

Williams Avenue Elementary School

Comprehensive Counseling and Guidance Plan

2020-2021

**Guidance Counselor
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Introduction

The Guidance Plan at Williams Avenue Elementary School is based on *The Comprehensive Counseling and Guidance State Model for Alabama Public Schools* (the State Plan), Bulletin 2003, No. 89. According to the State Plan, “the counseling and guidance program is an integral part of the total educational process in the school and must be accessible to all students. The counseling and guidance program must consist of activities that address and meet students’ various educational and developmental needs. School counselors must show that each activity implemented as a part of the school counseling and guidance program is developed as a result of a thorough analysis of student needs, desired achievement goals and related data.”

The 2003 State Plan provides framework for designing, coordinating, implementing and managing our local program. The goal is to ensure success of our students in the areas of Academic, Career, and Personal/Social Development. These areas or domains in turn encompass the specific standards, competencies and indicators of *The American School Counselor Association (ASCA) National Model: A Framework for School Counselor Programs*.

School counselors continue to define new directions for their profession that focus on a shift in emphasis from service-centered from some students to program-centered for all students. In accordance with the State Plan, Williams Avenue Elementary Guidance Plan is based on specific student knowledge and skill content, and the Counseling and Guidance Program is outcome-based and developmental and comprehensive in scope and sequence.

Mission Statement

The mission of our Counseling and Guidance Program at Williams Avenue Elementary is to prepare every student socially, academically, and emotionally for whatever challenges he/she may face. Students will be provided an opportunity to gain and understanding of themselves and others, to engage in educational and occupational exploration, and to pursue career-planning opportunities. It is of utmost importance that all aspects of the program exist in a safe, care and encouraging environment. It is also important that the counselor work in collaboration with students, educators, parents and community members to enable students to become good citizens and productive members of society.

The comprehensive counseling and guidance program provided at Williams Avenue Elementary will be based on the following tenets:

- Every student has the right to experience respect and dignity as a human being and to benefit from the counseling and guidance services described in the *Comprehensive Counseling and guidance State Model for Alabama Public School* (the State Plan), bulletin 2003, No 89.
- Every student has the right to participate in activities that promote self-direction and self-development.
- Every student has a right to make choices and accept responsibility for choices made.
- Every student has a right to participate in a comprehensive counseling and guidance program designed to assist all students in attaining their maximum potential in academic, career, and personal/social development.

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

Williams Avenue Elementary Mission Statement

The mission of Williams Avenue Elementary School is to prepare motivated, life-long learners with values and concerns for society who achieve their own goals. We will accomplish this by providing a safe, stimulating environment with an effective, challenging curriculum taught by dedicated professionals.

Williams Avenue Elementary Vision

To motivate and challenge every student to reach their full potential academically, socially, and emotionally.

Williams Avenue Elementary Beliefs

We believe all students can and will learn and should be provided a safe, stimulating environment with an effective, challenging curriculum taught by dedicated professional that make all decision based upon what is best for students.

Program Benefits

All stakeholders at Williams Avenue Elementary School share the benefits of this plan. School counseling and guidance programs have a positive impact on students, parents/guardians, teachers, administrators, boards of education, school counselors, counselor educators, communities, postsecondary institutions, and student services personnel.

Benefits for Students

- Ensures every student access to the school counseling and guidance program
- Monitors and interprets data to facilitate student improvement and school success
- Provides strategies for closing the achievement gap
- Promotes the most challenging and appropriate academic curriculum for each student
- Advocates for students and promotes equitable access to educational opportunities.

Benefits for Parents / Guardians

- Supports active partnerships for student learning and career planning
- Invites and coordinates access to school and community resources
- Advocates for student academic, career, and personal development
- Provides training and informational workshop
- Provides data for information on student progress

Benefits for Teachers

- Promotes an interdisciplinary team approach to address student needs and educational goals
- Increases collaboration with school counselors and teachers
- Supports development of classroom management skills
- Analyzes data to improve school climate and student achievement

Benefits for Administrators

- Develops and implements a school counseling and guidance plan to promote student success
- Utilizes data for school improvement
- Uses data for implementation of the *Alabama PEPE Program for Counselors*
- Provides a proactive school guidance curriculum that addresses student needs and enhances school climate

Benefits for Board of Education

- Provides data that support the implementation of a standards-based school counseling and guidance program
- Ensures equity and access to a quality school counseling and guidance program for every student
- Articulates appropriate credentials and staffing ratios
- Informs the community about school counseling and guidance program success
- Provides data about improved student achievement

Benefits for School Counselors

- Defines responsibilities within the context of a school counseling and guidance program
- Eliminates non-school counseling program activities
- Supports access to every student
- Provides a tool for program management, implementation, and accountability
- Recognizes school counselors as leaders, advocates, and agents of change
- Ensures the school counseling and guidance program contributes to the school's mission
- Provides evidence of ongoing activities for the implementation of the *Alabama PEPE Program for Counselors*

Benefits for Counselor Educators

- Builds collaboration between counselor education programs and schools
- Provides a framework for school counseling and guidance programs
- Provides a model for site-based school counseling fieldwork and internships
- Increases data collection for collaborative research on school counseling and guidance programs
- Establishes a framework for professional development to benefit practicing school counselors

Benefits for Communities

- Builds collaboration with businesses and industries and enhances the potential for every student's postsecondary success
- Provides a workforce with a stronger academic foundation
- Promotes equity and access to the workforce

Benefits for Student Services Personnel

- Defines the school counseling and guidance program
- Maximizes collaborative teaming to ensure individual student success
- Uses school counseling and guidance program data to maximize benefits for individual student growth
- Increases collaboration for utilizing school and community resources

Program Delivery Components

The comprehensive and guidance program at Williams Avenue Elementary will ensure that every student has multiple opportunities to acquire competencies in the three domains of Academic Development, Career Development, and Personal/Social Development. A combination of the four program delivery components (School Guidance Curriculum, Individual Student Planning, Responsive Services, and System Support) should be utilized in assisting students to achieve these competencies.

School Guidance Curriculum

School guidance curriculum includes structure experiences presented systematically through classroom and group activities from kindergarten through twelfth grade. The curriculum emphasizes decision making; self-understanding; study skills; and career exploration, preparation, and planning. Examples of school guidance curriculum delivery options within this component may include, but are not restricted to: classroom guidance activities, group activities, interdisciplinary curriculum development, and parent workshops and instruction.

- **Classroom Guidance Activities**: counselors facilitate, colead, or assist in the delivery of guidance curriculum activities. These activities may be conducted in the classroom, in the guidance center, or in other school facilities.
- **Group Activities**: counselors conduct small-group counseling sessions outside the classroom to respond to students' identified interest or needs. Small-group counseling may be either immediate-response or long-term counseling.
- **Interdisciplinary Curriculum Development**: counselors participate on interdisciplinary teams to develop and refine curriculum in content areas. These teams develop classroom units that integrate subject matter with the school guidance curriculum. Counselors assist teachers in the delivery of classroom units that lead to acquisition of competencies in the domains of affective, social, and employability skills for every student in developmentally appropriate ways.
- **Parent Workshops and Instruction**: Counselors conduct workshops and information sessions for parents or guardians to address the needs of the school community and to reflect the school counseling and guidance curriculum.

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

- | | |
|---------------------------|------------------------------|
| ~Self-concept | ~Choice-making skills |
| ~Bullying | ~Anger Management |
| ~Communication skills | ~Personal safety |
| ~Peer relationships | ~Study Skills/School Success |
| ~Substance abuse programs | ~Test-Taking Skills |
| ~Anxiety | |

Individual Student Planning

Individual student planning includes counseling activities that provide every student with an opportunity to plan, monitor, and manage their academic, career, and personal/social development. Individual student planning emphasizes test interpretation, while academic counseling includes postsecondary education, career/technical education, and career planning. Examples of individual student planning delivery options within this component may include, but are not restricted to: individual or small-group appraisal, individual or small-group advisement, placement and follow-up.

- **Individual or Small-group Appraisal:** Counselors help students assess and interpret individual abilities, interests, skills, and achievement. The utilization of appropriate assessment information becomes an important aspect of individual development of immediate and long-range plans.
- **Individual or Small-group advisement:** Counselors help students acquire self-appraisal skills; personal and social development skills; and educational, career, and labor market information. This information assists students in planning for personal, academic, and career aspirations. Counselors recognize the critical need to enlist teachers and parents or guardians in helping students make academic and career choices.
- **Placement and Follow-Up:** Counselors advise students in making transitions by providing information and by assisting in the access of resources.

Topics for individual student planning activities may include, but are not limited to:

- | | |
|----------------------------|-------------------------------|
| ~Friendship Issues | ~Social Skills |
| ~Shyness | ~Peer Pressure |
| ~Positive Peer Interaction | ~Low/Achievement/High Ability |
| ~Divorce | ~Grief |
| ~New Students | ~Transition to Middle School |

Responsive Services

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

- **Consultation:** School counselors serve as student advocates by consulting with students, parents or guardians, educators, and community agencies regarding strategies to help students and families. Advocacy may include participation in student study teams and student management teams.
- **Personal counseling:** Counseling is provided in small-group or individual settings for students experiencing difficulties dealing with relationships, personal concerns, or developmentally appropriate tasks. Personal counseling assists students in identifying problems, causes, alternatives, and consequences leading to informed decision making.

- **Crisis Counseling:** counseling and support services are provided to students and families facing emotional crises as outlined in the school crisis management plan. Crisis counseling is normally short-term and temporary, using appropriate referral sources if necessary.
- **Peer facilitation:** counselors may train students as peer mediator, conflict managers, tutors, and mentors. Programs should adhere to the ethics standards and practices established by the National Peer Helpers Association.
- **Referrals:** Counselors use referral sources to enhance the services provided through the school counseling and guidance program. These referral source may include, but not restricted to:
 - Mental Health Agencies
 - Child Advocacy center
 - Department of Human Resources
 - County Health Department
 - Juvenile Services

System Support

System Support includes indirect guidance management activities that maintain and enhance the total counseling and guidance program. Responsibilities in this area include staff relations, community relations, task forces, professional development, support teams, test interpretation, data analysis, and curriculum development. This component provides appropriate support to academic programs. Examples of system support delivery options within this component may include, but are not restricted to: professional development, in-service, consultation, collaboration, and teaming, public relations, community outreach, consultation with staff, curriculum development support, advisory committee, program management and operations, research and evaluation, and fair-share responsibilities.

- **Professional Development:** Counselors are regularly involved in updating professional knowledge and skills. This may involve participating in regular school in-service training, attending professional meeting, completing postgraduate course work, and contributing to professional journals.
- **In-Service:** Counselors attend system and school in-service training to ensure counseling skills are updated in the areas of curriculum development, technology, and data analysis. Counselors may provide in-service instruction in school guidance curriculum and areas of special concern to the school community.
- **Consultation, collaboration, and Teaming:** Counselors provide important contributions to the school system by consulting, partnering, collaborating, and teaming.
- **Public relations:** Counselors design activities to orient the staff and community about the comprehensive school counseling and guidance program.
- **Community Outreach:** Counselors forge partnerships with local businesses, industries, and social service agencies. Community outreach requires counselors to be knowledgeable about community resources, employment opportunities, and local labor market information.

- **Consultation with Staff:** Counselors consult regularly with teachers and professional staff members in order to receive feedback on emerging needs of students and to provide information and support to staff.
- **Curriculum Development Support:** Counselors participate in the ongoing review and revision of academic curriculum materials as related to data analysis, student advocacy, postsecondary education, and career/technical education planning.
- **Advisory Committees:** counselors form counseling and guidance advisory committees at both the system and the individual school level. Counselors actively serve on community committees or advisory councils that influence other programs to generate support for system and individual school counseling and guidance programs.
- **Program Management and Operations:** Planning and management tasks include the support of activities conducted in the school counseling and guidance program and responsibilities expected of a member of the school staff. Budget facilities, policies and procedures, and research and resource development are elements of management activities.
- **Research and Evaluation:** Some examples of counselor research and evaluation include PEPE or other personnel guidance evaluations, program evaluations, data analysis, follow-up studies, professional development, and updating of resources.
- **Fair-Share responsibilities:** Fair-share responsibilities may include such tasks as bus duty, playground duty, class/club sponsorship, and taking tickets at sports events. Non-guidance responsibilities assigned to counselors should not be above and beyond those of other certified staff members, and should not interfere with the delivery of guidance services.

Program Delivery Components

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

*These lists represent examples and are not exhaustive.

* Reprinted with permission, Gysbers, N.C., and Henderson, P. (2000). *Developing and Managing Your School Guidance Program*, (3rd ed.), Alexandria, Va.: American Counseling Association.

Program Structural Components

Local Education Agency (LEA) Counseling and Guidance Advisory Committee

In order to ensure that the system's comprehensive counseling and guidance program is an integral part of the total school system and community, the LEA counseling and guidance advisory committee must be in place. The LEA counseling and guidance advisory committee is a representative group of persons appointed to provide advice and assistance for the school counseling and guidance program within a school system. The committee should consist of representative stakeholders of the school counseling and guidance program, including students, parents or guidance, teachers, counselors, administrator, school board members, as well as business and community representatives. Ideally, advisory committee membership reflects the community's diversity. The advisory committee serves as a communication liaison between the comprehensive counseling and guidance program and the community. The LEA counseling and guidance advisory committee reviews program goals, competencies, and results, and participates in making recommendations to the school counseling and guidance department, principal, and superintendent. It is recommended that the committee meet least twice a year.

Individual School counseling and Guidance Advisory Committee

In addition to the Fort Payne City Schools counseling and guidance advisory committee, Williams Avenue Elementary will establish a counseling and guidance advisory committee to advise and assist with the development and implementation of the comprehensive counseling and guidance plan as reflected in the Fort Payne City school advisory committee guidelines. This committee will help identify student needs and provide program support. The individual school counseling and guidance committee assist with development and implantation of the comprehensive counseling and guidance program. Committee members represent all interested parties of the comprehensive counseling and guidance program: students, parents/guardians, teachers, administrators, and community resource persons. It is recommended that the committee meet at least twice a year.

Counseling and Guidance Department Organization

At the beginning of the school year, counselors meet with principals regarding the counseling and guidance program. If there are two or more counselors in the school, specific/equitable duties and student caseloads should be assigned. Each LEA should have a counseling coordinator to work with principals and counselors to ensure that program planning, design, implantation, and evaluation take place in a timely, effective, and equitable manner.

Williams Avenue Elementary School will provide counseling and guidance services from certified school counselors in Grade K-12 at a ratio designated for the type of school by the Southern associated of Colleges and Schools. Adequate support personnel should be available to counselor to ensure effective program delivery.

Principals' Role: Administrative support is critical to full implementation of the comprehensive counseling and guidance program. Principals, as chief administrators in schools, are ultimately responsible for the success of all instructional programs, including the school counseling and guidance program. Principals understand the role of school counselors and provide the necessary support for counselors to fulfil that role. Such support includes the provision of adequate facilities, materials, and clerical staff to allow counselor to use their specialized training in an effective manner. Principals provide input into program development and encourage and support participation of all school personnel in the implantation of the counseling and guidance program.

Counselors' Role: Counselors assume the leadership role for managing and implementing the comprehensive counseling and guidance program in their school. Counselors are responsible for the systematic delivery and evaluation of structured developmental counseling and guidance services to all students. Counselors work directly with students, individually and in small groups, to deal with unique or problem-centered concerns that require more privacy or attention that can be accommodated in structured guidance activities. Counselors serve students indirectly by acting as consultants to administrators, teachers, parents, and others to help them understand and respond to the developmental, emotional, and social needs of students. Counselors coordinate various activities within the school that are related to student welfare. Appropriate referrals, placements, and follow-ups are activities that are particularly pertinent to counseling.

At the elementary school level, counselors assist students in their efforts to learn the skills and attitudes required for school success. Elementary school counselors' emphasize decision-making skills and early exploration of career and educational goals. These counselors also place strong emphasis on helping students develop self-awareness, self-esteem, and good interpersonal relationships.

Teachers' Role: Teachers play a vital role in the planning and implementation of a comprehensive school counseling and guidance program. As professionals who have the greatest contact with students, teachers are in the best position to recognize and help provide for the developmental and individual needs of students. Through appropriate communication and referral, teachers facilitate the interaction between students and counselors. Teacher demonstrate support for the program by providing adequate opportunities for student-counselor contact. Teachers contribute directly to the school counseling and guidance program by helping counselors deliver programs that facilitate the academic, career, and personal/social development of students. Teachers strengthen and follow through on concepts presented to help students retain the knowledge, skills, and understanding established through the program. Teacher support, input, and expertise make it possible for the school counseling and guidance program to become an integral part of the total educational program.

Program Goals for Students

Williams Avenue Elementary School will develop a comprehensive, outcome based, and developmental counseling and guidance program. The ASCA has developed national standards to better define the role school counseling and guidance programs. The standards address program content and identify broad areas of knowledge, attitudes, and skills that all students develop as a result of participating in an effective school counseling and guidance program.

Alabama has utilized The ASCA National Model: A Framework for School Counseling Programs to provide all essential elements for developing program to help students achieve success in school. The ASCA National Standards below can be located in *American School Counselor Association, 2003*. These standards facilitate student development in three domains: Academic Development, Career Development, and Personal/Social Development.

Domain	ASCA National Standards (Student Outcomes)	
Academic	A	Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the lifespan.
	B	Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
	C	Students will understand the relationship of academics to the world of work and to life at home and in the community.
Career	A	Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
	B	Students will employ strategies to achieve future career goals with success and satisfaction.
	C	Students will understand the relationship between personal qualities, education, training, and the world of work.
Personal/ Social	A	Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.
	B	Students will make decisions, set goals, and take necessary action to achieve goals.
	C	Students will understand safety and survival skills.

Program Accountability Components

Accountability and evaluation of Williams Avenue Elementary School Counselor and the school counseling and guidance program are integral components of quality program. Williams Avenue elementary school counseling and guidance programs should be data driven. This means data should be collected to validate certain counseling and guidance activities as well as to determine if any change in student perception and behavior has occurred as a result of counseling and guidance activities. School counselors and the comprehensive counseling and guidance program must answer the question, “How are students different as a result of the school counseling and guidance program?” Now, more than ever, school counselors are challenged to demonstrate the effectiveness of their programs in measureable terms. This is accomplished through continuous program evaluations and student results evaluations that assess the implementation of a comprehensive counseling and guidance program that must follow the Minimum Requirements for School Counseling and Guidance Programs in Alabama. The monitoring of student progress and program progress in addition to performing personnel evaluations requires the collection of data that support the link school counseling and guidance programs to students’ academic success.

Monitoring Student Progress

Counselors of data-driven school counseling and guidance programs are able to determine what, if any, student change has occurred as a result of their efforts. Data analysis allows school counselors, administrators, faculty, and advisory committee members to create a current picture of students and the school environment. Careful analysis of the current situation allows discussion and planning to focus on student needs and the counselor’s role in addressing those needs.

Student Data

Using student, school site, and system data to monitor student progress ensures that every student receives the necessary support to be successful in school. In order for this to occur, school counselors must be proficient in the collection, analysis, and interpretation of student achievement and related data. Monitoring student progress is part of the school counselor’s responsibility as indicated on page 7 of this document in the section, “Individual Student Planning.” To achieve this goal, school counselors monitor student progress through three types of data: student-achievement data, achievement-related data, and standards- and competency-related data.

Student-achievement data measure academic progress. Student-achievement data include:

- Global Scholar Scores
- Grade Level (at or above) in reading, math, and other content areas
- Successful completion of academic programs
- Promotion and retention rates
- Standardized Test Data

Achievement-related data measure those areas shown to be correlated to academic success. Achievement-related data include:

- Suspension and expulsion rates
- Alcohol, tobacco, and other drug violations
- Attendance rates
- Parent or guardian involvement
- Homework completion rate

Standards- and competency-related data measure student mastery of the competencies delineated in the comprehensive counseling and guidance program.

Disaggregated Data

Ensuring academic success for every student includes counselor-initiated activities designed to meet the needs of under-served, under-performing, and under-represented populations. School counselors do this by examining student academic achievement data and developing outcome-based interventions designed to help students succeed.

Williams Avenue Elementary counselor must not only look at data globally, but also must be able to disaggregate data. School counselors must be able to separate data by variables to determine if there are any groups of students who may not be performing as well as others. Disaggregated data often precipitate change because they bring to light issues of equity and focus the discussion upon the need of specific groups of students.

Examples of databased to be examined are:

- Gender
- Ethnicity
- Socioeconomic status
- Language spoken at home
- Special education
- Grade level

Data over Time

Collecting immediate, intermediate, and long-range data allows the school counselor to gain a true picture of the impact of the school counseling and guidance program.

Immediate data measure the impact of knowledge, skills, and attitude change as a result of counselor activity or intervention. Intermediate data measure the application of knowledge, skills, and attitudes over a short period of time. Long-range data are longitudinal and examine trends from year to year.

Assessing the current school counseling and guidance program reveals how well the program is meeting and academic, career, and personal/social needs of students. The process of data gathering and analysis ensures that school guidance and counseling implementation plans are rooted in a clear understanding of the particular and unique needs of students. School counselors should determine student needs that are unique to their school and community. Data analysis is the mechanism by which the practicing school counselor is able to acquire specific information to best understand these needs.

Comprehensive Counseling and Guidance State Model for Alabama Public Schools.
Bulletin 2003, No. 89.

Community Resources

Emergency

Fire & Police (EMERGENCY ONLY)	911
Fort Payne Police Dept	256-845-1414
Fort Payne Fire Dept	256-845-6250
DeKalb Co. Sheriff Dept	256-845-3801
Alabama Highway Safety Patrol	256-546-6385
DeKalb Ambulance Service (emergency)	911

Drug Treatment and Rehabilitation

Poison Control Center	1-800-292-6678
DeKalb Baptist Medical Center	256-845-3150
Fort Payne 24hr Emergency Line	911
The Bridge, Gadsden Baptist Hospital	256-546-6324
Mountain View, Gadsden	1-800-243-3645
Mountain View (Fort Payne Clinic)	256 845-8227
Bradford Health Services	1-800-333-1865
Region Alcoholism Council	256-845-5924
Family Life Center	256-997-9356
Drug Helpline	1-800-662-4357

Mental Health Child Abuse Neglect & Sexual Assault

CED Mental Health	256-845-4571
Dept of Human Resources-DeKalb County	256-844-2700
DeKalb County Children's Advocacy Center	256-997-9700
Family Life Center	256-997-9356
DeKalb County Mental Health Association	256-845-5778
Southern Behavioral Health	256-845-8227

Birth Control & Pregnancy

DeKalb County Health Dept	256-845-1931
Healthy Homes Program	256-997-9700
DeKalb County Teen Parenting Program	256-638-4421
Sav-A-Life	256-845-0838

Suicide Prevention

Mountain View Care Line	1-800-662-1002
Suicide Hotline	256-845-4571

Fort Payne City School District Resources

Central Office/Superintendent	256-845-0915
Community Education Coordinator	256-845-0915
System Wide Nurse	256-845-3201
Drug Awareness Coordinator	256-845-0915