

What do I Need to do When?

Planning Comprehensive Guidance and Counseling Program Activities

Scheduling Guidance and Counseling program activities should be a part of the overall process of implementation planning and should be a part of the master calendar for your guidance and counseling program. Your master calendar will be your road map for a successful year and should be developed and implemented with *continuous involvement of your administrators*. It is essential that this information be developed and shared with administration, faculty, and parents.

BEFORE SCHOOL STARTS

Convene a district wide K-12 meeting to discuss the Comprehensive Guidance and Counseling Program (CGCP). The district should conduct a Guidance Planning Survey at least every 3 years. Be sure to survey your students, teachers and parents. Use these survey results to help plan your district's annual guidance K-12 curriculum, activities for each component and ultimately your master plan as represented by this calendar.

Guidance Curriculum

Review Grade-level Expectations (GLEs) in all content areas and grade levels. The Guidance e-Learning Center is a great curriculum resource. Determine what is being addressed at each level:

- Elementary Counselors
 - Develop a yearly schedule for curriculum activities at all grade levels. This should be planned through units and lessons, using the most recent Guidance Planning Survey. Elementary curriculum activities should be implemented on a regular weekly or bi-weekly schedule.
- Middle School Counselors
 - Develop a yearly schedule for curriculum activities at all grade levels.
 - Work with administrators and teachers to determine how you will deliver curriculum to students at all levels.
 - This could be done during advisory time if available.
- High School Counselors
 - Develop a yearly schedule for curriculum activities at all grade levels.
 - Work with administrators and teachers to determine how you will deliver curriculum to students at all levels.
 - This could be done during advisory time if available.

Individual Planning

Review Grade-level Expectations (GLEs) in all content areas. See what is being addressed at each level.

Review the Career Development GLE's, especially as they relate to the concept, "Integration of Self-Knowledge into Life Career Plans." This concept leads directly to the development of the Personal Plan of Study.

- Determine and plan appropriate grade-level activities that will lead to successful development of the Personal Plan of Study (PPOS).
- Have an orientation for faculty at all levels on the CGCP and be sure to include those activities associated with the individual planning process.
- Elementary Counselors
 - Develop a schedule for career awareness curriculum activities at all grade levels
 - Develop transition activities for each grade level or grade cluster
- Middle School Counselors
 - Develop a schedule for career exploration curriculum activities at all grade levels
 - Review/establish appropriate career exploration activities outside the regular classroom (Career Fairs, Field Trips, Clubs and Organizations, Volunteer opportunities for students)
 - For 8th grade: Develop a parent night for high school orientation
 - Get trained in or review Missouri Connections
 - Review career assessment calendar (EXPLORE and Missouri Connections Assessments)
 - Institute the procedure and create the calendar for developing personal plans of study
- High School Counselors
 - Develop a schedule of career planning and decision making curriculum activities for all grade levels
 - Review/establish appropriate career related experiences
 - Volunteering
 - Job Shadowing
 - Career Related Clubs and Organizations
 - Internships

- Establish calendar for conducting Individual planning activities such as but not limited to:
 - Enrollment/first day of school procedures
 - Review of Senior Plans and credits
 - Interview schedule for seniors
 - Personal Plan of Study review/revision for 9-11 grades (usually done in conjunction with the scheduling process)
 - Testing Activities including interpretation activities (PLAN, ACT/SAT, PSAT, ASVAB, etc.)
 - Schedule for Missouri Connections
 - Review/revision of Educational and Career Planning Guide for next school year
 - Contact schedule of parents whose seniors are in danger of not graduating
 - Conducting post-secondary options workshops for students and parents
 - Financial aid nights
 - Post-secondary recruiter visits (colleges/schools, military, apprentice programs, etc.)

Responsive Services

- Create a process through which teachers, parents and students can access counseling services.
- Create an informed consent for individual and small group counseling
 - Confidentiality
 - Limits of confidentiality
 - Harm to self
 - Harm to others
 - District policy
- Consult with administrator about:
 - Confidentiality policies
 - The process through which teachers, parents and students can access counseling services
 - District policies for mandated reporting
- Inform faculty of the process through which teachers, parents and students can access counseling services
- Develop a list of community resources for counseling
- Create method for maintaining notes from counseling sessions. These notes are NOT part of student records and should be stored following the “two-lock” rule.

System Support

- Meet immediately with administrator to discuss school initiatives, expectations (using evaluation criteria), starting the year/first week responsibilities, crisis plans, preliminary guidance calendar of activities, budget, and if applicable, the guidance action plan.
- Become familiar with district, school, and program level policies and procedures.
- Review prior IIR results and action plan and address defined strategies in yearly planning.
- Share guidance action plan with staff.
- Enroll in mentoring program (first two years) and schedule training.
- Confirm professional development (state and local) opportunities, conferences, and workshops for the year.
- Collaboratively develop year long and monthly Guidance Activities Calendars with items such as district calendar, school wide functions, in-service training, faculty meetings, student deadlines, classroom visits, etc. Share with administrators and staff.
- Publish weekly calendars including classroom guidance presentations after collaboration with teachers.
- Establish/enhance office organization and procedures.
- Personally meet each staff member in your building.

FIRST DAY OF SCHOOL

Guidance Curriculum

The first day of school is generally a hectic one. Essentials include getting students registered with an appropriate schedule and situated in their classroom. Typically, little if any attention is given to curriculum.

Individual Planning

The main goal of the first day is getting everyone scheduled into classes, settled, feeling comfortable and safe.

- At the elementary level this might include working with kindergartners and first graders who are afraid to be left by a parent; parents who are leaving their child at school for the first time, enrolling new students, and providing system support duties that will help the school get off to a smooth start.

- At the middle school level there will be similar issues, such as new students to enroll and schedule, 6th graders going into a new environment, perhaps new faculty to support. In most cases teachers will want to start instruction as quickly as possible—helping get the students into a normal routine. With your schedule already established from your “before school starts” work, you will be supporting those efforts.
- At the high school level, the first day can be particularly hectic. There are several things to keep in mind:
 - You will want to get students in class as quickly as possible. Thus it is important to have a clear policy on schedule changes as many students may be picking up their schedules for the first time and will want to change it. Make sure there is a written, well established and publicized policy on schedule changes
 - You will be enrolling new students. Think in terms of the personal plan of study—if new to the district, see if they have already worked out some kind of 4-year plan (PPOS) and use that as the foundation. Think not just of graduation credits, but also their career and post-secondary plans. Help them see the big picture of the high school program, not just their schedule.
 - Be sure the guidance calendar reflects the days allowed for new student enrollments and schedule changes.
 - Good planning in advance will help the first couple of days of school go smoothly.

Responsive Services

On the first day of school several students at all levels will experience difficulty separating from parents. The first day will be a day of triage.

- Be available to help students get to class.
- Consult with parents who may experience anxiety bringing their children to school or to a new school for the first time.

System Support

- Greet parents and students
- Fair – share responsibilities
- Evaluate first day activities and note changes for the following year.

FIRST WEEK OF SCHOOL

Guidance Curriculum

Prepare a schedule to implement the curriculum in all classrooms. If you do not have a schedule the first week, you might discuss the possibility of presenting a mini lesson on the role of the school counselor with teachers. This will help students get acquainted with the school counselor and their duties and responsibilities. Curriculum assessments should be in place for all units and lessons.

By the end of the first or second week of school, everyone should be in a fairly normal routine. Elementary counselors will be focused on delivering the guidance curriculum through classroom presentations. It will be similar at the middle school level with school counselors also involved scheduling and team meetings. Due to continued enrollment and schedule changes at the middle and high school levels, little, if any, attention is given to curriculum during the first week.

Individual Planning

By the end of the first or second week of school, everyone should be in a fairly normal routine. By this time all school counselors will be working their plan outlined in their guidance and counseling calendar.

At the high school level there are a few things that should be specifically covered:

- Senior Interviews: It is important to meet with seniors as early in the school year as possible. Ideally this will be one-one or in small groups. Things that should be covered but not limited to:
 - Graduation status (credit check).
 - Post-secondary plans. For those attending college it is important that you set a goal of having applications completed before they leave for the winter break. This is especially true of those attending selective colleges as they often have a January 1 deadline. Those applying early decision may have an October deadline.
 - Make sure all appropriate tests have been taken or be sure they are scheduled—ACT, SAT and SAT subject tests (if necessary).
 - Assist with financial aid question/issues (usually covered with a “financial aid night” but some parents/students won’t be able to attend. You don’t have to be the expert, but it is important that you know how to access the information (Mo.Dep’t of Higher Education is a good resource-- <http://dhe.mo.gov/>).
 - The FAFSA (Free Application for Federal Student Aid) should be mailed as soon after January 1 as possible.

- Boys 18 or older must register for the Selective Service.
- Students enrolled in Advanced Placement Courses should be aware of exam registration procedures (often done through the guidance and counseling department).
- Parent letters to students in danger of not graduating.

Responsive Services

- Be available to work with students, parents, and teachers.
- Share the process through which students, parents, and teachers can access counseling services.
- Consult with teachers about the best times to schedule individual and group counseling sessions.
- Create and distribute survey of needs for group counseling and psychoeducational groups.
- Create a schedule to introduce yourself to students via classroom presentations.
- Prepare crisis counseling and responsive services.

System Support

- Consultation with teachers, administrators, parents and guardians
- Balancing class loads with administrator
- Fair – share responsibilities
- Evaluate first week activities and note changes for the following year.

FIRST MONTH OF SCHOOL

Guidance Curriculum

By the first month, elementary and middle school counselors should have their schedules in place and already implementing their first unit in the classroom. The counselor should have an annual plan developed defining units that will be presented throughout the school year. Collaborating with administrators and staff to develop units increases the likelihood of guidance and subject specific curriculum reinforcing desired attributes.

- Once a schedule has been established, elementary counselors will visit the classroom to present lessons on a regular schedule. It is ideal for the teacher to stay in the classroom to assist or observe during the presentation of the lessons. When the teacher remains in the classroom there can be carry over after the guidance lesson. If the counselor is set up as release time for teachers

(not ideal, but does happen) then it would be important for the counselor to share what has been taught in each guidance lesson so there can be carry over the classroom teacher after the presentation.

- Curriculum will look different at the middle school and high school level. If you do not have a regular schedule in place for curriculum the first day/week, then it would be important to work with teachers to plan classroom visits to introduce yourself to students and share what the role of the counselor is in the school setting. The counselor will work with teachers and administrators to set up a schedule for classroom presentations. These presentations might occur during advisory periods at the secondary level.

Individual Planning

Working the master guidance calendar should now be in full swing.

- For elementary, career development guidance curriculum activities should be taking place.
- At the middle school level, career exploration activities such as career fairs, Missouri Connections and the Explore Test (if given) should be planned and ready to be implemented (not necessarily the first month—just that everything should be in place). It is especially important that the schedule for developing the personal plan of study is in place and faculty and parents are aware. This would include time to work with students in developing that initial personal plan of study.
- At the high school level the planned activities for the year should include:
 - Missouri Connection Activities.
 - Appropriate Assessment not part of Missouri Connections (PLAN, ASVAB, PSAT, ACT/SAT, Advanced Placement). It is critical that the schedule be built to include time for interpretation of any assessments given.
 - Educational and Career Planning Guide Update for the next school year (this will often times begin in late fall—around the first of December). This should be done in collaboration with department chairs and the administration.
 - Faculty meeting updates on guidance and counseling activities including individual planning activities.
 - Personal Plan of Study review and revision. This will usually be done in conjunction with scheduling and enrollment and will most likely take place during the month of February through March.
 - Activities should be in place such that by the end of a student's junior year they should have some idea as to their post-secondary plan. For example: For those going to college, they should be able to tell you where they plan to apply—they don't have to make a final decision, but they should have enough information to have narrowed options. Or, students may have decided the

military is their best option but are still unsure of the branch of service. The senior year can then be focused on narrowing that choice. The key outcome is that the end of the junior year some narrowing of post-secondary options has occurred.

Responsive Services

- Respond to student, parent, and staff needs. Address proactively when possible.
- Review survey of needs for small groups and psychoeducational groups.
- Schedule small groups and psychoeducational groups.

System Support

- Meet with administrators and teachers and use data to determine small group needs.
- Plan small group schedule - for year when possible.
- Develop/revise list of community resources for students, parents, and teachers.
- Review/establish and implement a program evaluation plan.

FIRST YEAR: TAKING STOCK

Conduct a district wide, K-12 Guidance and Counseling Department meeting to review the overall effectiveness of the CGCP. Including:

Guidance Curriculum

- Determine the extent that the GLEs and curriculum are aligned and addressed K-12.
- Review the curriculum section of the IIR and identify strengths and areas to address in order to implement a rigorous and relevant curriculum.
- Determine if processes and data pieces are in place that allow for effective evaluation of the curriculum process.
- Review evaluation procedures for determining effectiveness of developing student personal/social, academic and career development knowledge and skills.
- Revise current practices as necessary and develop a written plan of action for the next school year.

Individual Planning

- Review the extent that the Career Development GLEs are aligned and addressed K-12.
- Review the Individual Planning Section of the IIR to identify strengths and areas to address.
- Determine if processes and data pieces are in place that allow for effective evaluation of the Individual Planning Process keeping in mind two major outcomes:
 - Students can speak knowledgeably about their personal plans of study.

- Personal plans of study are leading to successful post-secondary transitions.
- High school guidance and counseling staff:
 - Have a school wide meeting with administration and faculty representatives to review the Individual Planning Rubric. Identify current strengths and weaknesses and it relates specifically to implementing rigorous and relevant personal plans of study.
 - Review evaluation procedures for determining effectiveness (student knowledge and post-secondary transitions) of Personal Plan of Study implementation.
 - Revise current practices as necessary and develop a written plan of action for the next school year.

Responsive Services

- Review process by which parents, students and teachers can access counseling services.
- Review and update community referral resources.
- Review counseling session notes. Destroy notes no longer needed.
- Review and revise as needed informed consent.

System Support

- District guidance staff and administrators complete or revisit the Internal Improvement Review Document (IIR).
- Meet with administrator to reflect on and evaluate the effectiveness of the CGCP and plan for the next year. Consider the following elements:
 - District, school, counseling program and student data
 - IIR results and action plans
 - Program planning along with guidance calendar and activities that address district and building goals
 - Program, performance evaluation and professional growth plan
- Schedule professional development and conferences (state and local).
- Join/renew professional association memberships.
- Confirm counselor mentor program arrangements for next year.
- Initiate and maintain community outreach.
- Create and serve on advisory councils.
- Serve on district committees.
- Update sources and guidelines for referring to outside agencies.
- Manage counseling program including budget and facilities.