informed, results-based focus. Research demonstrating the effectiveness of school counseling programs continues to grow, and there is evidence of the positive impact these programs have on academic and social/emotional development.

IMPLEMENTING A SCHOOL COUNSELING PROGRAM

Elementary school counselors define and focus the school counseling program based on the school's academic, attendance and discipline data. Identifying student needs through this data and consulting with administrators directs the program development. Elementary school counselors balance their program by addressing students' academic, career and social/emotional development in addition to balancing the delivery methods, recognizing that students learn in multiple ways. The end result of this work is reflected in improvement in

academic, attendance and discipline outcomes related to academic development, college and career readiness and social/emotional development.

The ASCA National Model provides a flexible framework elementary school counselors use to develop a school counseling program designed to meet their students' unique needs. The delivery of this program includes:

Direct student services including:

- instruction – teaching the school counseling curriculum to students focused through the lens of selected student standards from the ASCA Mindsets & Behaviors for Student Success.
- appraisal and advisement – assessing student abilities, interests and achievement to help them make decisions about their future.
- counseling – providing professional assistance and support to a student or small group of students during times of transition, heightened stress, critical change or other situations impeding student success. School counselors do not provide therapy or long-term counseling in schools. However, school counselors are prepared to recognize and respond to student mental health needs and assist students and families seeking resources.

Indirect student services including:

- consultation – share strategies supporting student achievement with parents, teachers, other educators and community organizations
- collaboration – work with other educators, parents and the community to support student achievement
- referrals – support for students and families to school or community resources for additional assistance and information

RESEARCH ON THE EFFECTIVENESS OF SCHOOL COUNSELING

Numerous studies demonstrate the value of school counseling for students in the domains of academic development, college and career readiness and social/emotional development. Results of research about the effectiveness of school counseling can be found at schoolcounselor.org/effectiveness.

THE ASCA NATIONAL MODEL: A FRAMEWORK FOR SCHOOL COUNSELING

For more information about school counseling programs based on the ASCA National Model, go to schoolcounselor.org/ascanationalmodel.

(Revised, 2019)

Why Elementary School Counselors?

The elementary school years set the foundation for developing the knowledge, attitudes and skills necessary for children to become healthy, competent and confident learners. Elementary school counselors have an impact on these years by implementing a school counseling program and collaborating with school staff, parents and the community to create a safe and respectful learning environment. By providing education, prevention, early identification and intervention, elementary school counselors help their students achieve academic success, develop an understanding of career opportunities and develop social/emotional skills in response to issues they face.

Elementary school counselors hold a master's degree and required state certification in school counseling. Maintaining certification includes ongoing professional development to stay current with education reform and challenges facing today's students. Professional association membership enhances the school counselor's knowledge and effectiveness.

The Essential Role of Middle School Counselors



Research shows school counseling programs, as outlined by “The ASCA National Model: A Framework for School Counseling Programs,” have a positive impact on student achievement. The development and implementation of these programs requires leadership from well-trained, highly competent middle school counselors and collaboration with school administrators, classroom teachers, school staff and community stakeholders.

MIDDLE SCHOOL STUDENTS’ DEVELOPMENTAL NEEDS

Middle school is an exciting yet challenging time for students, their parents and teachers. During this passage from childhood to adolescence, middle school students are characterized by a need to explore a variety of interests, connecting their learning in the

classroom to its practical application in life and work; high levels of activity coupled with frequent fatigue due to rapid growth; a search for their own unique identity as they begin turning more frequently to peers rather than parents for ideas and affirmation; extreme sensitivity to the comments from others; and heavy reliance on friends

to provide comfort, understanding and approval.

Identifying students’ academic and social/emotional needs, as well as providing any necessary interventions, is essential in removing barriers to learning and helping students develop skills and behaviors critical for academic achievement. The knowledge, attitudes and skills students acquire during these years build the foundation for future success.

MEETING THE NEED

Middle school counselors are educators uniquely trained in child and adolescent development, learning strategies, self-management and social skills. They implement a school counseling program to support students through this important developmental period. The school counseling program provides education, prevention and intervention activities, which are integrated into all aspects of students’ lives. The program teaches students the knowledge, attitudes and skills necessary for academic, career and social/emotional development.

Middle school counselors do not work in isolation; rather they are integral to the total educational program. They provide a proactive program that engages students and includes leadership, advocacy and collaboration with school staff, administration and community/family members in the delivery of programs and activities to help students achieve success. Middle school counselors also collaborate with teachers and parents on early identification and intervention of children’s academic and social/emotional needs, which is essential in removing barriers to learning and developing skills and behaviors critical for academic achievement.

The work of middle school counselors aligns with the school’s mission to support all students’ academic achievement as they

prepare for the ever-changing world of the 21st century. This alignment is accomplished through the design, development, implementation and evaluation of a school counseling program. The tools guiding this work are the ASCA Mindsets & Behaviors for Student Success, which address students' academic, career and social/emotional development, and the ASCA National Model, with its data-informed, results-based focus. Research demonstrating the effectiveness of school counseling programs continues to grow, and there is evidence of the positive impact these programs have on students' academic and social/emotional development.

IMPLEMENTING A SCHOOL COUNSELING PROGRAM

Middle school counselors define and focus the school counseling program based on the school's academic, attendance and discipline data. Identifying student needs through this data and consulting with administrators guides program development. Middle school counselors balance their program by addressing students' academic, career and social/emotional development in addition to balancing delivery methods, recognizing that students learn in multiple ways. The end result of this work is reflected in improvement in academic, attendance and discipline outcomes related

to academic development, college and career readiness and social/emotional development.

The ASCA National Model provides a flexible framework middle school counselors use to develop a school counseling program designed to meet students' unique needs. The delivery of these services includes:

Direct student services including:

- instruction – teaching the school counseling curriculum to students focused through the lens of selected student standards from the ASCA Mindsets & Behaviors for Student Success.
- appraisal and advisement – assessing student abilities, interests and achievement to help them make decisions about their future.
- counseling – providing professional assistance and support provided to a student or small group of students during times of transition, heightened stress, critical change or other situations impeding student success. School counselors do not provide therapy or long-term counseling in schools; however, school counselors are prepared to recognize and respond to student mental health needs and to assist students and families seeking resources.

Indirect student services including:

- consultation – share strategies supporting student achievement with parents, teachers, other educators and community organizations
- collaboration – work with other educators, parents and the community to support student achievement
- referrals – support for students and families to school or community resources for additional assistance and information

RESEARCH ON THE EFFECTIVENESS OF SCHOOL COUNSELING

Numerous studies demonstrate the value of school counseling for students in the domains of academic development, college and career readiness and social/emotional development. Results of research about the effectiveness of school counseling can be found at schoolcounselor.org/effectiveness.

THE ASCA NATIONAL MODEL: A FRAMEWORK FOR SCHOOL COUNSELING

For more information about school counseling programs based on the ASCA National Model, go to schoolcounselor.org/ascanationalmodel.

(Revised, 2019)

Why Middle School Counselors?

Middle school students are characterized by rapid physical growth, curiosity about their world and an emerging self-identity. Middle school counselors have an impact on these years by implementing a school counseling program and collaborating with school staff, parents and the community to create a safe, respectful learning environment whereby young adolescents can maximize personal and academic achievement.

Middle school counselors enhance the learning process and promote academic, career and social/emotional development. School counseling programs are essential for students to achieve optimal personal growth, acquire positive social skills and values, set informed career goals and realize full academic potential to become productive, contributing members of the world community.

Middle school counselors hold a master's degree and required state certification in school counseling. Maintaining certification includes ongoing professional development to stay current with education reform and challenges facing today's students. Professional association membership enhances the school counselor's knowledge and effectiveness.



The Essential Role of High School Counselors



Research shows the implementation of a school counseling program, as outlined by “The ASCA National Model: A Framework for School Counseling Programs,” has a positive impact on student achievement. The development and implementation of these programs requires leadership from well-trained, highly competent high school counselors and includes a collaborative effort with school administrators, classroom teachers, school staff and community stakeholders.

HIGH SCHOOL STUDENTS’ DEVELOPMENTAL NEEDS

High school is the final transition into adulthood, postsecondary education and the world of work as students begin separating from parents and exploring and defining their independence. Students are deciding who they are, what they do well and what they will do when they

graduate. During these adolescent years, students are evaluating their strengths, skills and abilities.

The biggest influence is their peer group. They are searching for a place to belong and rely on peer acceptance and feedback. They face increased pressures regarding risk behaviors involving sex,

alcohol and drugs while exploring the boundaries of more acceptable behavior and mature, meaningful relationships. They need advisement in using technology to further their academic and career goals and also need assistance managing and responding to the challenges of using technology safely and appropriately for personal expression.

High school students need advisement in making concrete and compounded decisions. They must navigate academic, peer and parental pressures as they face high-stakes testing, the challenges of college admissions, the scholarship and financial aid application process and entrance into a competitive job market.

MEETING THE NEED

High school counselors are educators uniquely trained in child and adolescent development, learning strategies, self-management and social skills who understand and promote success for today’s diverse students. They implement a school counseling program to support students through this important developmental period. The program provides education, prevention and intervention activities, which are integrated into all aspects of students’ lives. The program teaches knowledge, attitudes and skills students need to acquire in academic, career and social/emotional development, which serve as the foundation for future success.

High school counselors do not work in isolation; rather they are integral to the total educational program. They provide a proactive program that engages students and includes leadership, advocacy and collaboration with school staff, administration and community/family members in the delivery of programs and activities to help students achieve success. High school counselors also collaborate with teachers and parents on early iden-

tification and intervention of children's academic and social/emotional needs, which is essential in removing barriers to learning and developing skills and behaviors critical for academic achievement.

The work of high school counselors aligns with the school's mission to support all students' academic achievement as they prepare for the ever-changing world of the 21st century. This alignment is accomplished through the design, development, implementation and evaluation of a school counseling program. The tools guiding this work are the ASCA Mindsets & Behaviors for Student Success, which address students' academic, career and social/emotional development, and the ASCA National Model, with its data-informed, results-based focus. Research demonstrating the effectiveness of school counseling programs continues to grow, and there is evidence of the positive impact these programs have on academic and social/emotional development.

IMPLEMENTING A SCHOOL COUNSELING PROGRAM

High school counselors define and focus the school counseling program based on the school's academic, attendance and discipline data. Identifying student needs through this data and consulting with administrators guides program development. High school counselors provide equitable and appropriate services by addressing students' academic, career and social/emotional developmental

needs in addition to balancing delivery methods, recognizing students learn in multiple ways. The end result of this work is reflected in improvement in academic, attendance and discipline outcomes related to academic development, college and career readiness and social/emotional development.

The ASCA National Model provides a flexible framework high school counselors use to develop a program designed to meet their students' unique needs. The delivery of these services includes:

Direct student services including:

- instruction – teaching the school counseling curriculum to students focused through the lens of selected student standards from the ASCA Mindsets & Behaviors for Student Success.
- appraisal and advisement – assessing student abilities, interests and achievement to help them make decisions about their future.
- counseling – providing professional assistance and support to a student or small group of students during times of transition, heightened stress, critical change or other situations impeding student success. School counselors do not provide therapy or long-term counseling in schools; however, school counselors are prepared to recognize and respond to student mental health needs and to assist students and families seeking resources.

Indirect student services including:

- consultation – share strategies supporting student achievement with parents, teachers, other educators and community organizations
- collaboration – work with other educators, parents and the community to support student achievement
- referrals – support for students and families to school or community resources for additional assistance and information.

RESEARCH ON THE EFFECTIVENESS OF SCHOOL COUNSELING

Numerous studies demonstrate the value of school counseling for students in the domains of academic development, college and career readiness and social/emotional development. Results of research about the effectiveness of school counseling can be found at schoolcounselor.org/effectiveness.

THE ASCA NATIONAL MODEL: A FRAMEWORK FOR SCHOOL COUNSELING

For more information about school counseling programs based on the ASCA National Model, go to schoolcounselor.org/ascanationalmodel.

(Revised, 2019)

Why High School Counselors?

High school years are full of growth, promise, excitement, frustration, disappointment and hope. It is the time when students begin to discover what the future holds for them. High school counselors have an impact on these years by implementing a comprehensive school counseling program and collaborating with school staff, parents and the community to create a safe and respectful learning environment. High school counselors enhance the learning process and promote academic, career and social/emotional development. High school counseling programs are essential for students to achieve optimal personal growth, acquire positive social skills and values, set informed career goals and realize their full academic potential to become productive, contributing members of the world community.

High school counselors hold a master's degree and required state certification in school counseling. Maintaining certification includes ongoing professional development to stay current with educational reform and challenges facing today's students. Professional association membership enhances the school counselor's knowledge and effectiveness.

The Essential Role of School Counseling Directors/Coordinators



Research shows implementation of a school counseling program, as outlined in “The ASCA National Model: A Framework for School Counseling Programs,” improves student achievement and success. The development and implementation of school counseling programs requires the leadership and collaborative effort of well-trained, highly competent school counselors. School counseling directors/coordinators provide leadership, advocacy and collaboration at the school, district and state levels to ensure the development, implementation and assessment of school counseling programs that benefit all students.

SUPERVISION OF COMPREHENSIVE SCHOOL COUNSELING PROGRAMS

The primary responsibility of the school counselor director/coordinator in a district or state is to support the development and implementation of school counseling programs based upon the identified needs of the students in the individual school building, district or state. The ASCA National Model provides in-depth information on the development of a school counseling program.

School counseling directors/coordinators provide leadership to ensure:

- implementation of the school counseling program at the school, district and/or state levels
- integration of school counseling programs with the total educational curriculum of the school, district and/or state
- hiring of qualified, diverse school counselors
- individual and group supervision to school counselors in practice
- a school counselor performance appraisal process aligned with the appropriate role of the school counselor

School counseling directors/coordinators advocate for:

- students’ needs, based on school and district data
- the elimination of barriers to access and equity to a rigorous education for all students
- equity in policies and procedures that have an impact on students
- policies supporting the implementation of school counseling programs for all students
- school counselors to participate in school leadership teams
- programs and services leading to student success and achievement with

- school staff members, parents, district- and state-level staff, school board members and the community
- a student-to-school-counselor ratio of 250:1
- school counselors to spend 80 percent or more of their time in direct and indirect services to students as defined by the ASCA National Model

School counseling directors/coordinators collaborate with:

- school counselors to assess the professional development needs of school counselors in the school, district and/or state
- adult learning experts to ensure regularly scheduled professional development, consultation and supervision for the continuous improvement of the school counseling program
- school staff and community members on district and/or state leadership teams
- school and community officials regarding crisis response efforts
- school counselor educators to ensure school counseling training and preparation is founded on school counseling programs and emphasizes the school counselor's role as educational leader, advocate, collaborator and systemic change agent

- college and university personnel in the supervision of school counseling interns/fieldwork students
- education stakeholders to provide information about the need for a K–12 school counseling program to school-, district- and state-level administrators, school boards and the community
- school counselor professional associations to encourage membership and involvement

School counseling directors/coordinators hold a master's degree or higher in school counseling or the substantial equivalent and meet licensure and credentialing requirements in school counseling as defined by each state. They also have advanced training in supervision and school counseling programs, and many states require school counseling directors/coordinators to hold administrative and/or supervisory licensure in addition to school counseling licensure. While they provide feedback and support to school counselors in the development and implementation of a school counseling program, they also provide direction to school administrators if these administrators supervise school counselors.

In the absence of a district coordinator with school counseling credentials, the district or school administrator who oversees the school counseling program should seek guidance from the state coordinator for school counseling, the state school counselor association or the American School Counselor Association.

RESEARCH ABOUT THE EFFECTIVENESS OF SCHOOL COUNSELING

Research shows school counseling programs, as outlined by “The ASCA National Model: A Framework for School Counseling Programs,” have a positive impact on student achievement, career and social/emotional development. Results of research about the effectiveness of school counseling can be found at schoolcounselor.org/effectiveness.

THE ASCA NATIONAL MODEL: A FRAMEWORK FOR SCHOOL COUNSELING

For more information about school counseling programs based on the ASCA National Model, go to schoolcounselor.org/ascanationalmodel.

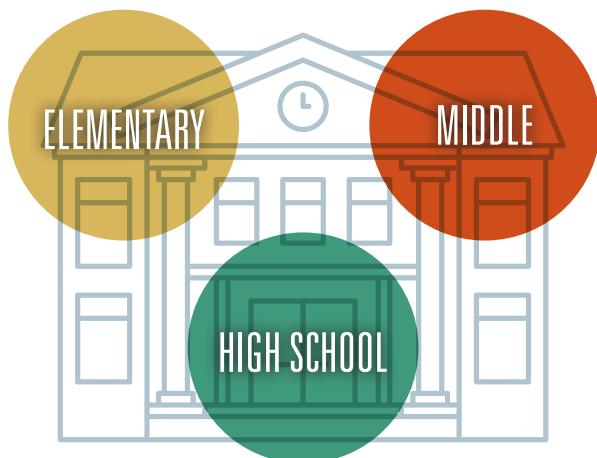
(Revised, 2019)



WHO ARE SCHOOL COUNSELORS?

School counselors are certified/licensed educators who improve student success for all students by implementing a data-informed school counseling program.

EMPLOYED AT ALL LEVELS



Also employed in district supervisory positions; and school counselor education positions



SCHOOL COUNSELOR QUALIFICATIONS

► **Hold, at minimum, a master's degree in school counseling**

► **Meet the state certification/licensure standards**

► **Fulfill continuing education requirements**

► **Uphold ASCA ethical and professional standards**



AMERICAN
SCHOOL
COUNSELOR
ASSOCIATION

For more information, resources please visit
www.schoolcounselor.org



SCHOOL COUNSELOR'S ROLE

School counselors play an essential role in creating an equitable, inclusive school culture promoting success for all.

► **Help all students:**

- apply academic achievement strategies
- manage emotions and apply interpersonal skills
- plan for postsecondary options (higher education, military, work force)

► **Appropriate duties include providing:**

- individual student academic planning and goal setting
- school counseling classroom lessons based on student success standards
- short-term counseling to students
- referrals for long-term support
- collaboration with families/teachers/administrators/community for student success
- advocacy for students at individual education plan meetings and other student-focused meetings
- data analysis to identify student issues, needs and challenges

IDEAL CASELOAD

250 students per school counselor



Appropriate and Inappropriate Activities for School Counselors

Appropriate Activities for School Counselors	Inappropriate Activities for School Counselors
■ advisement and appraisal for academic planning	■ building the master schedule
■ orientation, coordination and academic advising for new students	■ coordinating paperwork and data entry of all new students
■ interpreting cognitive, aptitude and achievement tests	■ coordinating cognitive, aptitude and achievement testing programs
■ providing counseling to students who are tardy or absent	■ signing excuses for students who are tardy or absent
■ providing counseling to students who have disciplinary problems	■ performing disciplinary actions or assigning discipline consequences
■ providing short-term individual and small-group counseling services to students	■ providing long-term counseling in schools to address psychological disorders
■ consulting with teachers to schedule and present school counseling curriculum lessons based on developmental needs and needs identified through data	■ covering classes when teachers are absent or to create teacher planning time
■ interpreting student records	■ maintaining student records
■ analyzing grade-point averages in relationship to achievement	■ computing grade-point averages
■ consulting with teachers about building classroom connections, effective classroom management and the role of noncognitive factors in student success	■ supervising classrooms or common areas
■ protecting student records and information per state and federal regulations	■ keeping clerical records
■ consulting with the school principal to identify and resolve student issues, needs and problems	■ assisting with duties in the principal's office
■ advocating for students at individual education plan meetings, student study teams and school attendance review boards, as necessary	■ coordinating schoolwide individual education plans, 504 plans, student study teams, response to intervention plans, MTSS and school attendance review boards
■ analyzing disaggregated schoolwide and school counseling program data	■ serving as a data entry clerk

INSTRUCTIONS FOR WRITTEN REPORT OF SUSPECTED CHILD ABUSE/NEGLECT (DHR-FCS-1593)

Purpose: This form is used by the public to report suspected child abuse/neglect to DHR.

EXPLANATION OF CERTAIN PROVISIONS OF THE CHILD ABUSE/NEGLECT REPORTING LAW (Code Of Alabama 1975, Sections 26-14-1 through 26-14-13)

In order to protect children whose health and welfare may be adversely affected through abuse and neglect, this law provides for the reporting of such cases to appropriate authorities. The law also contains immunity provisions so that any person making a report pursuant to the statute is immune from any civil or criminal liability that might otherwise be incurred or imposed.

The following institutions and persons are **required by law** to report **known or suspected** child abuse or neglect **under a penalty of a misdemeanor, fine or sentence:** all hospitals, clinics, sanitariums, doctors, physicians, surgeons, medical examiners, coroners, dentists, osteopaths, optometrists, chiropractors, podiatrists, physical therapists, nurses, public and private K-12 employees, school teachers and officials, peace officers, law enforcement officials, pharmacists, social workers, day care workers or employees, mental health professionals, employees of public and private institutions of postsecondary and higher education, members of the clergy as defined in Rule 505 of the Alabama Rules of evidence (except for information gained solely in a confidential communication) which includes "any duly ordained, licensed, or commissioned minister, pastor, priest, rabbi, or practitioner of any bona fide established church or religious organization," or any other person called upon to render aid or medical assistance to any child when such child is known or suspected to be abused or neglected.

In addition, any other person may make a report if that person has reasonable cause to suspect that a child is being abused or neglected.

INSTRUCTIONS

Print or type all known information.

SECTION I - CHILDREN ALLEGEDLY ABUSED OR NEGLECTED

Enter identifying information (name, sex, ethnicity, date of birth or approximate age) for each child in the family who is suspected to be abused or neglect. If the report is for more than one (1) child and they are not all members of the same family, a separate report (1593) must be completed. This includes if the children live in separate households or are a separate family within the same household.

Enter the child(ren)'s address and telephone number.

SECTION II - OTHER PERSONS LIVING WITH THE CHILDREN

Enter identifying information (name, date of birth or approximate age, ethnicity, and relationship) for each person living in the home with the child(ren) named in Section I.

SECTION III - PERSON(S) ALLEGEDLY RESPONSIBLE FOR ABUSE OR NEGLECT

Enter identifying information (name, sex, ethnicity, date of birth or approximate age, and relationship to the child(ren) named in Section I) for each person believed to be responsible for the suspected abuse or neglect.

SECTION IV - ABUSE OR NEGLECT ALLEGATIONS

Describe the alleged abuse or neglect; how it affected the child (physical injury; behavior exhibited by the child due to the suspected abuse/neglect); and provide the date(s) the abuse or neglect occurred, if known.

Provide information on how you became aware of the suspected abuse or neglect.

Enter the name, address, telephone number and relationship of anyone who may have knowledge of the abuse or neglect or the child's/family's situation. If the child(ren) received treatment or evaluation by a doctor or hospital due to the abuse or neglect, provide identifying information on the doctor or hospital (if not the reporter).

SECTION V - OTHER PERTINENT INFORMATION

Enter any other information which may be helpful (e.g., prior abuse/neglect; name of child's school; parents' employment or working hours; safety concerns for DHR staff who visit the child/family).

SECTION VI - REPORTER (Information is confidential and not released unless required by a court order)

You are requested to enter your name, address, telephone number and agency or relationship to the children identified in Section I. Indicate whether you made a verbal (telephone or in-person) report to either the local Department of Human Resources or a local law enforcement agency. If a verbal report was made, identify the specific person, agency, and date the report was made. Sign and date the form.

REFERRAL FOR SCHOOL-BASED MENTAL HEALTH (SBMH) SERVICES

School: _____ School Unique ID #: _____
School System: _____ System Unique ID #: 002
MH Provider: _____ MH Provider 3-Digit ID #: 005
MH Therapist: _____ MH Therapist 4-digit Worker ID #: _____
Student Being Referred: _____ SSID #: _____
DOB: _____ Age: _____ Race: _____ Sex: _____ MH Record # (If Accepted into Services): _____
Teacher: _____ Grade: _____ Regular Ed: _____ Special Ed: _____
Exceptionality (or NA): _____
Date of Referral: _____ School Counselor Making Referral: _____
Insurance Info: Medicaid: _____ AllKids: _____ Other: _____ None: _____
Parent or Legal Guardian (circle which) Name: _____
Student's Home Address: _____

Student lives with Parent/Guardian (Circle): YES NO If No, explain: _____
Home Phone #: _____ Cell Phone #: _____ Work/Other Phone #: _____
Parent/Guardian notified of referral by School Counselor and agrees to screening for MH services? (Circle) YES NO
FSIQ: _____ Individual/Family Counseling: _____ Assessment for Day Treatment: _____

CONCERNING BEHAVIORS (CHECK ALL THAT APPLY)

____ Reports Abuse	____ Victim of Crime/Violence	____ Suicidal Behaviors/Threats
____ Recent Traumatic Event	____ Peer/Social Problems	____ Parent/Child Conflict
____ Unusual Changes in Mood	____ Eating Problems	____ Substance Use Problems
____ Withdrawn/Depression	____ Recent Loss or Separation	____ Excessive Crying/Sadness
____ Angry/Agitated	____ Violent Outbursts	____ Fighting/Destroying Property
____ Resistant to Authority	____ Legal/Court Problems	____ High Risk Behaviors
____ Sexual Misconduct	____ Bullying (Perp./Victim)	____ Reports Sleep Problems
____ Inattentive/Hyperactive	____ Changes in Grades	____ Reports Fears/Phobias

Notes/Strategies Used by School in Attempt to Modify Behavior: _____

Referral Accepted: _____ Referral Denied: _____ Reason for Denial: _____

Date Accepted/Denied: _____ Date Services Started: _____ Date Services Ended: _____



Baldwin County Public School System

Department of Prevention and Support Services

1091 B Avenue

Loxley, AL 36551

251.972.8550

Student's Name: _____

Date of Birth: _____

School: _____

AUTHORIZATION FOR RELEASE OF INFORMATION

I, the parent/legal guardian of the above referenced student, hereby authorize the designated agent (so noted below) to communicate with, receive records from, and release any and all pertinent information to the Baldwin County Public School System, Division of Prevention and Support Services, 2600-A North Hand Avenue, Bay Minette, Alabama 36507.

Copies of psychological evaluations, medical records, and other pertinent information will be used by professional personnel and maintained in confidential files. Please include information concerning medical/psychological diagnosis and any recommendations pertaining to the student's educational needs.

Designated Agent Address

Alta Pointe Health Systems
372 South Greeno Road
Fairhope, Alabama 36532

Correspondence should be sent to:

Parent/Guardian Signature

Date

REFERRAL FOR SCHOOL-BASED MENTAL HEALTH (SBMH) SERVICES

School: _____ School Unique ID #: _____
School System: _____ System Unique ID #: 002
MH Provider: _____ MH Provider 3-Digit ID #: 005
MH Therapist: _____ MH Therapist 4-digit Worker ID #: _____
Student Being Referred: _____ SSID #: _____
DOB: _____ Age: _____ Race: _____ Sex: _____ MH Record # (If Accepted into Services): _____
Teacher: _____ Grade: _____ Regular Ed: _____ Special Ed: _____
Exceptionality (or NA): _____
Date of Referral: _____ School Counselor Making Referral: _____
Insurance Info: Medicaid: _____ AllKids: _____ Other: _____ None: _____
Parent or Legal Guardian (circle which) Name: _____
Student's Home Address: _____

Student lives with Parent/Guardian (Circle): YES NO If No, explain: _____

Home Phone #: _____ Cell Phone #: _____ Work/Other Phone #: _____

Parent/Guardian notified of referral by School Counselor and agrees to screening for MH services? (Circle) YES NO

FSIQ: _____ Individual/Family Counseling: _____ Assessment for Day Treatment: _____

CONCERNING BEHAVIORS (CHECK ALL THAT APPLY)

____ Reports Abuse	____ Victim of Crime/Violence	____ Suicidal Behaviors/Threats
____ Recent Traumatic Event	____ Peer/Social Problems	____ Parent/Child Conflict
____ Unusual Changes in Mood	____ Eating Problems	____ Substance Use Problems
____ Withdrawn/Depression	____ Recent Loss or Separation	____ Excessive Crying/Sadness
____ Angry/Agitated	____ Violent Outbursts	____ Fighting/Destroying Property
____ Resistant to Authority	____ Legal/Court Problems	____ High Risk Behaviors
____ Sexual Misconduct	____ Bullying (Perp./Victim)	____ Reports Sleep Problems
____ Inattentive/Hyperactive	____ Changes in Grades	____ Reports Fears/Phobias

Notes/Strategies Used by School in Attempt to Modify Behavior: _____

Referral Accepted: _____ Referral Denied: _____ Reason for Denial: _____

Date Accepted/Denied: _____ Date Services Started: _____ Date Services Ended: _____

The Bridge, Inc. Referral & Release

INFORMATION TO BE COMPLETED BY PERSON MAKING REFERRAL

Person Referring: _____ Date: _____

Client Name: _____ SSN: _____

Guardian(s): _____ Phone: _____

Address: _____ DOB: _____

Grade: _____ School: _____

Special ED/IEP? YES NO If yes, specify exceptionality: _____

Brief description of current concern(s): _____

Previous intervention(s) used: _____

All clients seen in the schools must have the accompanying release form completed and signed by the legal guardian prior to sessions beginning. Please send the release and this referral form to The Bridge Inc. If you have any questions, please call Linda Musi at 251.338.1780 extension 7032.

Revised 07.2019

The Bridge, Inc. Referral & Release

Student Name: _____ DOB: _____

Guardian(s): _____ Phone: _____

School: _____ Date: _____

Authorization for Release of Information

I, the legal parent/legal guardian of the above referenced student, hereby authorize the designated agent listed below to communicate with, receive records from and release any and all pertinent information to the school listed above. I understand that all records will be used by professional personnel and maintained in confidential files. The Bridge, Inc. program services can be billed directly to insurance and will result in no out of pocket expense to you. The Bridge, Inc. is a private non-profit and a certified provider for Medicaid, AllKids and BCBS of Alabama. The Bridge, Inc. will bill services to the insurance company you list below. If there are any charges declined, The Bridge, Inc. will still not charge you directly. Please include information concerning medical coverage below so that The Bridge, Inc. can begin services immediately. Feel free to contact The Bridge, Inc. representative as listed below.

Designated Agent Address and Contact Information

The Bridge, Inc.
200 East Fig Avenue
Foley, AL 36536
251.338.1780 extension 7032

Print name of parent/guardian(s): _____

Relation to client referred: _____ Guardian Date of Birth: _____

Guardian address: _____

Insurance Information: Medicaid AllKids BCBS Other (specify): _____

Cardholder Name: _____ Policy Number: _____

Information from Guardian for Bridge Therapist that will help in providing services to the child listed above:

Guardian Signature: _____ Date: _____



Suicide Intervention Form

Name of Student	Grade	Race	Gender
Parent Name(s)	Home Phone		
Address	Work Phone		
City / Zip Code	Special Services		
Referred by	School	Date	
Reason for Referral			
Intervention Checklist			
Conference confirms student is at suicide risk Safety Plan Completed Notified principal Original sent to the Intervention Supervisor Copy retained for file	Parent contacted Time: _____ Method: _____ Referral to Alta Pointe Release of Info signed Referral faxed to Alta Pointe		
Further Comments on Intervention Efforts			

Counselor's or Social Worker's Signature

Date

Principal's Signature

Date

Please forward this form via the courier to the Intervention Supervisor.



Baldwin County Public School System

Suicide Intervention Parent Acknowledgment of Notification

Date _____

I, _____, have been notified that my child _____
(Parent's name) (Student's name)
has verbalized, or through other activities, has manifested a suicidal threat. Consequently, I have been asked to carefully monitor my child and to also seek medical/mental health consultation immediately from community agencies.

I have been told that the school will follow-up with my child once he/she returns to school in order to provide support for his/her emotional well-being and safety. Not only have I been given a copy of my child's safety plan, but I have also been given the opportunity to ask questions regarding my child's needs and the types of support/resources available for my child from community agencies.

In the event that I am notified **three or more times** during the current school year that my child has expressed suicidal ideations or behavior, I understand that I will be **required** to seek medical/mental health assistance for my child before he/she is re-admitted on the school campus. During the **mandatory re-admit conference** that will be held with the school counselor, my child, and me, I will be asked to provide appropriate documentation, i.e., a discharge form, doctor's note, mental health clearance form, etc.

Parent/Guardian's Signature

Counselor's Signature

_____ Parent refused to sign (Check if applicable)

If Parent/Guardian Cannot Be Contacted:

An effort was made to contact the parent/guardian/emergency contact by telephone at the following times:

Date	Time	Results (Please check accordingly)
		<input type="checkbox"/> No answer <input type="checkbox"/> Left message <input type="checkbox"/> Contacted _____
		<input type="checkbox"/> No answer <input type="checkbox"/> Left message <input type="checkbox"/> Contacted _____
		<input type="checkbox"/> No answer <input type="checkbox"/> Left message <input type="checkbox"/> Contacted _____
		<input type="checkbox"/> No answer <input type="checkbox"/> Left message <input type="checkbox"/> Contacted _____

The parent/guardian could not be reached **OR** refused to come get his/her student. Consequently, the student was not allowed to leave school or to go home unescorted, so the following action was taken:

- _____ Contacted local Police Department
- _____ Contacted Sheriff's Department
- _____ Contacted school resource officer
- _____ Contacted attendance officer or school social worker in order to conduct a home visit to notify the parent/guardian
- _____ Contacted the Department of Human Resources (DHR)
- _____ Contacted emergency services, i.e., hospital, paramedics, mental health, etc.
- _____ Other (Explain): _____

Suicide prevention resources

The National Suicide Prevention Lifeline:
(1-800-273-8255) 1-800-273-TALK
Spanish Lifeline: (1-888-628-9454)
Crisis Text Line: Text “HELLO” to 741-741
SAMHSA’s crisis network: call, text, or chat 988 (available 7/16/22)

A free 24-hour lifeline available to anyone in suicidal crisis or emotional distress. www.suicidepreventionlifeline.org

What Happens When I Call the Suicide Prevention Lifeline? A skilled, trained crisis worker who works at the Lifeline Crisis Center closest to you will answer the phone. This person will listen to you, understand how your problem is affecting you, provide support, and share any resources that may be helpful. Remember, your call is confidential and free.

How Do I Use the Crisis Text Line?
Text HELLO to 741-741 from anywhere in the United States, 24/7. Trained volunteers will text about whatever is a crisis to you—addiction, anxiety, assault, bullying, depression, eating disorders, self-harm, or suicide. Conversations usually end when both you and the crisis counselor feel that you’re in a safe place.

Resources: *To learn more about suicide and to get help, consider the following resources:*

American Association of Suicidology
www.suicidology.org or call (1-202-237-2280)
A resource and education organization dedicated to the understanding and prevention of suicide.

American Foundation for Suicide Prevention
www.afsp.org or call (1-888-333-2377)
Dedicated to advancing the public’s knowledge of suicide and its prevention.

Teen Line
www.teenlineonline.org or call (1-800-852-8336)
A teen-to-teen confidential hotline that provides personal education and support for teenagers. Teenagers can call every evening from 8:00 p.m.-12:00 midnight, or they can text TEEN to 839-863.

The Jason Foundation
www.jasonfoundation.com or call (1-888-881-2323)
Dedicated to the prevention of the silent epidemic of youth suicide through educational and awareness programs that equip young people, educators, and parents with the tools and resources to help identify and assist at-risk youth.

Link’s National Resource Center for Suicide Prevention and Aftercare (LINK-NRC)
www.thelink.org or call (1-404-256-2919)
Provides suicide-related community education in the areas of prevention, intervention, aftercare, and support.

National Hopeline Network
www.hopeline.com or call (1-800-784-2433)
This national crisis hotline automatically connects people who are depressed or suicidal (or those who are concerned about a loved one) to a CONTACT USA or AAS certified crisis center.

The National Organization for People of Color Against Suicide
www.nopcas.org or call (1-973-204-8233)
Addresses and raises awareness about the epidemic of suicide and depression in minority communities.

Suicide Awareness Voices of Education (SAVE)
www.save.org or call (1-952-946-7998)
SAVE is dedicated to the prevention of suicide through public awareness and education. In addition to wanting to reduce the stigma associated with suicide, SAVE serves as a resource to those who have been touched by someone’s suicide.



Suicide Prevention Resource Center
www.sprc.org or call (1-877-438-7772)
The Suicide Prevention Resource Center (SPRC) provides technical assistance, training, and materials to increase the knowledge and expertise of suicide prevention practitioners and other professionals serving people at risk for suicide.

Survivors of Suicide
www.survivorsofsuicide.com
A place for survivors and friends of survivors to share their struggles after losing a loved one to suicide.

The Trevor Lifeline
www.thetrevorproject.org 866-488-7386 or text “START” to 678-678.
A national 24-hour, toll-free hotline providing crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender and questioning (LGBTQ) young people under 25.

To Write Love On Her Arms
<https://twloha.com> or call 321-499-3901
This is a non-profit movement dedicated to presenting hope and finding help for people struggling with depression, addiction, self-injury, and suicide.

Society for the Prevention of Teen Suicide
www.sptsusa.org or call 732-410-7900
An online resource that helps parents and educators raise awareness about youth suicide and attempted suicide through the development and promotion of educational training programs. The site also offers resources for teenagers who are contemplating suicide.



Inpatient Treatment : Child/Adolescent Psychiatric Hospitals

***These facilities have an emergency department where a person can be evaluated.*

**Baptist Hospital, Pensacola, FL (all ages) Bay Pointe Hospital, Mobile,AL (ages 5-18) Acute unit, also offers free same-day screening assessments by Telehealth or in person for treatment recommendations.	(850) 434-4011 (251) 450-2211
Beacon Behavioral Hospital, Luverne,AL (ages 6-18)	(334) 319-8724
Decatur Morgan West, Decatur,AL Acute care for children (ages 4-12) and adolescents (ages 13-18)	(256) 973-4000
East Alabama Health, Opelika,AL (ages 4-18)	(334) 821-0238 (334) 528-1010
**Grandview Medical Center, Birmingham,AL (ages 2-18)	(205) 971-6190
Hill Crest Behavioral Health Services, Birmingham,AL Acute adolescent and residential programs (ages 12-18)	(205) 833-9000
Laurel Oaks Behavioral Health Center, Dothan,AL 118-bed acute and residential programs (ages 4-18)	(334) 794-7373
Mountain View Hospital, Gadsden,AL Child (through age 12) and adolescent (ages 12-18) treatment center programs	(800) 245-3645
Oceans Behavioral Hospital, Biloxi, MS (ages 12-17)	(228) 388-0600
Pine Grove Behavioral Health and Addiction Services, Hattiesburg, MS Acute care 30-bed facility for psychiatric & substance use concerns	(601) 288-2273
**UAB Medicine, Birmingham,AL (ages 11-18)	(205) 934-9999

Support Groups

Survivors of Suicide Support Group (SOS)-Eastern Shore A no cost support group for adults 18 years or older who have had a loved one die by suicide. Meets on Zoom and in person the 2nd & 4th Monday at 6:30 p.m. in the Wesley Hall (double doors at the corner of Morphy Street and South Section Street) at Fairhope United Methodist Church: 155 South Section Street, Fairhope,AL 36532. Participants can join at any time; however, please email Lydia or Ann before attending to be added to the email list.	Lydia Barber lydiabarber1@gmail.com Ann Pearson ann.pearson@fairhopeumc.org
NAMI Baldwin County Family-to-Family Group A free 8-week educational program for family, friends, and significant others of adults with mental health conditions. Meets Thursday evenings from 6:30 to 9 p.m. in Zoom format. Please contact Heather for more registration information.	Heather Brown namiheatherbrown@gmail.com (251) 284-2742

For more information on support groups or connecting with a trained volunteer, please visit the American Foundation for Suicide Prevention at <https://afsp.org/find-a-support-group/>.

Additional Resources

Catholic Social Services The Jason Foundation provides students with accurate information and tools to identify the warning signs of suicide, how to provide peer support, and learn where to get help. Catholic Social Services (188 South Florida Street, Mobile,AL 36606) provides one-on-one counseling to individuals of all ages who are experiencing suicidal thoughts or whose life has been affected by another's suicide. Contact Ms. Buffy Marston for additional information.	Buffy Marston (251) 434-1550 x-230
Compass II Life Counseling Services Male and female (ages 11-18) therapy/group programs are available in Daphne and Mobile areas to assist adolescents in healthy social-emotional development. Pre-registration and \$25/session fee are needed for group programs. Parent resources and training are available during select periods throughout the year.Visit http://www.compassiilife.com/ for more information.	Deon Gaston ctltherapy@gmail.com (251) 229-2860
Flourish, Daphne,AL A non-profit community space for teen girls ages 13-18 to engage in positive community, build relationships, and gain positive skills. For more information or to sign up, visit www.flourishAL.com	Website: www.flourishAL.com



Disclaimer: The information made available on this handout by the Baldwin County Public School System is for general informational purposes only and should not be construed as an endorsement of any one particular resource. Revised 4/22

Your Name _____

's Safety Plan on

Today's Date _____

Step 1: My Warning Signs of a Crisis

--	--	--	--

Step 2: Activities I Can Do By Myself to Try to Take my Mind off of Things

THINGS I LIKE TO DO, COPING SKILLS, OR THINGS I'M GOOD AT:

--

Step 3: Taking My Mind off of Things

PEOPLE WHO CAN DISTRACT ME:

PLACES I CAN GO TO:

--	--

Step 4: People I Can Call for Help

NAME OF PERSON:			
RELATIONSHIP:			
CONTACT INFO:			

Step 5: Ways That Supportive People Can Help Me Stay Safe

--

Step 6: I Can Call These Very Important Phone Numbers To Stay Safe!

WHO:				
CONTACT INFO:				
WHEN:				

I'M GOING TO USE MY PLAN BECAUSE THESE ARE MY REASONS TO LIVE

--	--	--	--

El Plan de Seguridad de Su Nombre en Fecha de hoy

Paso 1: Señales de una Crisis

Paso 2: Cosas Que Puedo Hacer Solo Para Pensar de Otras Cosas

COSAS QUE ME GUSTAN HACER, COMPORTAMIENTOS SALUDABLES, O MIS TALENTOS:

Paso 3: Pensando de Otras Cosas

GENTE CON QUIEN PUEDO HABLAR:

LUGARES DONDE PUEDO IR:

Paso 4: Personas que Puedo Llamar para Pedir Ayuda

NOMBRE:

RELACIÓN:

COMO HACER CONTACTO:

Paso 5: Maneras en que mi sistema de apoyo me pueden ayudar estar seguro

Paso 6: Puedo llamar a estos números de teléfono para estar seguro

NOMBRE:

INFO. DE CONTACTO:

CUANDO USAR:

VOY A UTILIZAR MI PLAN PORQUE ESTAS SON MIS RAZONES PARA VIVIR



Self-Injury Intervention Form

Name of Student	Grade	DOB	Gender
Parent Name(s)		Home Phone	
Address		Work Phone	
City / Zip Code		Special Services	
Referred by	School	Date	
Reason for Referral			
Intervention Checklist			
<input type="checkbox"/> School nurse notified <input type="checkbox"/> Conference confirms student is not at suicide risk <input type="checkbox"/> Shared self-injury resources with student <input type="checkbox"/> Shared self-injury and mental health counseling resources with parents		<input type="checkbox"/> Principal notified <input type="checkbox"/> Original sent to Intervention Supervisor <input type="checkbox"/> Copy retained for file <input type="checkbox"/> Parent contacted Time: _____ Method: _____	
Further Comments on Intervention Efforts			

Counselor's or Social Worker's Signature

Date

Principal's Signature

Date

Please forward this form via the courier to the Intervention Supervisor.

December 2020



Parent Fact Sheet: Self-Injury

What is Self-Injury?

Self-injury occurs when an individual chooses to inflict wounds upon themselves because of psychological distress. Although it is difficult to understand, this behavior becomes a coping mechanism for some people. Feelings of anxiety and distress, being “outside” one’s body, and a need for self-punishment are among the reasons self-injurers cite for their behavior.

These acts are typically not intended as an act of suicide, and they are not due to intellectual disability, autism, or other developmental disorders.

What are Some Common Forms of Self-Injury?

- Cutting in lines on the arms and legs (with razor blades or knives)
- Repeatedly picking at scabs or injuries
- Erasing burns onto any part of the body
- Using matches or cigarettes to burn the body
- Hair pulling
- Head banging
- Punching walls or other hard surfaces repeatedly—may also take the form of hitting oneself (Look for bruised or bloodied knuckles)

Warning Signs that a Family Member is Self-Injuring

- Unexplained wounds or scars from cuts, bruises, or burns, usually on the wrists, arms, thighs, or chest.
- Blood stains on clothing, towels, or bedding; blood-soaked tissues.
- Sharp objects or cutting instruments—such as razors, knives, needles, glass shards, or bottle caps—in the person’s belongings.
- Frequent “accidents.” Someone who self-injures may claim to be clumsy or have many mishaps, in order to explain away injuries.
- Covering up. A person who self-injures may insist on wearing long sleeves or long pants, even in hot weather.
- Needing to be alone for long periods of time, especially in the bedroom or bathroom.
- Isolation and irritability.

Why do they do it?

Research has not been able to clearly define the life factors that lead to self-injury. However, what research has shown is that self-injurers are using the self-injury to relieve extremely uncomfortable feelings. In fact, those who do it believe that self-injury helps them in the following ways:

- Expresses feelings that they can’t put into words, or releases the pain and tension that they feel inside.
- Helps them feel in control or relieves guilt.
- Distracts them from overwhelming emotions or difficult life circumstances.
- Makes them feel alive, or simply feel something, instead of feeling numb.





Parent Fact Sheet: Self-Injury

What do I do now?

- Take a deep breath—this is tough, but it is better that you know about it.
- Realize that you cannot solve the problem, but you can access help.
- Access help!! Find a mental health professional and make an appointment as soon as possible.
- Do NOT tell your child that they must stop self-injuring—it won't work; it will just create frustration.
- DO remove readily available items for self-injury, but realize your child will probably find something else.
- DO immediately attend to physical damage and take your child to professional medical care when needed.
- DO provide a listening ear when your child needs someone to talk to—create an accepting atmosphere for him or her.
- DO help coordinate safety plans for your child between your mental health professional and the school mental health staff.
- DO keep the school updated about any changes in your child's intervention plan and his or her overall status.





Self-Injury: Parent & Guardians

What to do if your child is Self Injuring themselves

DO:

1. Accept your child although you do not accept his/her behavior.
2. Let your child know how much you love him/her, not only when he/she self-injures, but also at other times.
3. Understand that this is his/her way of coping with the intense pain that he/she feels inside.
4. Encourage healthier methods of coping by allowing him/her to brainstorm other ways other than hurting him/herself.
5. Listen!! Keep communication open by talking about things that would interest him/her even if it doesn't interest you.
6. Ask open questions (what or how) to encourage him/her to open up. Allow conversations to revolve around what he/she wants to talk about no matter how silly or crazy it may seem to you.
7. Allow him/her to share what they're feeling deep inside either with words (journaling) or in art (drawing, painting, creating, or any other way he/she can communicate their feelings).
8. Make your home a "Safe Place" by removing anything that could be used as a tool for self-injury.
9. Have fun together!! Try to do some fun things together. (Let him/her choose a fun activity that is interactive, not just going to the movies.) Although he/she may complain at first, your child really does want to spend time with you.
10. Discover what his/her personal strengths are and encourage him/her to use those strengths during difficult times.

11. Help your child to get involved in some area of interest, after-school activity, a good cause, or other good will effort.

12. Encourage some kind of outreach in the community, e.g., volunteering at a local animal shelter or wildlife sanctuary, helping an older person at a nursing home, tutoring a young child after school, or mentoring a troubled younger child.

DON'T

1. Say or do anything to cause guilt or shame. (e.g., "Why would you do such a thing?" or "How could you?")
2. Act shocked or appalled by his/her behavior.
3. Talk about his/her self-injury in front of friends or with other relatives.
4. Try to teach them what you think they should do.
5. Use punishment or negative consequences when he/she self-injures. (The reason he/she feels they need to self-injure is because he/she is hurting emotionally about someone or something.)
6. Overprotect by monitoring every move he/she makes, but do notice what's going on.
7. Deny that your child is self-injuring as a way of coping.
8. Keep your child from seeing friends, but do monitor who he/she sees.
9. Blame yourself for your child's behavior.



Self-Injury: School Counselors

How to assist a student who is Self Injuring themselves

DO:

1. Allow the child/adolescent unconditional acceptance.
2. Accept him/her as a person regardless of the behavior.
3. Make understanding the underlying causes for the behavior or goal.
4. Encourage a commitment to try positive alternative behaviors for coping.
5. Suggest a list of coping techniques to be used rather than self-injury.
6. Understand that this list is flexible and can always change.
7. Encourage open communication no matter what the behavior.
8. Acknowledge his/her efforts to cope with very difficult emotions.
9. Show that you care about the injuries.
10. Communicate that it is okay to talk about self-injury.
11. Help him/her discover their personal strengths.
12. Remember that you are not responsible for the child/adolescent's behavior.

DON'T

1. Be afraid to ask the question, "Do you self-injure?"
2. Make eliminating the behavior the primary goal.
3. Tell the child/adolescent to stop the self-injury behavior.
4. Use contracting as a reward or punishment system.
5. Make a safety contract. This may create a need to please you and further the feelings of inadequacy for the child/adolescent.
6. Make him/her feel ashamed or guilty about his/her behavior.
7. Feel responsible for the child/adolescent's decision to self-injure.
8. Be the only source of support for the child/adolescent.
9. Leave the family out of the healing process.



What to do if you are self injuring yourself

Self-Injury: Students



1. Confide in someone.

If you are ready to get help for cutting or self-harm, the first step is to confide in another person. It can be scary to talk about the very thing you have worked so hard to hide, but it can also be a huge relief to finally let go of your secret and share what you're going through.

Choose someone who isn't going to gossip or try to take control of your recovery. Ask yourself who in your life makes you feel accepted and supported. It could be a friend, teacher, religious leader, counselor, or relative.

2. Figure out why you cut or self-harm.

Understanding why you cut or self-harm is a vital first step toward your recovery. If you can figure out what function your self-injury serves, you can learn other ways to get those needs met—which in turn can reduce your desire to hurt yourself.

Identify your self-harm triggers. Since self-harm is most often a way of dealing with emotional pain, ask yourself what feelings make you want to cut or harm yourself. Is it sadness? Anger? Shame? Loneliness? Guilt? Emptiness?

Once you learn to recognize the feelings that trigger your need to self-injure, you can start developing healthier alternatives. If you're having a hard time pinpointing the feelings that trigger your urge to cut, you may need to work on your emotional awareness. Emotional awareness means knowing what you are feeling and why. It's the ability to identify and express what you are feeling from moment to moment and to understand the connection between your feelings and your actions.

3. Find new coping techniques

Self-harm is your way of dealing with feelings and difficult situations. So, if you're going to stop, you need to have alternative ways of coping in place so that you can respond differently when you start to feel like cutting or harming yourself.

If you self-harm to express pain and intense emotions:

- Paint, draw, or scribble on a big piece of paper with red ink or paint.
- Start a journal in which to express your feelings.
- Compose a poem or song to say what you feel.
- Write down any negative feelings and then rip the paper up.
- Listen to music that expresses what you're feeling.

If you self-harm to calm and soothe yourself:

- Take a bath or hot shower.
- Pet or cuddle with a dog or cat.
- Wrap yourself in a warm blanket.
- Massage your neck, hands, and feet.

If you self-harm because you feel disconnected and numb:

- Call a friend (you don't have to talk about self-harm).
- Take a cold shower.
- Hold an ice cube in the crook of your arm or leg.
- Chew something with a very strong taste, like chili peppers, peppermint, or a grapefruit peel.
- Go online to a self-help website, chat room, or message board.

If you self-harm to release tension or to vent anger:

- Exercise vigorously—run, dance, jump rope, or hit a punching bag.
- Punch a cushion or mattress or scream into your pillow.
- Squeeze a stress ball or squish a Play-Doh or clay.
- Rip something up, i.e., sheets of paper, a magazine, etc.
- Make some noise (play an instrument, bang on pots and pans).

4. Substitutes for the cutting sensation

(Source: The Mental Health Foundation, UK)

- Use a red tip pen to mark where you might usually cut.
- Rub ice across your skin where you might usually cut.
- Put rubber bands on wrists, arms, or legs, and snap them instead of cutting or hitting.

5. Hotline and Support

S.A.F.E. Alternative (Self-Abuse Finally Ends)—A helpline whose organization is dedicated to helping people who self-harm: 1-800-366-8288.



Self-Injury: Teachers

What to do if you suspect a student is Self Injuring themselves

DO:

1. Try to approach the student in a calm and caring way.
2. Accept him/her although you do not accept the behavior.
3. Let the student know how much you care about him/her and believe in his/her potential.
4. Understand that this is his/her way of coping with the pain that he/she feels inside.
5. Know the school's protocol for who to go to—school counselor, social worker, and/or nurse.
6. Offer to go with that student to see the professional helper.
7. Listen!! Allow the student to talk to you. Be available.
8. Discover what the student's personal strengths are and encourage him/her to use those strengths.
9. Help him/her get involved in some area of interest, i.e., a club, sport, peer program, or outreach project. Another option is to encourage them to volunteer at a local animal shelter or wildlife sanctuary, help an older person at a nursing home, tutor a young child after school, or mentor a child with low self-esteem.

DON'T

1. Say or do anything to cause the student to feel guilt or shame, i.e., "What did you do to yourself?" or "Why did you do that?"
2. Act shocked or appalled by his/her behavior.
3. Talk about their self-injury in front of the class or around his/her peers.
4. Try to teach him/her what you think he/she should do.
5. Judge the student even if you do not agree with him/her.
6. Tell the student that you won't tell anyone if he/she shares self-harming behaviors with you.
7. Use punishment or negative consequences if a student does self-injure.
8. Make promises to the student that you can't keep.



STUDENT BULLYING COMPLAINT FORM

The Alabama State Department of Education requires each school system to establish a procedure for the investigation of all incidents reported to school officials of bullying, violence, threats of violence, or intimidation by any other student. This form will assist schools in the Baldwin County Public School System in investigating these reported incidents of such behavior.

Today's date _____ / _____ / _____
Month Day Year

School: _____

PERSON REPORTING INCIDENT

Name: _____

Grade: _____

Homeroom Teacher _____

Place an X in the appropriate box: ☐ Parent/Guardian ☐ Student ☐ Upstander
☐ Close adult relative of student ☐ Other (_____)

1. Name of alleged student victim: _____ Age: _____

2. Name(s) of alleged offender(s), if known: (Please print.)	Grade	School	Is he/she a student?
_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No
_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No
_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No

3. Name of alleged witness(es), if known: (Please print.)

_____	Grade _____	School _____
_____	Grade _____	School _____
_____	Grade _____	School _____

4. On what date(s) did the incident happen?

_____ / _____ / _____ _____ / _____ / _____ _____ / _____ / _____
Month Day Year Month Day Year Month Day Year

5. Where did the incident happen? (Choose all that apply.)

☐ On school property ☐ At a school-sponsored activity or event off school property ☐ On a school bus
☐ On the way to/from school ☐ Via Internet—sent on school property ☐ Via Internet—sent off school property

6. Place a check next to the statement(s) that best describe(s) what happened. (Choose all that apply.)

- ☐ Any bullying, harassment, or intimidation that involves physical aggression
- ☐ Hitting, kicking, shoving, spitting, hair pulling, or throwing something
- ☐ Getting another person to hit or harm the student
- ☐ Teasing, name-calling, making critical remarks, or threatening, in person or by other means
- ☐ Demeaning and making the victim the object of jokes
- ☐ Making rude and /or threatening gestures
- ☐ Intimidating (bullying), extorting, or exploiting
- ☐ Spreading harmful rumors or gossip
- ☐ Cyberbullying (e.g., social media including Facebook, Twitter, Snapchat, Instagram, Kik, etc.)
- ☐ Sexual in nature
- ☐ Related to the student's perceived sexual orientation
- ☐ Excluding or rejecting the student
- ☐ Related to the student's disability
- ☐ Electronic communication (e.g., e-mail, text, sexting, etc.)
- ☐ Racial harassment
- ☐ Sexual harassment
- ☐ Other

7. Describe the incident(s), including what the alleged offender(s) said or did. (Please print.)

8. Why did the bullying, harassment, or intimidation occur? (Choose all that apply.)

- | | |
|---|--|
| <input type="checkbox"/> Because of race | <input type="checkbox"/> Because of immigration status |
| <input type="checkbox"/> Because of ethnicity | <input type="checkbox"/> Because of sex |
| <input type="checkbox"/> Because of color | <input type="checkbox"/> Because of gender |
| <input type="checkbox"/> Because of ancestry | <input type="checkbox"/> Because of gender identity |
| <input type="checkbox"/> Because of national origin | <input type="checkbox"/> Because of gender expression |
| <input type="checkbox"/> Because of religion | <input type="checkbox"/> Because of sexual orientation |

- | | |
|---|--|
| <input type="checkbox"/> Because of family/parent/material status | <input type="checkbox"/> Because of age |
| <input type="checkbox"/> Because of physical disability | <input type="checkbox"/> Because of poverty/socioeconomic status |
| <input type="checkbox"/> Because of language | <input type="checkbox"/> To impress others |
| <input type="checkbox"/> Just to be mean | <input type="checkbox"/> Because of another reason (specify) _____ |
| <input type="checkbox"/> Because of mental disability | <input type="checkbox"/> The reason is unknown |

9. Did a physical injury result from this incident? (Check the appropriate box.)

- ☐ No ☐ Yes, but it did not require medical attention ☐ Yes, and it required medical attention

10. Is there any additional information that you would like to provide? (Please print.)

(Attach a separate sheet, if necessary)

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Name: _____ Signature: _____

Date: _____

This section is to be completed by school officials.

Investigation Findings of the Bullying Incident

What actions were taken to investigate this incident? (Choose all that apply.)

- ☐ Interviewed alleged student victim
- ☐ Interviewed alleged offender(s)
- ☐ Interviewed alleged witness
- ☐ Witness statements collected in writing
- ☐ Interviewed school nurse
- ☐ Reviewed any medical information available
- ☐ Interviewed alleged offender's parent/guardian
- ☐ Interviewed teachers and/or school staff
- ☐ Conducted student record review
- ☐ Interviewed student victim's parent/guardian
- ☐ Examined physical evidence
- ☐ Reviewed/Obtained copy of police report

- ☐ Examined video evidence
- ☐ Conducted meeting with school resource officer
- ☐ Reviewed social media site
- ☐ Other (specify) _____
- ☐ Other (specify) _____
- ☐ Other (specify) _____

What corrective actions were taken in this case? (Choose all that apply.)

- ☐ None were required; this was a false allegation
- ☐ None; the incident did not warrant any corrective action
- ☐ None; no bullying occurred
- ☐ None; no harassment occurred
- ☐ None; no intimidation occurred
- ☐ None; the alleged incident could not be verified
- ☐ Determined as a conflict and not bullying, harassment, or intimidation
- ☐ Student conference
- ☐ Student warning
- ☐ Letter of apology
- ☐ Mediation
- ☐ Counseling
- ☐ Parent letter
- ☐ Parent telephone call
- ☐ Parent conference
- ☐ Detention
- ☐ On campus suspension (OCS)
- ☐ Out of school suspension
- ☐ Expulsion
- ☐ Behavior contract
- ☐ Plan of support to include a "go to" adult in the school
- ☐ Separation from other student to include transfer or change in schedule
- ☐ Meeting with school resource officer
- ☐ Developed template for safety plan
- ☐ Other (specify) _____
- ☐ Other (specify) _____
- ☐ Other (specify) _____

Additional pertinent information gained during the interview:

(Attach a separate sheet, if necessary)

Parent Notifications:

Alleged victim's parent notified on _____ via ☐ Phone ☐ Conference ☐ Letter
(date)

☐ Other _____ regarding the completion of the investigation

Alleged offender's parent notified on _____ via ☐ Phone ☐ Conference ☐ Letter
(date)

☐ Other _____ regarding the completion of the investigation

School Administrator's Name: _____

School Administrator's Signature: _____

Date: _____



FORMULARIO DE QUEJA DE HOSTIGAMIENTO Y ACOSO DEL ESTUDIANTE

El Departamento de Educación del Estado de Alabama exige que cada sistema escolar establezca un procedimiento para la investigación de todos los incidentes escolares de hostigamiento/bullying, violencia, amenazas de violencia o intimidación por parte de cualquier estudiante denunciados a los funcionarios escolares. Este formulario ayudará al Sistema Escolar Público del Condado de Baldwin a investigar dichos incidentes reportados.

Fecha de hoy _____ / _____ / _____ Escuela: _____
Mes Día Año

PERSONA QUE REPORTA EL INCIDENTE

Nombre: _____

Grado: _____

Maestro _____

Ponga una "X" en la casilla correcta: ☐ Padre/Tutor ☐ Alumno ☐ Espectador
☐ Familiar del alumno (adulto) ☐ Otro (_____)

1. Nombre de la presunta víctima (estudiante): _____ Edad: _____

2. Nombre(s) del presunto culpable(s), si se conoce: (letra de molde)	Grado	Escuela	Es alumno?	
_____	_____	_____	<input type="checkbox"/> Sí	<input type="checkbox"/> No
_____	_____	_____	<input type="checkbox"/> Sí	<input type="checkbox"/> No
_____	_____	_____	<input type="checkbox"/> Sí	<input type="checkbox"/> No

3. Nombre del supuesto testigo(s), si se conoce: (letra de molde)

_____	Grado _____	Escuela _____
_____	Grado _____	Escuela _____
_____	Grado _____	Escuela _____

4. ¿Qué día(s) ocurrió el incidente?

_____ / _____ / _____	_____ / _____ / _____	_____ / _____ / _____
Mes Día Año	Mes Día Año	Mes Día Año

5. ¿Dónde pasó el incidente? (Elija todos los que apliquen.)

☐ En la escuela ☐ En una actividad o evento escolar fuera de la escuela ☐ Transporte escolar
☐ En camino a/de la escuela ☐ Vía Internet—desde la escuela ☐ Vía Internet—fuera de la escuela

6. Ponga una "x" en la casilla a la declaración(es) que mejor describan lo sucedido. (Elija todos los que apliquen.)

- ☐ Cualquier hostigamiento, acoso o intimidación que implique agresión física
- ☐ Golpear, patear, empujar, escupir, jalar del cabello o tirar algo
- ☐ Conseguir que otra persona golpee o lastime al estudiante
- ☐ Burlas, insultos, comentarios críticos o amenazas en persona o por otros medios
- ☐ Degradar y hacer que la víctima sea objeto de bromas
- ☐ Hacer gestos groseros y / o amenazantes
- ☐ Intimidación (bullying), extorsión o explotación
- ☐ Difundir rumores dañinos o chismes
- ☐ Ciberacoso (e.j., redes sociales incluyendo Facebook, Twitter, Snapchat, Instagram, Kik, etc.)
- ☐ De naturaleza sexual
- ☐ Relacionado con la orientación sexual percibida del estudiante
- ☐ Excluir o rechazar al estudiante
- ☐ Relacionado con la discapacidad del estudiante
- ☐ Comunicación electrónica (e.j., e-mail, texto, sexting, etc.)
- ☐ Acoso racial
- ☐ Acoso sexual
- ☐ Otro

7. Describa el incidente(s), incluyendo lo que dijeron o hicieron los presuntos culpables. (letra de molde)

8. ¿Por qué ocurrió el acoso, hostigamiento o intimidación? (Elija todos los que apliquen.)

- | | |
|---|---|
| <input type="checkbox"/> Por la raza | <input type="checkbox"/> Por el estatus migratorio |
| <input type="checkbox"/> Por el origen étnico | <input type="checkbox"/> Por sexo |
| <input type="checkbox"/> Por el color | <input type="checkbox"/> Por su género/sexo |
| <input type="checkbox"/> Por la ascendencia | <input type="checkbox"/> Por su identidad de género |
| <input type="checkbox"/> Por el origen nacional | <input type="checkbox"/> Por su expresión de género |
| <input type="checkbox"/> Por la religión | <input type="checkbox"/> Por su orientación sexual |

- | | |
|--|---|
| <input type="checkbox"/> Por su estado familiar/material | <input type="checkbox"/> Por su edad |
| <input type="checkbox"/> Por su discapacidad física | <input type="checkbox"/> Por su pobreza / estado socioeconómico |
| <input type="checkbox"/> Por el idioma | <input type="checkbox"/> Para impresionar a otros |
| <input type="checkbox"/> Solamente por agredir | <input type="checkbox"/> Por otra razón (especificar) _____ |
| <input type="checkbox"/> Por su discapacidad mental | <input type="checkbox"/> Se desconoce la razón |

9. ¿Hubo una lesión física como resultado de este incidente? (marque la casilla que corresponda.)

☐ No ☐ Sí, pero no se requiso de atención médica ☐ Sí, y se requiso de atención médica

10. ¿Hay alguna información adicional que le gustaría brindar? (letra de molde)

(Adjunte otra hoja si es necesario)

Acepto que toda la información en este formulario es correcta y verdadera según mi leal saber y entender.

Nombre: _____ Firma: _____

Fecha: _____

This section is to be completed by school officials.

Investigation Findings of the Harassment/Bullying Incident

What actions were taken to investigate this incident? (Choose all that apply.)

- ☐ Interviewed alleged student victim
- ☐ Interviewed alleged offender(s)
- ☐ Interviewed alleged witness
- ☐ Witness statements collected in writing
- ☐ Interviewed school nurse
- ☐ Reviewed any medical information available
- ☐ Interviewed alleged offender's parent/guardian
- ☐ Interviewed teachers and/or school staff
- ☐ Conducted student record review
- ☐ Interviewed student victim's parent/guardian
- ☐ Examined physical evidence
- ☐ Reviewed/Obtained copy of police report

- ☐ Examined video evidence
- ☐ Conducted meeting with school resource officer
- ☐ Reviewed social media site
- ☐ Other (specify) _____
- ☐ Other (specify) _____
- ☐ Other (specify) _____

What corrective actions were taken in this case? (Choose all that apply.)

- ☐ None were required; this was a false allegation
- ☐ None; the incident did not warrant any corrective action
- ☐ None; no bullying occurred
- ☐ None; no harassment occurred
- ☐ None; no intimidation occurred
- ☐ None; the alleged incident could not be verified
- ☐ Determined as a conflict and not bullying, harassment, or intimidation
- ☐ Student conference
- ☐ Student warning
- ☐ Letter of apology
- ☐ Mediation
- ☐ Counseling
- ☐ Parent letter
- ☐ Parent telephone call
- ☐ Parent conference
- ☐ Detention
- ☐ On campus suspension (OCS)
- ☐ Out of school suspension
- ☐ Expulsion
- ☐ Behavior contract
- ☐ Plan of support to include a "go to" adult in the school
- ☐ Separation from other student to include transfer or change in schedule
- ☐ Meeting with school resource officer
- ☐ Developed template for safety plan
- ☐ Other (specify) _____
- ☐ Other (specify) _____
- ☐ Other (specify) _____

Additional pertinent information gained during the interview:

(Attach a separate sheet, if necessary)

Parent Notifications:

Alleged victim's parent notified on _____ via ☐ Phone ☐ Conference ☐ Letter
(date)

☐ Other _____ regarding the completion of the investigation

Alleged offender's parent notified on _____ via ☐ Phone ☐ Conference ☐ Letter
(date)

☐ Other _____ regarding the completion of the investigation

School Administrator's Name: _____

School Administrator's Signature: _____

Date: _____



Mr. Eddie Tyler, Superintendent

**Central Office Satellite
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**Tel 251.972.8550
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Dear Parents:

Your seventh-grade students have an awesome opportunity to participate in a three-day program entitled *You Are Unique*. This program, which was developed by Sex and Family Education, deals with self-esteem, goal setting, and good decision making, particularly regarding sex. It educates students about the physical and emotional consequences of premarital sex, and it gives very practical ways for students to say "no."

You Are Unique complies with the Alabama Abstinence Law, which states that abstinence is to be stressed in all public schools when discussing anything that is sexual in nature. The curriculum also discourages students from engaging in any type of risky sexual behavior. However, it should be understood that the *You Are Unique* curriculum is character education—not sex education.

Volunteers with the Women's Care Medical Center will be teaching the *You Are Unique* curriculum to students at your child's school during the week(s) of _____. Should you desire to review this curriculum prior to it being taught to your child, you are encouraged to make contact with your child's school counselor, _____, at _____ or via e-mail at _____ in order for arrangements to be made for you to do so.

Should you choose for your child to not participate in the class while the *You Are Unique* curriculum is being taught, you will need to notify the school counselor no later than _____ so that alternate arrangements can be made for your child during this time.

Thank you for your continued support as we strive to not only help your child avoid high risk behaviors, but to also prepare for a bright future.

Sincerely,

Patrice Davis

Patrice Davis
Prevention and Support Services Coordinator



Mr. Eddie Tyler, Superintendent

**Central Office Satellite
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Estimados padres:

Sus estudiantes de séptimo grado tienen una oportunidad increíble de participar en un programa de tres días titulado You Are Unique. Este programa, que fue desarrollado por Sex and Family Education, se ocupa de la autoestima, el establecimiento de metas y la tomada de decisiones, particularmente con respecto al sexo. Educa a los estudiantes sobre las consecuencias físicas y emocionales del sexo prematrimonial, y brinda formas muy prácticas para que los estudiantes digan "no".

You Are Unique cumple con la Ley de Abstinencia de Alabama, que establece que la abstinencia debe enfatizarse en todas las escuelas públicas cuando se discute cualquier cosa que sea de naturaleza sexual. El plan de estudios también desalienta a los estudiantes a participar en cualquier tipo de comportamiento sexual de riesgo. Sin embargo, debe entenderse que el currículo de You Are Unique es la educación del carácter, no la educación sexual.

Los voluntarios del Women's Care Medical Center enseñarán el plan de estudios You Are Unique a los estudiantes de la escuela de su hijo durante la(s) semana(s) de _____. Si desea revisar este currículo antes de que se le enseñe a su hijo, se le recomienda que se comunique con el consejero escolar de su hijo, _____, en _____ o por correo electrónico a _____ en el fin de que se tomen las medidas necesarias para usted.

Si decide que su hijo no participe en la clase mientras se enseña el plan de estudios You Are Unique, deberá notificar al consejero escolar tan antes cuanto _____ para que se puedan hacer arreglos alternativos para su hijo durante este tiempo.

Gracias por su continuo apoyo mientras nos esforzamos no solo por ayudar a su hijo a evitar comportamientos de alto riesgo, sino también por prepararse para un futuro brillante.

Sinceramente

Patrice Davis

Patrice Davis
Prevention and Support Services Coordinator



Mr. Eddie Tyler, Superintendent

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Dear Parents:

Today's teenagers are spending more and more time online, usually on social media platforms like Tik Tok, Snapchat, and Twitter. Often times, their online life is not just confined to their computer at home. Most teens now have smart phones where they are on social media networks all throughout the day. They are constantly texting, tweeting, and posting pictures and video via Snapchat, Tik Tok, etc. The impact of this hyper-connected social media life on teenagers can be both positive and negative.

Statistics show that one of the negative impacts social media has had on teens is allowing them to become more comfortable online doing things that they should be more sensitive to doing. Sexting is a perfect example of how comfortable teens are online. Because teens feel "safe" behind their computer screen or their phone screen, they will readily post nude or semi-nude pictures, or they will engage in sexual conversation through Facebook messaging, chat, or texting.

In an effort to better explain to students the dangers and pitfalls of social media, the Baldwin County Public School System has partnered with the Women's Care Medical Center in Robertsdale, Alabama to provide a two-day curriculum for all eighth grade students. Topics included for discussion during these two days will be social media sites (i.e., Instagram, Tik Tok, Snapchat), online gaming (i.e., *Call of Duty*, *World of Warcraft*), video networking (i.e., FaceTime), online dating, sexual predators, sexting, and pornography.

Please be assured that pornography websites **will not** be shared with the students, nor will they be exposed to any pornographic images. Instead, the facilitators for this curriculum will stress to students the reasons why exposure to obscene content online is dangerous and should be avoided. Facilitators will also stress to students that posting inappropriate photos online can not only damage their reputation, but it can also cause problems later in life when a potential employer or college admissions officer does a background check.

Volunteers from the Women's Care Medical Center will be teaching this curriculum, which is entitled Socially Unacceptable, on _____. Should you desire to review this curriculum prior to it being taught to your child, you are encouraged to make contact with your child's school counselor, _____, at _____ or via e-mail at _____.

Should you choose for your child to not participate in the class while the Socially Unacceptable curriculum is being taught, you will need to notify the school counselor no later than _____ so that alternate arrangements can be made for your child during this time.

Thank you for your continued support as we strive to enable our students to be as safe as possible while they are online.

Sincerely,

Patrice Davis

Patrice Davis

Prevention and Support Services Coordinator



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Estimados padres:

Los adolescentes de hoy pasan cada vez más tiempo en línea, generalmente en plataformas de redes sociales como Tik Tok, Snapchat y Twitter. Muchas veces, su vida en línea no se limita solo a su computadora en casa. La mayoría de los adolescentes ahora tienen teléfonos inteligentes donde están en las redes sociales durante todo el día. Constantemente envían mensajes de texto, tuitean y publican fotos y videos a través de Snapchat, Tik Tok, etc. El impacto de esta vida hiperconectada de las redes sociales en los adolescentes puede ser tanto positivo como negativo.

Las estadísticas muestran que uno de los impactos negativos que las redes sociales han tenido en los adolescentes es permitirles sentirse más cómodos en línea haciendo cosas que deberían ser más sensibles a hacer. El sexting es un ejemplo perfecto de lo cómodos que se sienten los adolescentes en línea. Debido a que los adolescentes se sienten "seguros" detrás de la pantalla de su computadora o la pantalla de su teléfono, publicarán fácilmente fotos desnudas o semidesnudas, o participarán en conversaciones sexuales a través de mensajes de Facebook, chat o mensajes de texto.

En un esfuerzo por explicar mejor a los estudiantes los peligros y las trampas de las redes sociales, el Sistema de Escuelas Públicas del Condado de Baldwin se ha asociado con el Centro Médico de Atención a la Mujer en Robertsedale, Alabama, para proporcionar un plan de estudios de dos días para todos los estudiantes de octavo grado. Los temas incluidos para la discusión durante estos dos días serán los sitios de redes sociales (es decir, Instagram, Tik Tok, Snapchat), los juegos en línea (es decir, Call of Duty, World of Warcraft), las redes de video (es decir, FaceTime), las citas en línea, los depredadores sexuales, el sexting y la pornografía.

Tenga la seguridad de que los sitios línea de pornografía **no se** compartirán con los estudiantes, también no estarán expuestos a ninguna imagen pornográfica. Los facilitadores de este plan de estudios enfatizarán a los estudiantes las razones por las cuales la exposición a contenido obsceno en línea es peligrosa y debe evitarse. Los facilitadores también enfatizarán a los estudiantes que publicar fotos inapropiadas en línea no solo puede dañar su reputación, sino que también puede causar problemas más adelante en la vida cuando un posible empleador o oficial de admisiones universitarias hace una verificación de antecedentes.

Los voluntarios del Centro Médico de Atención a la Mujer enseñarán este plan de estudios, que se titula Socialmente Inaceptable, en _____. Si desea revisar este currículo antes de que se le enseñe a su hijo, se le anima a ponerse en contacto con el consejero escolar de su hijo, _____, en _____ o por correo electrónico a _____ en el fin de que se tomen las medidas necesarias para usted.

Si decide que su hijo no participe en la clase mientras se enseña el plan de estudios Socialmente Inaceptable, deberá notificar al consejero escolar tan antes cuanto _____ para que se pueden hacer arreglos alternativos para su hijo durante este tiempo.

Gracias por su continuo apoyo mientras nos esforzamos por permitir que nuestros estudiantes estén lo más seguros posible mientras están en línea.

Sinceramente,

Patrice Davis

Patrice Davis

Prevention and Support Services Coordinator



Mr. Eddie Tyler, Superintendent

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Dear Parents:

The Baldwin County Public School System has been fortunate to maintain a relationship with the Women's Care Medical Center (Robertsdale, AL) for over two decades. Not only have they provided prevention curricula to our students in both the seventh and eighth grade, but they have also recently expanded their prevention curriculum to our high school students.

In the BUFF, which is the prevention curriculum for the high school students, is a research-based curriculum that is designed to dispel myths about sex, as well as relationships. Commonly taught to tenth grade students, this curriculum is heavily aligned to the Alabama State Department of Education's standards for the Health curriculum. It is for this reason why volunteers with the Women's Care Medical Center will typically teach this curriculum to students during their Health Education classes. In some instances, this curriculum may also be taught to students enrolled in Family and Consumer Science classes.

There are four basic tenants to the prevention curriculum. Students are encouraged to B: Be Bold; U: Be Unique; F: Be Fearless; and F: Be Firm. They are encouraged to remain abstinent until marriage, to have value in their individuality and self-worth, to be fearless and stand up against a culture of sexual indulgence, and to be firm in their decision and not back down on wanting to wait until marriage to have sex. Students are reminded that although they will have temptations and challenges to become sexually active, it is they—and they alone—who should make the ultimate decision as to what is best for them and their life.

Volunteers with the Women's Care Medical Center will be teaching the *In the BUFF* curriculum to students at your child's school during the week(s) of _____. Should you desire to review this curriculum prior to it being taught to your child, you are encouraged to make contact with your child's school counselor, _____, at _____ or via e-mail at _____ in order for arrangements to be made for you to do so.

Should you choose for your child to not participate in the class while the *In the Buff* curriculum is being taught, you will need to notify the school counselor no later than _____ so that alternate arrangements can be made for your child during this time.

Thank you for your continued support. By educating oneself, it is believed that we can help our students develop a lifetime of healthy sexuality.

Sincerely,

Patrice Davis

Patrice Davis

Prevention and Support Services Coordinator



Mr. Eddie Tyler, Superintendent

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Estimados padres:

El Sistema de Escuelas Públicas del Condado de Baldwin ha sido afortunado en mantener un vínculo con el Women's Care Medical Center (Robertsdale, AL) durante más de dos décadas. No solo han proporcionado planes de estudio de prevención a nuestros estudiantes tanto en séptimo como en octavo grado, sino que también han ampliado recientemente su plan de estudios de prevención a nuestros estudiantes de secundaria.

In the BUFF, que es el plan de estudios de prevención para los estudiantes de secundaria, hay un plan de estudios basado en la investigación que está diseñado para disipar los mitos sobre el sexo, así como las relaciones. Comúnmente enseñado a estudiantes de décimo grado, este plan de estudios está fuertemente alineado con los estándares del Departamento de Educación del Estado de Alabama para el currículo de Salud. Es por esta razón que los voluntarios del Women's Care Medical Center generalmente enseñarán este plan de estudios a los estudiantes durante sus clases de Educación para la Salud. En algunos casos, este plan de estudios también se puede enseñar a los estudiantes inscritos en las clases de Ciencias de la Familia y del Consumidor.

Hay cuatro inquilinos básicos en el plan de estudios de prevención. Se anima a los estudiantes a B: Sé audaz; U: Sé único; F: Sé intrépido; y F: Sé firme. Se les anima a permanecer abstinentes hasta el matrimonio, a tener valor en su individualidad y autoestima, a ser intrépidos y a oponerse a una cultura de indulgencia sexual, y a ser firmes en su decisión y no retroceder en querer esperar hasta el matrimonio para tener relaciones sexuales. Se recuerda a los estudiantes que, aunque tendrán tentaciones y desafíos para ser sexualmente activos, son ellos, y solo ellos, quienes deben tomar la decisión final sobre lo que es mejor para ellos y su vida.

Los voluntarios del Women's Care Medical Center enseñarán el currículo In the BUFF a los estudiantes de la escuela de su hijo durante la(s) semana(s) de _____. Si desea revisar este currículo antes de que se le enseñe a su hijo, se le recomienda que se comunique con el consejero escolar de su hijo, _____, en _____ o por correo electrónico a _____ en el fin de que se tomen las medidas necesarias para usted.

Si decide que su hijo no participe en la clase mientras se enseña el plan de estudios In The BUFF, deberá notificar al consejero escolar tan antes cuanto _____ para que se puedan hacer arreglos alternativos para su hijo durante este tiempo.

Gracias por su continuo apoyo. Al educarse a sí mismo, se cree que podemos ayudar a nuestros estudiantes a desarrollar una vida de sexualidad saludable.

Sinceramente,

Patrice Davis

Patrice Davis

Prevention and Support Services Coordinator



Mr. Eddie Tyler, Superintendent

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Dear Elementary School Parents:

Much to the dismay of educators, community members, and you, too, child sexual abuse has become more widespread than what any of us would like to acknowledge. Statistics such as the following prove just how much child sexual abuse affects our children: Every 6 minutes, a child is sexually assaulted in the United States. Only 1 in 10 sexually abused children tell someone. In 90% of child sexual abuse cases, the child knows and trusts the person who sexually abuses them, i.e., friend, neighbor, clergy, teacher, family member, coach, babysitter, etc. One in three girls and one in seven boys are sexually abused before the age of 18.

In an effort to educate students, parents, teachers, community leaders, etc. about the dangers of child sexual abuse, Governor Robert Bentley signed into legislation on June 11, 2015, what is known as Erin's Law. This legislation requires all public schools in the state of Alabama to provide child sexual abuse prevention education to students in grades K-12. By so doing, it is our hope to shatter the silence and stigma around child sexual abuse and to educate children and to empower them to recognize and to report abuse.

Through our continued partnership with the Baldwin County Child Advocacy Center, the Baldwin County Public School System is able to provide the *Safer, Smarter Kids* curriculum to students in grades K-5. Developed by Lauren Book, M.S.Ed., a child abuse survivor, child advocate and educator, and founder and CEO of the Lauren's Kids Foundation, this curriculum is designed to provide critical safety information to children, parents, and teachers.

The *Safer, Smarter Kids* curriculum (Grades K-5) follows a developmentally appropriate sequence of instruction for elementary school students, thereby helping children to develop skills to stay safe as their world expands. Each grade level program in the curriculum includes five to eight lessons that are designed for easy integration into the classroom.

The curriculum is designed to empower elementary school-aged children to protect themselves in situations where someone could abuse them. Children are armed with protective principles and vocabulary to express their feelings and to talk to a trusted adult. The following safety topics are covered: Safety awareness; Respecting yourself and others; Developing self-esteem; Assessing safe vs. unsafe situations; Understanding rules and responsibilities; Identifying and protecting body boundaries; Listening to a guiding

voice; Determining safe vs. unsafe touches; Practicing cyber safety and digital citizenship; and Establishing personal power and influence.

School counselors will be teaching the *Safer, Smarter Kids* curriculum to students at your child's school during the week(s) of _____. Should you desire to review this curriculum prior to it being taught to your child, you are encouraged to make contact with your child's school counselor, _____, at _____ or via e-mail at _____ in order for arrangements to be made for you to do so.

Should you choose for your child to not participate in the class while the *Safer, Smarter Kids* curriculum is being taught, you will need to notify the school counselor no later than _____ so that alternate arrangements can be made for your child during this time.

Thank you for your continued support. By educating oneself, it is believed that we can become a powerful force in making the world a safer place for our children.

Sincerely,

Patrice Davis

Patrice Davis
Prevention and Support Services Coordinator



Mr. Eddie Tyler, Superintendent

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Estimados padres de familia:

Para gran consternación de los educadores, miembros de la comunidad y hasta de usted, el abuso sexual de menores se ha generalizado más de lo que cualquiera de nosotros quisiera reconocer. Estadísticas como las siguientes demuestran cuánto afecta el abuso sexual infantil a nuestros hijos: Cada 6 minutos, un niño es agredido sexualmente en los Estados Unidos. Únicamente 1 de cada 10 niños abusados sexualmente es capaz de contárselo a alguien. En un 90% de los casos de niños abusados sexualmente, la víctima conoce y confía en el victimario; ejemplo: un amigo, vecino, maestro, familiar, entrenador, nana, alguien de la iglesia, etc. Una de cada tres niñas y uno de cada siete niños son abusados sexualmente antes de que cumplan los 18 años de edad.

En un esfuerzo por educar a los alumnos, padres, maestros, líderes de la comunidad, etc sobre los peligros del abuso sexual infantil, el Gobernador Robert Bentley firmó el 11 de Junio del 2015 lo que se conoce como la Ley de Erin. Esta legislación requiere que todas las escuelas públicas en el estado de Alabama proporcionen educación sobre la prevención del abuso sexual a menores a los alumnos en grados de K-12°. Al hacerlo, esperamos poder romper el silencio y el estigma en torno al abuso sexual infantil, educar a los niños y empoderarlos para que reconozcan y denuncien dichos abusos.

A través de nuestra continua asociación con Baldwin County Child Advocacy Center, el Sistema Escolar de las Escuelas Públicas del Condado de Baldwin puede proporcionar el currículum Safer, Smarter Kids a los alumnos de K-5°. Desarrollado por Lauren Book, M.S.Ed., sobreviviente de abuso infantil, defensora de niños, educadora, fundadora y CEO de la Fundación Lauren's Kids, este currículum está diseñado para proporcionar información de suma importancia a los alumnos, padres y maestros.

El currículum Safer, Smarter Kids (Grados K-5°) sigue una secuencia de instrucción apropiada para el desarrollo de los estudiantes de la escuela primaria, lo que ayuda a los niños a desarrollar habilidades para mantenerse seguros a medida que su mundo se expanda. Cada programa en el currículum, según el grado, incluye de cinco a ocho lecciones diseñadas para integrarse más fácilmente en el salón de clase.

El plan de estudios está diseñado para capacitar a los niños en edad escolar primaria para protegerse de situaciones en las que alguien podría abusar de ellos. Los niños están armados con principios de protección y vocabulario para expresar sus sentimientos y hablar con un adulto de confianza. Se cubre los siguientes temas de seguridad: Conciencia en la seguridad; Respetarse a sí mismo y a los demás; Desarrollar la

autoestima; Evaluar situaciones seguras vs. inseguras; Comprender las reglas y responsabilidades; Identificar y proteger los límites del cuerpo; Escuchar una voz guía; Determinar contactos físicos seguros vs. inseguros; Practicar la seguridad cibernética y ciudadanía digital; y establecer poder personal e influencia.

Los consejeros escolares enseñarán el currículo de Safer, Smarter Kids a los estudiantes de la escuela de su hijo durante la(s) semana(s) de _____. Si desea revisar este currículo antes de que se le enseñe a su hijo, se le recomienda que se comuniquen con el consejero escolar de su hijo, _____, en _____ o por correo electrónico a _____ en el fin de que se tomen las medidas necesarias para usted.

Si decide que su hijo no participe en la clase mientras se enseña el plan de estudios de Safer, Smarter Kids, deberá notificar al consejero escolar tan antes cuanto _____ para que se puedan hacer arreglos alternativos para su hijo durante este tiempo.

Gracias por su continuo apoyo. Al educarse a sí mismo, se cree que podemos convertirnos en una fuerza poderosa para hacer del mundo un lugar más seguro para nuestros hijos.

Sinceramente,

Patrice Davis

Patrice Davis

Prevention and Support Services Coordinator



Mr. Eddie Tyler, Superintendent

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Dear Elementary/Middle School Parents:

Much to the dismay of educators, community members, and you, too, child sexual abuse has become more widespread than what any of us would like to acknowledge. Statistics such as the following prove just how much child sexual abuse affects our children: Every 6 minutes, a child is sexually assaulted in the United States. Only 1 in 10 sexually abused children tell someone. In 90% of child sexual abuse cases, the child knows and trusts the person who sexually abuses them, i.e., friend, neighbor, clergy, teacher, family member, coach, babysitter, etc. One in three girls and one in seven boys are sexually abused before the age of 18.

In an effort to educate students, parents, teachers, community leaders, etc. about the dangers of child sexual abuse, Governor Robert Bentley signed into legislation on June 11, 2015, what is known as Erin's Law. This legislation requires all public schools in the state of Alabama to provide child sexual abuse prevention education to students in grades K-12. By so doing, it is our hope to shatter the silence and stigma around child sexual abuse and to educate children and to empower them to recognize and to report abuse.

Through our continued partnership with the Baldwin County Child Advocacy Center, the Baldwin County Public School System is able to provide the *Safer, Smarter Teens* curriculum to students in grades 6-8. Developed by Lauren Book, M.S.Ed., a child abuse survivor, child advocate and educator, and founder and CEO of the Lauren's Kids Foundation, this curriculum is designed to provide critical safety information to children, parents, and teachers.

The *Safer, Smarter Teens: Personal Power* curriculum (Grades 6-8) empowers elementary and middle school students to tap into their personal power and to become advocates for change in their communities, while learning how to use their voices to better protect themselves and others. The curriculum includes five lessons that are designed for easy integration into the classroom.

The curriculum also teaches students how to recognize danger and how to use their personal power to say "no," get help, set boundaries, and become leaders. Students learn about the warning signs of unsafe situations and what actions they can take to reduce risks, stay safe, and access help through scenario-based video lessons and in-class activities.

School counselors will be teaching the *Safer, Smarter Teens: Personal Power* curriculum to students at your child's school during the week(s) of _____. Should you desire to review this curriculum prior to it being taught to your child, you are encouraged to make contact with your child's school counselor, _____, at _____ or via e-mail at _____ in order for arrangements to be made for you to do so.

Should you choose for your child to not participate in the class while the *Safer, Smarter Teens: Personal Power* curriculum is being taught, you will need to notify the school counselor no later than _____ so that alternate arrangements can be made for your child during this time.

Thank you for your continued support. By educating oneself, it is believed that we can become a powerful force in making the world a safer place for our children.

Sincerely,

Patrice Davis

Patrice Davis
Prevention and Support Services Coordinator



Mr. Eddie Tyler, Superintendent

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Estimados padres de escuela primaria / intermedia:

Para consternación de los educadores, los miembros de la comunidad y usted también, el abuso sexual infantil se ha generalizado más de lo que a cualquiera de nosotros nos gustaría reconocer. Estadísticas como las siguientes demuestran cuánto afecta el abuso sexual infantil a nuestros niños: Cada 6 minutos, un niño es agredido sexualmente en los Estados Unidos. Solo 1 de cada 10 niños abusados sexualmente se lo dice a alguien. En el 90% de los casos de abuso sexual infantil, el niño conoce y confía en la persona que abusa sexualmente de él, ejemplo: amigo, vecino, clérigo, maestro, miembro de la familia, entrenador, niñera, etc. Una de cada tres niñas y uno de cada siete niños son abusados sexualmente antes de los 18 años.

En un esfuerzo por educar a estudiantes, padres, maestros, líderes comunitarios, etc. sobre los peligros del abuso sexual infantil, el gobernador Robert Bentley promulgó una legislación el 11 de junio de 2015, lo que se conoce como la Ley de Erin. Esta legislación requiere que todas las escuelas públicas en el estado de Alabama proporcionen educación para la prevención del abuso sexual infantil a los estudiantes en los grados K-12. Al hacerlo, esperamos romper el silencio y el estigma en torno al abuso sexual infantil y educar a los niños y empoderarlos para que reconozcan y denuncien el abuso.

A través de nuestra asociación continua con el Centro de Defensa Infantil del Condado de Baldwin, el Sistema de Escuelas Públicas del Condado de Baldwin puede proporcionar el plan de estudios de Adolescentes más seguros e inteligentes a los estudiantes en los grados 6-8. Desarrollado por Lauren Book, M.S.Ed., una sobreviviente de abuso infantil, defensora y educadora de niños, y fundadora y directora ejecutiva de Lauren's Kids Foundation, este plan de estudios está diseñado para proporcionar información crítica de seguridad a niños, padres y maestros.

El currículo Safer, Smarter Teens: Personal Power (Grados 6-8) permite a los estudiantes de primaria y secundaria aprovechar su poder personal y convertirse en defensores del cambio en sus comunidades, mientras aprenden a usar sus voces para protegerse mejor a sí mismos y a los demás. El plan de estudios incluye cinco lecciones que están diseñadas para una fácil integración en clase.

El currículo también enseña a los estudiantes cómo reconocer el peligro y cómo usar su poder personal para decir "no", obtener ayuda, establecer límites y convertirse en líderes. Los estudiantes aprenden sobre las

señales de advertencia de situaciones inseguras y qué acciones pueden tomar para reducir los riesgos, mantenerse seguros y acceder a la ayuda a través de lecciones en video basadas en escenarios y actividades en clase.

Los consejeros escolares enseñarán el currículo Safer, Smarter Teens: Personal Power a los estudiantes de la escuela de su hijo durante la(s) semana(s) de _____. Si desea revisar este currículo antes de que se le enseñe a su hijo, se le recomienda que se comunique con el consejero escolar de su hijo, _____, en _____ o por correo electrónico a _____ en el fin de que se tomen las medidas necesarias para usted. Si decide que su hijo no participe en la clase mientras se enseña el plan de estudios Safer, Smarter Teens: Personal Power curriculum, deberá notificar al consejero escolar tan antes cuanto _____ para que se pueden hacer arreglos alternativos para su hijo durante este tiempo.

Gracias por su continuo apoyo. Al educarse a sí mismo, se cree que podemos convertirnos en una fuerza poderosa para hacer del mundo un lugar más seguro para nuestros hijos.

Sinceramente,

Patrice Davis

Patrice Davis
Prevention and Support Services Coordinator



Mr. Eddie Tyler, Superintendent

**Central Office Satellite
1091 B Avenue
Loxley, AL 36551**

**Tel 251.972.8550
Fax 251.972.6868
E-mail: pdavis@bcbe.org**

Dear High School Parents:

Much to the dismay of educators, community members, and you, too, child sexual abuse has become more widespread than what any of us would like to acknowledge. Statistics such as the following prove just how much child sexual abuse affects our children: Every 6 minutes, a child is sexually assaulted in the United States. Only 1 in 10 sexually abused children tell someone. In 90% of child sexual abuse cases, the child knows and trusts the person who sexually abuses them, i.e., friend, neighbor, clergy, teacher, family member, coach, babysitter, etc. One in three girls and one in seven boys are sexually abused before the age of 18.

In an effort to educate students, parents, teachers, community leaders, etc. about the dangers of child sexual abuse, Governor Robert Bentley signed into legislation on June 11, 2015, what is known as Erin's Law. This legislation requires all public schools in the state of Alabama to provide child sexual abuse prevention education to students in grades K-12. By so doing, it is our hope to shatter the silence and stigma around child sexual abuse and to educate children and to empower them to recognize and to report abuse.

Through our continued partnership with the Baldwin County Child Advocacy Center, the Baldwin County Public School System is able to provide the *Safer, Smarter Teens* curriculum to students in grades 9-12. Developed by Lauren Book, M.S.Ed., a child abuse survivor, child advocate and educator, and founder and CEO of the Lauren's Kids Foundation, this curriculum is designed to provide critical safety information to children, parents, and teachers.

The *Safer, Smarter Teens: Be the Change* curriculum (Grades 9-12) empowers high school students to tap into their personal power and to become advocates for change in their communities, while learning how to use their voices to better protect themselves and others. The curriculum includes five lessons that are designed for easy integration into the classroom.

The high school curriculum addresses personal safety and the balance of power in relationships and topics such as sexual abuse, sexual harassment, and dating violence through real-life conversations with abuse survivors, law enforcement, educators, and experts. This curriculum will empower students to know what to do in an unsafe situation, who to turn to for help, and how to help a friend in need.

School counselors will be teaching the *Safer, Smarter Teens: Be the Change* curriculum to students at your child's school during the week(s) of _____. Should you desire to review this curriculum prior to it being taught to your child, you are encouraged to make contact with your child's school counselor, _____, at _____ or via e-mail at _____ in order for arrangements to be made for you to do so.

Should you choose for your child to not participate in the class while the *Safer, Smarter Teens: Be the Change* curriculum is being taught, you will need to notify the school counselor no later than _____ so that alternate arrangements can be made for your child during this time.

Thank you for your continued support. By educating oneself, it is believed that we can become a powerful force in making the world a safer place for our children.

Sincerely,

Patrice Davis

Patrice Davis
Prevention and Support Services Coordinator



Mr. Eddie Tyler, Superintendent

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Estimados padres de secundaria:

Para gran consternación de los educadores, miembros de la comunidad y hasta suya, el abuso sexual de menores se ha generalizado más de lo que cualquiera de nosotros quisiera reconocer. Estadísticas como las siguientes demuestran cuánto afecta el abuso sexual infantil a nuestros hijos: Cada 6 minutos, un niño es agredido sexualmente en los Estados Unidos. Únicamente 1 de cada 10 niños abusado sexualmente es capaz de contárselo a alguien. En un 90% de los casos de niños agredidos sexualmente, la víctima conoce y confía en el victimario; ejemplo: un amigo, vecino, maestro, familiar, entrenador, nana, alguien de la iglesia, etc. Una de cada tres niñas y uno de cada siete niños son abusados sexualmente antes de que cumplan los 18 años de edad.

En un esfuerzo por educar a los alumnos, padres, maestros, líderes de la comunidad, etc sobre los peligros del abuso sexual infantil, el Gobernador Robert Bentley firmó el 11 de Junio del 2015 lo que se conoce como la Ley de Erin. Esta legislación requiere que todas las escuelas públicas en el estado de Alabama proporcionen educación sobre la prevención del abuso sexual a menores a los alumnos en grados de Kinder-12°. Al hacerlo, esperamos poder romper el silencio y el estigma en torno al abuso sexual infantil, educar a los niños y darles valor para que reconozcan y denuncien dichos maltratos.

A través de nuestra continua asociación con Baldwin County Child Advocacy Center, el Sistema Escolar de las Escuelas Públicas del Condado de Baldwin puede proporcionar el currículum Safer, Smarter Teens a los alumnos de 9°-12° grado. Desarrollado por Lauren Book, M.S.Ed., sobreviviente de abuso infantil, defensora de niños, educadora, fundadora y CEO de la Fundación Lauren's Kids, este currículum está diseñado para proporcionar información de suma importancia a los alumnos, padres y maestros.

El programa Safer, Smarter Teens: Be the Change (para los grados de 9°-12°) permite a los estudiantes de secundaria y preparatoria aprovechar de su energía y convertirse en defensores de los cambios en sus comunidades mientras aprenden a usar sus voces para protegerse a sí mismos y a los demás. En el currículum se incluyen cinco lecciones diseñadas para integrarse más fácilmente en el salón de clase.

El plan de estudios de la escuela preparatoria aborda el tema de la seguridad personal y del equilibrio en las relaciones, y de temas como el abuso sexual, el acoso y la violencia en el noviazgo a través de conversaciones reales con sobrevivientes de abuso, oficiales de policía, educadores y expertos. Este plan

de estudios permitirá a los estudiantes saber qué hacer en una situación peligrosa, a quién recurrir para obtener ayuda y cómo ayudar a un amigo que lo requiera.

Los consejeros escolares enseñarán el currículo Safer, Smarter Teens: Be the Change a los estudiantes de la escuela de su hijo durante la(s) semana(s) de _____. Si desea revisar este currículo antes de que se le enseñe a su hijo, se le recomienda que se comuniquen con el consejero escolar de su hijo, _____, en _____ o por correo electrónico a _____ en el fin de que se tomen las medidas necesarias para usted. Si decide que su hijo no participe en la clase mientras se enseña el plan de estudios Safer, Smarter Teens: Be the Change, deberá notificar al consejero escolar tan antes cuanto _____ para que se puedan hacer arreglos alternativos para su hijo durante este tiempo.

Gracias por su continuo apoyo. Al educarse a sí mismo, se cree que podemos convertirnos en una fuerza poderosa para hacer del mundo un lugar más seguro para nuestros hijos.

Sinceramente,

Patrice Davis

Patrice Davis

Prevention and Support Services Coordinator



Mr. Eddie Tyler, Superintendent

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**Tel 251.972.8550
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Dear Parents:

As we all know, the Internet has drastically changed the way that children interact with the world. Not only do children have access to in-depth knowledge, but they also have unlimited access to people all across the world. Yet, in addition to offering a fascinating, new way of interacting with the world, the Internet also offers new risks: cyberbullying, exposure to inappropriate material, online predators, and the potential to reveal entirely too much personal information.

Learning to recognize the warning signs of these risks will allow children to potentially avoid some of the negative impacts of their use of the Internet. This is particularly needed since it is believed by some experts that cyber safety is one of the top health issues facing children today, ranking it just below drug abuse.

Compounding this problem is the fact that technology is rapidly evolving, which means that often times it is hard to keep pace with the latest cyber threats. Through the Baldwin County Public School System's partnership with the Baldwin County Child Advocacy Center, the Net Smartz curriculum, which is a multi-media Internet safety presentation, is taught to students in grades 2-8 as a way to empower them to be safer online.

The Prevention Education Coordinator from the Baldwin County Child Advocacy Center will be teaching the Net Smartz curriculum to students at your child's school on _____. Should you desire to review this curriculum prior to it being taught to your child, you are encouraged to make contact with your child's school counselor, _____, at _____ or via e-mail at _____ in order for arrangements to be made for you to do so.

Should you choose for your child to not participate in the class while the Net Smartz curriculum is being taught, you will need to notify the school counselor no later than _____ so that alternate arrangements can be made for your child during this time.

Thank you for your continued support as we strive to enable our students to be as safe as possible while using the Internet.

Sincerely,

Patrice Davis

Patrice Davis
Prevention and Support Services Coordinator



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**Tel 251.972.8550
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Estimados padres:

Como todos sabemos, Internet ha cambiado drásticamente la forma en que los niños interactúan con el mundo. Los niños no solo tienen acceso a un conocimiento profundo, sino que también tienen acceso ilimitado a personas de todo el mundo. Sin embargo, además de ofrecer una nueva y fascinante forma de interactuar con el mundo, Internet también ofrece nuevos riesgos: ciberacoso, exposición a material inapropiado, depredadores en línea y el potencial de revelar demasiada información personal.

Aprender a reconocer las señales de advertencia de estos riesgos permitirá a los niños evitar potencialmente algunos de los impactos negativos de su uso de Internet. Esto es particularmente necesario ya que algunos expertos creen que la seguridad cibernética es uno de los principales problemas de salud que enfrentan los niños hoy en día, clasificándolo justo por debajo del abuso de drogas.

Agravando este problema está el hecho de que la tecnología está evolucionando rápidamente, lo que significa que a menudo es difícil mantenerse al día con las últimas amenazas cibernéticas. A través de la asociación del Sistema de Escuelas Públicas del Condado de Baldwin con el Centro de Defensa Infantil del Condado de Baldwin, el plan de estudios Net Smartz, que es una presentación multimedia de seguridad en Internet, se enseña a los estudiantes en los grados 2-8 como una forma de empoderarlos para que estén más seguros en línea.

El Coordinador de Educación para la Prevención del Centro de Defensa Infantil del Condado de Baldwin enseñará el currículo de Net Smartz a los estudiantes de la escuela de su hijo el _____. Si desea revisar este currículo antes de que se le enseñe a su hijo, se le recomienda que se comunique con el consejero escolar de su hijo, _____, en _____ o por correo electrónico a _____ en el fin de que se tomen las medidas necesarias para usted.

Si decide que su hijo no participe en la clase mientras se enseña el plan de estudios Net Smartz, deberá notificar al consejero escolar tan antes cuanto _____ para que se pueden hacer arreglos alternativos para su hijo durante este tiempo.

Gracias por su continuo apoyo mientras nos esforzamos por permitir que nuestros estudiantes estén lo más seguros posible mientras usan Internet.

Sinceramente,

Patricee Davis

Patricee Davis, Prevention and Support Services Coordinator



Mr. Eddie Tyler, Superintendent

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**Tel 251.972.8550
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Dear Parents:

Child sexual abuse and neglect is indeed a difficult subject to think about, yet alone to teach students—particularly those in kindergarten and first grade. For most of us, it's hard to imagine anyone wanting to harm a child. However, as disturbing as it may be, child sexual abuse and neglect are very real.

Consequently, it is imperative that we empower our young children to protect themselves in situations where someone would abuse them. Children must be taught that their bodies are their own, and they need to tell a trusted adult anytime a situation makes them feel confused, scared, or just *icky*. Just as we spend a lot of time and effort teaching children how to behave in various school settings and in a variety of situations, i.e., what to do when conflicts, bullying, or peer pressure arise; how to make good choices; and how to be ready learners, we must also teach them how to respond to situations in which they are either being abused or groomed for abuse.

Through the Baldwin County School System's partnership with the Baldwin County Child Advocacy Center, students in kindergarten and in first grade are taught critical child safety information that is age appropriate through the use of puppets. These puppets convey the message that your child's body belongs to him/her, and in the event that someone touches her inappropriately, or makes her feel uncomfortable, she should say, "Stop, I don't like it!" to the person touching her and tell a trusted adult.

The Prevention Education Coordinator from the Baldwin County Child Advocacy Center will be sharing the puppet show with students at your child's school on _____. Should you desire to learn more about the puppet show prior to it being taught to your child, you are encouraged to make contact with your child's school counselor, _____, at _____ or via e-mail at _____ in order for arrangements to be made for you to do so.

Should you choose for your child to not participate in the class while the puppet show is being taught, you will need to notify the school counselor no later than _____ so that alternate arrangements can be made for your child during this time.

Thank you for your continued support as we strive to enable our students to be as safe as possible.

Sincerely,

Patrice Davis

Patrice Davis
Prevention and Support Services Coordinator



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Estimados padres:

El abuso sexual infantil y la negligencia es de hecho un tema difícil de pensar, pero solo para enseñar a los estudiantes, particularmente a los de kindergarten y primer grado. Para la mayoría de nosotros, es difícil imaginar a alguien que quiera dañar a un niño. Sin embargo, por inquietante que sea, el abuso sexual infantil y la negligencia son muy reales.

En consecuencia, es imperativo que empoderemos a nuestros niños pequeños para que se protejan a sí mismos en situaciones en las que alguien abusaría de ellos. A los niños se les debe enseñar que sus cuerpos son suyos, y que necesitan decirle a un adulto de confianza cada vez que una situación los hace sentir confundidos, asustados o simplemente repulsivo. Así como pasamos mucho tiempo y esfuerzo enseñando a los niños cómo comportarse en diversos entornos escolares y en una variedad de situaciones, es decir, qué hacer cuando surgen conflictos, intimidación o presión de grupo; cómo tomar buenas decisiones; y cómo ser aprendices listos, también debemos enseñarles cómo responder a situaciones en las que están siendo abusados o preparados para el abuso.

A través de la asociación del Sistema Escolar del Condado de Baldwin con el Centro de Defensa Infantil del Condado de Baldwin, a los estudiantes de kindergarten y en primer grado se les enseña información crítica sobre la seguridad infantil que es apropiada para la edad a través del uso de marionetas. Estos títeres transmiten el mensaje de que el cuerpo de su hijo le pertenece, y en el caso de que alguien lo toque inapropiadamente o lo haga sentir incómodo, debe decir: "¡Pare, no me gusta!" a la persona que la toca y decírselo a un adulto de confianza.

El Coordinador de Educación para la Prevención del Centro de Defensa Infantil del Condado de Baldwin compartirá el espectáculo de marionetas con los estudiantes de la escuela de su hijo el _____. Si desea obtener más información sobre el espectáculo de marionetas antes de que se le enseñe a su hijo, se le recomienda que se ponga en contacto con el consejero escolar de su hijo, _____, en _____ o por correo electrónico a _____ en el fin de que se tomen las medidas necesarias para usted.

Si decide que su hijo no participe en la clase mientras se enseña el espectáculo de marionetas, deberá notificar al consejero escolar tan antes cuanto _____ para que se pueden hacer arreglos alternativos para su hijo durante este tiempo.

Gracias por su continuo apoyo mientras nos esforzamos por permitir que nuestros estudiantes estén lo más seguros posible.

Sinceramente,

Patrice Davis

Patrice Davis

Prevention and Support Services Coordinator

ALABAMA COUNSELING ASSOCIATION

MEMBERSHIP APPLICATION

For Office Use Only

Amount _____ Check # _____
Bank _____
Process Date _____
Membership # _____

NAME _____

ADDRESS, CITY, STATE ZIP _____

JOB TITLE _____

SPECIALIZATION _____

EMPLOYER _____

HOME PHONE _____

WORK PHONE _____

COUNTY _____

ALCA CHAPTER _____

EMAIL _____

☐ Are you an LPC? Yes _____ No _____

☐ American Counseling Association Member (ACA)?

Date first joined ALCA? _____

☐ Are you on the listserv? Yes _____ No _____

Would you like to be added? Yes _____ No _____

☐ I am a renewing member (was member last year).

☐ I am reinstating membership (was formerly a member).

☐ I am applying for a new membership (first time).

☐ I do not wish to renew.

Type of Membership (membership in ALCA and at least one division is required; note categories on back)	Membership Dues	Amount of Payment
A. ALCA Membership includes one geographic chapter		
<input type="checkbox"/> 1. Active	Active	60.00
<input type="checkbox"/> 2. Student (full-time; not working)	Student	30.00
<input type="checkbox"/> 3. Retired	Retired	30.00
<input type="checkbox"/> 4. Past President	Past President	N/A
B. Divisions (you must join at least one; student and retired members pay ½ division dues):		
<input type="checkbox"/> 1. Alabama College Counseling Association	ACCA	5.00
<input type="checkbox"/> 2. Alabama Association for Counselor Education and Supervision	ALACES	15.00
<input type="checkbox"/> 3. Alabama Association for Multicultural Counseling and Development	ALAMCD	8.00
<input type="checkbox"/> 4. Alabama School Counselor Association	ALSCA	15.00
<input type="checkbox"/> 5. Alabama Career Development Association	ALCDA	6.00
<input type="checkbox"/> 6. Alabama Mental Health Counselors Association	ALMHCA	15.00
<input type="checkbox"/> 7. Association of Lesbian, Gay, Bisexual & Transgender Issues in Counseling of Alabama	ALGBTICAL	5.00
<input type="checkbox"/> 8. Alabama Association for Specialists in Group Work	ALASGW	6.00
<input type="checkbox"/> 9. Alabama Association for Spiritual, Ethical, and Religious Values in Counseling	ALASERVIC	6.00
<input type="checkbox"/> 10. Alabama Division of the American Rehabilitation Counseling Association	ALDARCA	4.00
<input type="checkbox"/> 11. Alabama Association for Marriage and Family Counseling	ALAMFC	10.00
<input type="checkbox"/> 12. Alabama Association for Addictions and Offenders Counseling	ALAAOC	5.00
<input type="checkbox"/> 13. Alabama Association for Adult Development and Aging	ALAADA	5.00
Total Dues Enclosed		

I certify that the applicant is not working full-time and is a full time student.

Signature of Professor

Institution

Make check to ALCA and mail application to:

Dr. Ervin "Chip" Wood
ALCA
217 Daryle Street
Livingston, AL 35470

OR

Card CVC2 Code _____

Type: _____ Credit Card # _____ Exp. Date _____

I agree to adhere to the ethical codes of ACA and the National Division which govern ALCA and its Divisions. Copies of these statements are available upon request. I also grant permission for ALCA to release my name and other pertinent information as it deems appropriate.

Date: _____

Member's Signature: _____