Contact Information
Office: 334-242-8165
Fax: 334-353-5962
# Table of Contents

<table>
<thead>
<tr>
<th>Title</th>
<th>Slides</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notifiable Diseases</td>
<td>16-28</td>
</tr>
<tr>
<td>Alabama Student Assistance Plan Training Presentation</td>
<td>29-48</td>
</tr>
<tr>
<td>Counseling and PLAN 2020</td>
<td>49-66</td>
</tr>
<tr>
<td>Graduation Success and Drop Out Prevention</td>
<td>67-75</td>
</tr>
<tr>
<td>Positive Behavior Supports</td>
<td>76-84</td>
</tr>
</tbody>
</table>
A local board of education may allow any person employed by the board as school security personnel or as a school resource officer to carry a firearm while on duty if the employee satisfies all of the following qualifications:
1. Alabama Police Officers’ Standards and Training Commission (APOSTC) certified, and

2. Completed Alabama Law Enforcement Agency (ALEA) active shooter training, and

3. APOSTC annual firearm requalification, and

4. Be trained and carry a non-lethal weapon.

The LEA must maintain a copy of the certificates or qualifying documentation for security personnel and School Resource Officers (SROs).
August 7, 2013
MEMORANDUM
TO: City and County Superintendents
FROM: Thomas R. Bice
State Superintendent of Education
RE: Applicability of Alabama’s Gun Law, Act # 2013-283

Code of Alabama (1975) § 16-1-24.1
Code of Alabama (1975) § 16-1-24.1

Safe school and drug-free school policy; treatment of policy violators; promulgation and distribution of discipline policy; liability limited for discipline actions; local boards may adopt more stringent guidelines.
The Act eliminates the requirement for a monthly fire drill in exchange for an emergency drill each month as follows:

1. One lockdown drill within the first 6 weeks of school and one within the first 6 weeks of second semester.

2. One severe weather drill during the months of September, October, or November, and one during the months of January, February, or March.

(Only one lockdown drill and one severe weather drill each semester.)
3. An emergency drill to include fire drills the other months of the school year.

4. An annual staff safety training.

5. An annual student safety training.


The drills are to be documented in Virtual Alabama School Safety System using Form SP-43 starting this year, 2013-2014.
June 13, 2012
MEMORANDUM

TO: City and County Superintendents
FROM: Thomas R. Bice
State Superintendent of Education
RE: Virtual Alabama School Safety System

*Code of Alabama (1975) § 16-1-44*
As per Dr. Bice’s June 13, 2012 MEMO all safety plans are to be housed in Virtual Alabama School Safety System by July 19, 2013 and access be given to first responders.

This satisfies the requirement to provide a copy of the school safety plan to law enforcement and safety officials as per Code of Alabama (1975) §16-1-44, and the amendments of HB91, ACT 2013-329 to §16-1-44.
Prevention and Support Services will be using the Virtual Alabama School Safety System as documentation for School Safety Plans and required drills during LEA Compliance Review beginning with the 2013-2014 school year.
Has the school board provided annual training on mandatory reporting of known or suspected child abuse or neglect?

*Code of Alabama (1975) §16-14-3*

Has the school board adopted and implemented a written policy prescribing appropriate disciplinary actions to be taken against any principal or his or her designee who willingly neglects or refuses to comply with the requirements of the Code Red School Safety Plan? *Code of Alabama (1975) §16-1-44*
Gun-Free/Tobacco-Free Schools Policies

Has the school board adopted and implemented a uniform policy prohibiting all persons, other than authorized law enforcement personnel, and qualified school security personnel from bringing or possessing any deadly weapon or dangerous instruments on school property and prescribing specific penalties for all students and all school personnel who violate this policy, notwithstanding any criminal penalties which may also be imposed?

*Ala. Admin. Code 290-3-1-.02(1)(b)(3), Code of Alabama (1975)§13A-11-72*
Student Harassment Prevention Act

Has the school board provided training for school employees and volunteers, who have significant contact with students, on the local board policies to prevent and report harassment?

*Code of Alabama (1975) §16-28B-8(b)*

Drug-Free Learning Environment

Is there evidence of the inclusion and involvement of other professionally and occupationally qualified individuals?

*Code of Alabama (1975) §16-41-3*
Objectives

- Ensure schools are reporting notifiable diseases, outbreaks of any kind, and cases of public health importance.
- Locate basic disease information and outbreaks on www.adph.org/epi.
- Determine diseases to be reported, how to report, and timeframe for reporting
- Identify outbreak investigation actions
Bureau of Communicable Diseases

- Epidemiology
- HIV/AIDS
- Immunization
- Sexually-transmitted Diseases
- Tuberculosis
Purpose of Notifiable Diseases

- Prevent disease
- Assist with medical decisions
- Patient education

ADPH administrative code authorizes and requires reporting
http://www.alabamaadministrativecode.state.al.us/docs/hlth/420-4-1.pdf

ADPH is exempt from HIPAA Privacy Rules,
http://www.cdc.gov/mmwr/pdf/other/m2e411.pdf
ADPH is a public health authority as defined by the Health Insurance Portability and Accountability Act (HIPAA) to collect or receive protected health information (PHI) for the purpose of surveillance, investigations, and interventions of notifiable diseases, without authorization of the patient.

http://www.cdc.gov/mmwr/preview/mmwrhtml/m2e411a1.htm
Who Must Report

- Physicians
- Dentists
- Nurses
- Medical Examiners
- Hospital Administrators
- Nursing Home Administrators
- Laboratory Directors
- School Principals
- Day Care Center Directors

ADPH expects and wants multiple reports
Minimum Data Elements

- Name disease or health condition
- Patient name
- Patient DOB
- Patient gender
- Patient address
- Patient phone number

- Date of onset, date of lab results, and/or date of diagnosis
- Reporter’s Name
- Reporter’s Phone
- Facility/Organization Name
DETECT - Decrease Epidemiological Threats with Environmental Controls and Testing
TEST - Take Epidemiological Specimens Today
REPORT - Rules for Every Provider and Organization to Report on Time
Report within 4 hours of Diagnosis
Immediate, Extremely Urgent

<table>
<thead>
<tr>
<th>Anthrax, human</th>
<th>Smallpox</th>
</tr>
</thead>
<tbody>
<tr>
<td>Botulism</td>
<td>Tularemia</td>
</tr>
<tr>
<td>Plague</td>
<td>Viral hemorrhagic fever</td>
</tr>
<tr>
<td>Poliomyelitis, paralytic</td>
<td>Cases related to nuclear, biological, or chemical terrorist agents</td>
</tr>
<tr>
<td>Severe Acute Respiratory Syndrome- associated Coronavirus (SARS-CoV)</td>
<td></td>
</tr>
</tbody>
</table>

Must request permission from Epidemiology before testing

*Select Agent:
http://www.selectagents.gov/Select%20Agents%20and%20Toxins%20List.html
# Example Outbreak Lab Slip

![Example Outbreak Lab Slip Image]

The image shows an example of a laboratory report slip from the Alabama Department of Public Health. The slip contains various fields such as patient information, symptoms, travel history, and outbreak control measures. The section highlighted with a red circle indicates the outbreak control measures (EPI | SBS | ALY | HH | CC) are specified.
Wash Hands to Prevent

- Before, during, and after preparing food
- Before eating food
- Before and after caring for someone who is sick
- Before and after treating a cut or wound
- After using the toilet
- After changing diapers or cleaning up a child who has used the toilet
- After blowing your nose, coughing, or sneezing
- After touching an animal or animal waste
- After handling pet food or pet treats
- After touching garbage
How to REPORT

Immediate, Extremely Urgent
W/in 4 hrs of dx
- Phone -1-800-338-8374

Immediate, Urgent
W/in 24 hrs of dx
- Online, REPORT Card
- Email to report@adph.state.al.us
- Fax (334) 206-3734
- Phone 1-800-338-8374

Standard W/in 7 days of dx
- Online, REPORT Card
- Email to report@adph.state.al.us
- Fax (334) 206-3734
- In writing – Mail green “REPORT Card”
County Health Department (CHD)
http://adph.org/administration/assets/countylist.pdf
Field Surveillance Staff (FSS)
http://www.adph.org/epi/default.asp?id=1438
Epidemiology Division (EPI)
1-800-338-8374
http://www.adph.org/epi/
Alabama Student Assistance Plan Training Agenda

- Alabama Student Assistance Plan (ASAP) Overview
- State At-Risk Guidelines
- Children First Guidelines
- Application Content and Requirements
- Flexibility Spending Guidelines
- ASAP Carry-Over Funds
ASAP Overview

The purposes of the programs funded through the ASAP are as follows:

- To keep students in school.
- To encourage regular attendance and punctuality.
- To better prepare students for the world of work.
- To prepare students for further educational opportunities.
- To promote and to provide greater safety and security for schools.
- To promote greater parental and family support.
ASAP Overview

- The Alabama Student Assistance Plan (ASAP) is a consolidated plan developed in FY 2008.
- Consolidated from the former State At-Risk and Children First plans and applications.
- Funding sources are very precise in what services they are able to provide.
ASAP Overview

- State At-Risk and Children First plans have the same philosophical basis: providing assistance for students at risk, keeping students in school, and preventing non-completion of school.
- Although there are differences, the primary focus for funding is to provide academic and behavioral services and opportunities for students who persistently perform below average.
### ASAP Overview

#### Former State Plans now known as ASAP

<table>
<thead>
<tr>
<th>Plan Similarities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emphasizes alternative education and ways for successful completion of school</td>
</tr>
</tbody>
</table>

| State At-Risk | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Children First | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
State At-Risk funds are for students defined as being at-risk of dropping out of school or are performing at an academic level below current grade placement (ACT No. 2013-264). These students are at risk of not experiencing school success and are in danger of school failure and/or non-completion. Local school faculty and the school principal shall make recommendations for students at the school to include as participants in the at-risk program.
Reasons for school failure or non-completion may be due to situations, circumstances, and/or conditions (e.g., environment, family, health, and other) over which they may have limited control. By providing focused attention and assistance in identified areas of need, students will be given opportunities to experience school success. Many of these students may be served at the local level through alternative programs.
State At-Risk Guidelines

Purpose of Funding

State At-Risk funds may be expended for student programs to improve efficiency and utilization of technology-based educational resources in the classroom (Act 2013-264). They may be used for, but are not limited to, after-school tutoring, summer schools, weekend schools, character education programs, drop-out prevention programs, career technical education youth programs, alternative schools, training of parents, purchase and use of web-based practice tests for the high school graduation exam and other standardized tests, programs to improve reading, and/or math, and/or science skills to increase grade-to-grade promotion, high school graduation and college preparedness, and other activities designed to assist at-risk students.
Children First funds may be expended in one or more of the following categories:

- Alternative Education Programs
- School Safety Enhancement Programs
The alternative education program(s) should be multiple-tier programs that address behavior, expulsion, and suspension as well as academic difficulties including, but not limited to, below grade-level achievement, attendance, student pregnancy, and dropout prevention.
Children First funds allocated for *alternative education* programs may be used as follows:

- To employ personnel to support alternative education programs including nurses and school social workers.
- To develop new programs to meet assessed LEA need.
- To purchase materials and/or supplies per the following guidelines.
Children First funds allocated for *school safety* programs may be used as follows:

- To employ personnel to support school safety programs including School Resource Officers (SROs) and school security personnel.
- To purchase safety and security items to reduce discipline and school safety problems including surveillance equipment and electronic buzzers for entrance doors.
Children First Guidelines
Purpose of Funding

Children First funds may not be used:

• For supervisory/administrative personnel at the central office.
• To purchase land or buildings and renovations of buildings.
Application Content

Dr. Craig Pouncey’s memo to Superintendents and CFOs on August 12, 2013

- To streamline the Alabama Student Assistance Plan (ASAP) application process for the FY 2014 school year and to facilitate a faster application response time, please indicate the At-Risk and Children First allocated funds in your general budget codes. The following codes will be allowed for these funds:
  1. 4600 At-Risk Non-regular Education
  2. 1700 Alternative School Programs
  3. 1810 At-Risk Supplementary Regular Education
- Other related program codes may be approved on a case-by-case basis.
- Since High Hopes funds to the Local Education Agencies (LEAs) have been removed, the formal ASAP application for the FY 2014 school year will be discontinued. Therefore, you should indicate the appropriate expenditures as part of your current education budget.
## Application Requirements

<table>
<thead>
<tr>
<th>Requirements by Law</th>
<th>ASAP STATE FUNDING</th>
<th>Children First</th>
</tr>
</thead>
<tbody>
<tr>
<td>At-risk students shall be defined as those students who score at level 1 or level 2 (not proficient/partially proficient) in reading or mathematics on the current state assessments.</td>
<td>25% financial match from local funds or in-kind services or programs for Children First Funds.</td>
<td></td>
</tr>
</tbody>
</table>

| Planning Guidelines                | Assessment of need through committee; Identification of strategies and community agency resources; Planning of activities; Development of method of evaluation. | Assessment of need through committee; Identification of strategies and 25% match; Planning activities; Development of method evaluation. |

| Spending Guidelines                | At-risk funds may be expended for student programs to improve the efficiency and utilization of technology-based educational resources in the classroom. | Funds may be expended on personnel, services, and programs related to alternative education programs and school safety for K-12 students. |

| Family Involvement                | Encourages membership on planning team; funds may be expended on personnel and services that enhance family responsibility. | Promotes family participation in school activities and parental responsibility for children’s academic and behavioral performances. |

| Evaluation Guidelines             | Documentation of evaluation of measurable strategies through academic and behavioral activities and community agency assessments. | Documentation of evaluation of measurable strategies through performance improvement and monetary management. |

| Signature Guidelines              | Signatures of approval from the ASAP Planning Team must be kept on file at the central office by the ASAP Coordinator. | A signature or letter of approval from the local Children’s Policy Council chairperson must be kept on file at the central office by the ASAP Coordinator. |

| Supplanting Guidelines            | The local board may not use State At-Risk funds to supplant existing and/or current resources. | The local board may not use Children First funds to supplant existing and/or current resources. |
Community Partnership Suggested Guidelines

- Note: there are no references to partner with agencies for FY 2014 in the current budget requirements for Children First and At-Risk funds.

- All community organizations must have established non-profit, non-governmental status to be considered as a partner. An organization should not be considered if it cannot and has not established non-profit, non-governmental status under section 501 (c)(3) through appropriate Internal Revenue Service (IRS) documentation.
For FY 2014, local boards of education may exercise flexibility among line item expenditures, not to create a reduction of earned teacher units and/or local board of education support personnel.

(ACT No. 2013-264, Education Trust Fund, Section 11)
No carry-over expenditures are permitted under the FY 2013 and the FY 2014 requirements.
Technical Assistance

For more information regarding the Alabama Student Assistance Plan, please refer to the ASAP Document Library or contact Jim Toney at telephone number (334) 242-8165 or e-mail at jtoney@alsde.edu.
COUNSELING AND PLAN 2020

Fran Stewart
fstewart@alsde.edu

Ceceilia Mills
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Kristen Dial
kdial@alsde.edu
The counselor’s role is actually woven into all of these components.
ALABAMA’S 2020 SUPPORT SYSTEMS

OBJECTIVES
1. All students will attend school daily and be engaged in rigorous and relevant learning environments.
2. All students will develop a sense of personal and civic responsibility to ensure a learning environment that is safe and civil.
3. All students will be provided with individual and group counseling services.
4. All students will enter 9th grade prepared and with a four-year plan that addresses their individual academic and career interest needs.
5. All students will be provided with healthy meals, physical education, and health instruction supported with needed medical and related services.

STRATEGIES
• Implement an early warning system for student absences and build a community-based support and intervention system.
• Implement a Positive Behavior Support or other related student and school culture program to support student ownership of his/her actions that includes alternatives to traditional disciplinary sanctions.
• Implement Alabama’s Comprehensive Guidance and Counseling Plan.
• Develop and implement a Coordinated School Health and Support Program.
Program Benefits

- Alabama’s 2020 Learners
  - Benefits for Students
Program Benefits

- Alabama’s 2020 Support Systems
  - Benefits for Parents/Guardians
Program Benefits

- Alabama’s 2020 Professionals
  - Benefits for School Counselors
  - Benefits for Teachers
  - Benefits for Administrators
Alabama’s 2020 Schools/Systems
  • Benefits for Boards of Education
  • Benefits for Communities, Business, and Industry
  • Benefits for Student Services Personnel
Evaluation of the comprehensive counseling and guidance program is a vital element in determining the effectiveness of the school program.
### Guidance Curriculum Scope and Sequence Chart (Continued)

#### Career Development Domain

**Standard B**: Students will employ strategies to achieve future career goals with success and satisfaction.

<table>
<thead>
<tr>
<th>Competency C:B1</th>
<th>Acquire Career Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>C:B1.1</td>
<td>apply decision-making skills to career planning, course selection and career transition</td>
</tr>
<tr>
<td>C:B1.2</td>
<td>identify personal skills, interests and abilities and relate them to current career choice</td>
</tr>
<tr>
<td>C:B1.3</td>
<td>demonstrate knowledge of the career-planning process</td>
</tr>
<tr>
<td>C:B1.4</td>
<td>know the various ways in which occupations can be classified</td>
</tr>
<tr>
<td>C:B1.5</td>
<td>use research and information resources to obtain career information</td>
</tr>
<tr>
<td>C:B1.6</td>
<td>learn to use the Internet to access career-planning information</td>
</tr>
<tr>
<td>C:B1.7</td>
<td>describe traditional and nontraditional career choices and how they relate to career choice</td>
</tr>
<tr>
<td>C:B1.8</td>
<td>understand how changing economic and societal needs influence employment trends and future training</td>
</tr>
</tbody>
</table>

**Competency C:B2**: Identify Career Goals

<table>
<thead>
<tr>
<th>Competency C:B2</th>
<th>Identify Career Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>C:B2.1</td>
<td>demonstrate awareness of the education and training needed to achieve career goals</td>
</tr>
<tr>
<td>C:B2.2</td>
<td>assess and modify their educational plan to support career</td>
</tr>
<tr>
<td>C:B2.3</td>
<td>use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience</td>
</tr>
<tr>
<td>C:B2.4</td>
<td>select course work that is related to career interests</td>
</tr>
<tr>
<td>C:B2.5</td>
<td>maintain a career-planning portfolio</td>
</tr>
</tbody>
</table>

**Standard C**: Students will understand the relationship between personal qualities, education, training, and the world of work.

<table>
<thead>
<tr>
<th>Competency C:C1</th>
<th>Acquire Knowledge to Achieve Career Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>C:C1.1</td>
<td>understand the relationship between educational achievement and career success</td>
</tr>
<tr>
<td>C:C1.2</td>
<td>explain how work can help to achieve personal success and satisfaction</td>
</tr>
<tr>
<td>C:C1.3</td>
<td>identify personal preferences and interests influencing career choice and success</td>
</tr>
<tr>
<td>C:C1.4</td>
<td>understand that the changing workplace requires lifelong learning and acquiring new skills</td>
</tr>
<tr>
<td>C:C1.5</td>
<td>describe the effect of work on lifestyle</td>
</tr>
<tr>
<td>C:C1.6</td>
<td>understand the importance of equity and access in career choice</td>
</tr>
<tr>
<td>C:C1.7</td>
<td>understand that work is an important and satisfying means of personal expression</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>K-2</th>
<th>3-5</th>
<th>6-8</th>
<th>9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>C:B1.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>C:B1.2</td>
<td></td>
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<td>C:B1.3</td>
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<td>C:B2.1</td>
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<tr>
<td>C:C1.7</td>
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</tbody>
</table>
Each student grades 9-12 must have a 4-year plan to guide and ensure credits for graduation.
Prior to 9\textsuperscript{th} grade, a 4-year plan should be developed using Kuder electronically unless your system is currently using a different program. (You may want to print out a copy for the student’s permanent record folder.)

This plan should be revisited each year with a parent/guardian. They can be reviewed by the student’s Advisor, Homeroom Teacher, Counselor, or other designated school personnel.
<table>
<thead>
<tr>
<th>AREAS OF STUDY</th>
<th>REQUIREMENTS</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>English 9, 10, 11, and 12 or any AP/IB or postsecondary equivalent option or these courses</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Algebra I, Geometry, and Algebra II w/ Trig or Algebra II, or their equivalent. Additional course(s) to complete the four credits mathematics must be chosen from the Alabama Course of Study: Mathematics or CTE/AP/IB equivalent courses</td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
<td>Biology and a physical science. The third and fourth science credits may be used to meet both the science and CTE requirement and must be chosen from the Alabama Course of Study: Science or CTE/AP/IB/postsecondary equivalent courses.</td>
<td>4</td>
</tr>
<tr>
<td>Social Studies</td>
<td>World History, U.S. History x 2, and Government/Economics or AP/IB/postsecondary equivalent courses.</td>
<td>4</td>
</tr>
<tr>
<td>Physical Education</td>
<td>LIFE (Personal Fitness)</td>
<td>1</td>
</tr>
<tr>
<td>Health Education</td>
<td>Alabama Course of Study: Health Education.</td>
<td>0.5</td>
</tr>
<tr>
<td>Career Preparedness</td>
<td>Career Preparedness Course (Career and Academic Planning, Computer Applications, Financial Literacy)</td>
<td>1</td>
</tr>
<tr>
<td>CTE and/or Foreign Language and/or Arts Education</td>
<td>Students choosing CTE, Arts Education, and/or Foreign Language are encouraged to complete two courses in sequence.</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>2.5</td>
</tr>
<tr>
<td><strong>Total Credits Required for Graduation</strong></td>
<td></td>
<td>24</td>
</tr>
</tbody>
</table>
Comprehensive Counseling and Guidance Programs are monitored on a four-year cycle as part of the State 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 and are aligned with PLAN 2020. Findings from the Compliance Review are used in development of Corrective Action Plans for program requirements and improvements.
## Comprehensive Counseling and Guidance Model for Alabama Public Schools, Bulletin 2003, No. 89

### 28. Has each LEA ensured that counselors at each school have:

<p>| | |</p>
<table>
<thead>
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<th></th>
<th></th>
</tr>
</thead>
</table>
| a. Developed and implemented a comprehensive counseling and guidance program with certified counselors that ensure that every student achieves the minimum counseling competencies at each appropriate grade level? | Copy of LEA and each school’s comprehensive counseling and guidance plan  
   - Counselor schedules for classroom guidance and lesson plans  
   - Counselor’s schedules  
   - School counseling calendar of activities |
| b. Spent 100% of their time providing services through the four required program components: School Guidance Curriculum, Individual Student Planning, Responsive Services, and System Support? | Copy of yearly and monthly calendar of guidance and counseling activities |
| c. Developed and followed a planned calendar of activities? | Copy of yearly and monthly calendar; Counselor’s schedule indicating large group, small group, and individual activities |
| d. Implemented a planned sequential program of large group, small group, and individual activities that enhances the instructional program in required areas? |  |
| e. Provided adequate resources for instruction and delivery of guidance services? | Observation  
   - Counselor interviews |
| f. Assisted in early identification of students at-risk of school failure and facilitated in the delivery of preventive and intervening services? | Interviews and/or copy of plan  
   - Actively serving on the RtI Team (RtI Team Roster) |
| g. Implemented a comprehensive counseling and guidance program that ensures equal access and appropriate placement of students by utilizing test data and other available information? | Interviews  
   - Copy of Plan |
| h. Provided guidance to students in the development and annual revision of a high school four-year educational plan and an educational/career planning portfolio of study? (The selection of the high school four-year plans shall be approved in writing by the parents or guardians and become part of the educational/career planning portfolio.) | Copies of four year student plans with signatures of parents or guardians;  
   - Copies of students’ educational/career planning portfolios (from Kuder & Aspire) |
| i. Consulted with students, parents, teachers, other educators, and community agencies regarding strategies to help students achieve personal and academic advancement? | Interviews  
   - Resource list  
   - Schedule of student & parent meetings (log) |
| j. Provided equal access, systematic evaluations, and follow-up studies to determine program revisions and promote awareness of the program? | Needs Survey; Systematic Evaluation  
   - Follow-up, Results Data  
   - Interviews |
| k. Established a Counseling and Guidance Advisory Council and/or Committee? | List of members for LEA and each school’s Counseling and Guidance Advisory Council and/or committee |
| l. Provided easily accessible and adequate facilities? | Observation  
   - Interviews  
   - Counselor’s schedule |
| m. Coordinated guidance services with all aspects of the school program? |  |

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**LEA Compliance Review**
The SharePoint counselor networking website is specifically for communicating and working together

- It stores a library of taped counselor webinars
- We can facilitate electronic teamwork on projects, sharing information, and building on each other’s idea & resources
- SharePoint can create discussion boards and surveys
  - The link for SharePoint

https://connect.alsde.edu/sites/ps/counselors/SitePages/Home.aspx
I-D-mails & Ed. Dir.

- P&SS “Request” ListServ
- Global E-mail addresses- Ed.Dir.

TO CHECK YOUR INFORMATION:
- Log into the Education Directory
- Go to your profile
- Ensure that all your information is correct
- If your e-mail address is incorrect, contact your superintendent to change/correct it for you.

- ONLY superintendents have a passcode to make changes in Ed.Dir.
Proposed Counselor Excellence PD Webinars 2013-2014

- Run, Fight, & Hide - Intruder Negotiation Training
- Identifying & Reporting Child Abuse/Neglect, Legal Requirements
- Character Education
- Advisor-Advisee Programs
- Technology Use for Counselors
- Culture/Climate/Behavior
- Test data Analyzation & Utilization
GRADUATION SUCCESS AND DROP OUT PREVENTION

Kay Atchison-Warfield, Ed.D
kaw@alsde.ed

and

Ayanna Long
along@alsde.ed
A tool designed to serve as an early warning system for attendance, behavior, and credit or grade attainment.

The Alabama Graduation Tracking System (AGTS)
- utilizes existing STI technology
- allows “high yield” indicators - attendance, behavior, and course performance
6-Step Implementation Process for the GTS

- Using the GTS Tool
- Identifying Team Members
- Reviewing & Interpreting the Data
- Aligning Resources
- Monitoring Interventions
- Evaluating & Refining the Process
## Dates for GTS Training

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Location</th>
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<tbody>
<tr>
<td>September 12, 2013</td>
<td>Calhoun Community College, Tanner, AL 36870</td>
<td>Demopolis High School, Demopolis, AL 38732</td>
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<tr>
<td>September 13, 2013</td>
<td>Central High School, Tuscaloosa, AL 36401</td>
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<td>October 2, 2013</td>
<td>Mobile Professional Development, Mobile, AL 36618</td>
<td>Southern Union Community College, Opelika, AL 38801</td>
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<td>October 10, 2013</td>
<td>AIDT, Montgomery, AL 36116</td>
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<td>December 11, 2013</td>
<td>Dothan High School, Dothan, AL 36303</td>
<td>Anniston High School, Anniston, AL 36207</td>
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<tr>
<td>January 16, 2014</td>
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</table>
4 year project
- Funded by U.S. Department of Education’s Institute of Education Sciences
- The U.S. Department of Education (project funder) wants to know whether placing Promotion Coaches in high schools to build teams focused on identifying and intervening with students who display problems in attendance, behavior, and course performance results in better outcomes for students than in schools without this initiative in place.
- Results will be used to:
  1. Inform Alabama
  2. Affect national policies and practices
Save the date ~
20th Annual National Association of Alternative Education Conference

- March 12-14, 2014, Atlanta, Georgia
- Innovative pathways because students are unique and require various non-traditional ways to facilitate student success.
The ALSDE is in the process of selecting 20 LEA’s to receive PASS funds.

- 36 applications were submitted.
- The recipients will receive a grant award of $20,000 for non-traditional processes/programs.
Alabama Standing with the Nation has named September, “Attendance Awareness Month”

#1 indicator of students off-track:

ATTENDANCE -
Is the key barometer of a student’s connection with schooling.
Attendance Facts

- Poor School Attendance begins in Kindergarten

- School Attendance is essential to academic success

- Chronic absences - missing 10% of the school year, or 2-3 days every month can translate in ninth graders dropping out of high school
Positive Behavior Supports

Greg DeJarnett
gregd@alsde.edu
Intensive, Individual Interventions
- Individual Students
- Assessment-based
- High Intensity

Targeted Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions
- All students
- Preventive, proactive

Intensive, Individual Interventions
- Individual Students
- Assessment-based
- Intense, durable procedures

Targeted Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions
- All settings, all students
- Preventive, proactive

Circa 1996
www.pbis.org
Best behavior provides proven, effective management methods of students in school common areas, and classrooms.

The goal of best behavior is to facilitate the academic achievement and healthy development in children and provide a safe environment conducive to learning.

Two constant challenges to effective education:

- Academic Achievement
- Discipline
Why schools need Best Practices

- Ineffective instruction that results in academic failure.
- Failure to understand individual student differences.
- Students need to know self-management skills.
- Unclear and inconsistent rules regarding expected behavior.
- Failure to correct rule violations in firm but fair manner that emphasizes teaching rather than retribution.
- Failure to help students from at-risk backgrounds adjust to the schooling process.
- Failure to encourage collaboration and cooperation with parents.
- Failure to sustain positive behavior support practices.
Antisocial Behavior

Objectives:

- Outline the need for PBS in schools
- Describe how challenging behaviors develop through a student’s life
- Outline an integrated approach to addressing challenging behavior in schools
Positive Behavior Supports include

- Systematic social skills instruction.
- Academic and curricular restructuring.
- Positive based interventions.
- Early screening and identification of behavioral patterns.
- Preventive school wide discipline.
SWPBS is a framework for enhancing adoption & implementation of a continuum of evidence-based interventions to achieve academically & behaviorally important outcomes for all students.

www.pbis.org
Integrated Elements

Supporting Social Competence & Academic Achievement

Supporting Staff Behavior

Supporting Student Behavior

Supporting Decision Making

www.pbis.org