

PLAINVIEW PUBLIC SCHOOLS

DISTRICT COMPREHENSIVE COUNSELING PROGRAM

THIS COMPREHENSIVE SCHOOL COUNSELING PROGRAM WAS DEVELOPED UTILIZING ACCREDITATION STANDARD VI AND THE AMERICAN SCHOOL COUNSELOR'S ASSOCIATION NATIONAL STANDARDS.

UPDATED: 2016

THE RATIONALE

The ever increasing needs of children and the expectations of today’s society continue to place growing demands on students and the educational system. Educators are challenged to educate all students at an ever-higher level of academic proficiency to meet the demands of an internationally competitive marketplace, even though societal factors may create obstacles to learning for some of our students. Dropping out of school, substance abuse, peer pressure, violence, and trauma are not abstract issues. They are real and have a substantial impact on students and their educational development.

This comprehensive school counseling program is developmental in nature. It is systematic, sequential, clearly defined and accountable. The program’s focus is on the three broad and interrelated areas of student success: academic, career, and personal/social development. Each encompasses a variety of desired student learning competencies which form the foundation of the comprehensive school counseling program.

The contributions of the counseling program to the educational mission of the school and to the individual student’s development are many and substantial. This counseling program can be expected to produce positive results in a range or related areas including, but not limited to, the following: school attendance, academic achievement, dropout prevention, removing obstacles to learning, career awareness, exploration and planning, school safety and crisis management, peer relationships, school climate, and study skills.

Site-based counselors utilize their building-level Safe School/Healthy Kids/Wellness Committees to seek programmatic feedback and input from stakeholders. In addition to the building administrator and counselor, the committees include teacher, parent, and student representatives. The committees meet two times a year, once each semester.



AT-RISK STUDENTS

Accreditation Standard VI-B: The counseling program shall include special provisions for at-risk students.

Some students may not acquire the basic life skills necessary for higher education and/or gainful employment. These at-risk children are defined as youth whose economic, social-cultural, academic, and/or health status indicates they may leave school before earning a high school diploma or GED, required certifications for military enrollment and post-secondary education and training.

Other factors indicating a child or youth is at-risk include if:

- 1) He/She is a member of a household or family whose income is at or below the poverty level as defined by the U.S. Bureau of the Census; or
- 2) He/She is not making substantial progress in mastering skills that are appropriate for students of his/her age; or
- 3) His/Her grades indicate underachievement; or
- 4) He/She was retained in a grade for one or more years; or
- 5) He/She is a school dropout or has excessive absences during a school year; or
- 6) He/She is identified as an English Language Learner (ELL) and has not made progress towards English language fluency; or
- 7) He/She is believed to be at-risk based on assessment by school staff familiar with the student's health, social or family status as these influences may impair the student's school success. Influences may include, but are not limited to, evidence of abuse, substance use/abuse, pregnancy or parenthood, delinquent behavior, or attempted suicide.

COUNSELING PROGRAM CONDITIONS AND RESOURCES

(AS DEFINED BY THE OKLAHOMA STATE DEPARTMENT OF EDUCATION)

PROGRAM

- The counseling program meets all of the requirements of Accreditation Standard VI.
- Students, parents, teachers and others have equal access to the program.
- The program operates in a supportive work environment and has an adequate budget and materials.
- School administrators understand and support the program's priorities and demands.

STAFF

- School counselors hold a valid Oklahoma School Counselor Certificate. National certification from the National Certified School Counselor (NCSC) certificate or the National Board for Professional Teaching Standards (NBPTS) may be used to meet this requirement.
- School counselor responsibilities are clearly defined and make maximum use of the school counselor's expertise.
- The counselor-to-student ratio is adequate to implement the designed program.
- The school counselor works cooperatively with parents and teachers and follows local policy and ethical standards regarding counseling with students.
- The percentage of time school counselors spend in non-counseling activities is no greater than the percentage of time classroom teachers spend in non-teaching activities.

BUDGET

- A counseling program budget is established to support program goals and priorities.
- Budgets are established at the local level or district level similar to those of other departments.
- Local, state and federal funds are made available to support the program's goals.

MATERIALS, SUPPLIES AND EQUIPMENT

- Materials are relevant to the program and appropriate for the community.
- The school counselor consults with the advisory committee, the library media specialist and with local board policy concerning the evaluation and selection of materials for the program.
- Materials, supplies and equipment are easily accessible and of sufficient quantity to support the program.

FACILITIES

- All facilities are easily accessible and provide adequate space to organize and display materials.
- The school counselor has a private office designed with consideration of the students' right to privacy and confidentiality.
- As available, access is provided to facilities for meeting with groups of students.
- The school counselor has a private telephone line and locking files.



ELEMENTARY COUNSELING PROGRAM OVERVIEW

PRIMARY & INTERMEDIATE

ELEMENTARY COUNSELING PROGRAM OVERVIEW

GREAT EXPECTATIONS®

Plainview Elementary is a model Great Expectations (GE) School. GE is a professional development program that empowers schools to create a climate enriched with positive relationships, engaged learning, and academic excellence. The elementary counseling program utilizes this framework to promote developmentally appropriate student learning in the areas of academic, career, and personal/social development.

GREAT EXPECTATIONS® CLASSROOM PRACTICES

1. Educators and learners model desired behaviors and attitudes such as those set forth in the Life Principles and the Eight Expectations for Living.
2. Educators and learners speak in complete sentences and address one another by name, demonstrating mutual respect and common courtesy.
3. Learners are taught thoroughly and to mastery, insuring success for all. Whole group instruction is interwoven with flexible group instruction and individual instruction.
4. Learning experiences are integrated, related to the real world, reviewed consistently, and connected to subsequent curricula.
5. Critical thinking skills are taught.
6. The environment is non-threatening and conducive to risk-taking. Mistakes are viewed as opportunities to learn and grow.
7. Memory work, recitations, and/or writing occur daily. These enhance character development and effective communication skills while extending curricula.
8. Enriched vocabulary is evident and is drawn directly from challenging writings, informational text, and/or wisdom literature.
9. The Magic Triad, a positive and caring environment, and discipline with dignity and logic are evident.
10. Learners' work is displayed in some form. Positive and timely feedback is provided through oral and/or written commentary.
11. Word identification skills are used as a foundation for expanding the use of the English language.
12. Learners assume responsibility for their own behavior. Their choices determine consequences.
13. A school, class, or personal creed is recited or reflected upon daily to reaffirm commitment to excellence.
14. All learners experience success. The educator guarantees it by comparing learners to their own past performance, not the performance of others. Learners are showcased, and past failures are disregarded.
15. Educators teach on their feet, thus utilizing proximity. They engage learners personally, hold high expectations of learners, and should not limit learners to grade level or perceived ability.
16. Educators and learners employ effective interpersonal communications skills.

17. Educators and learners celebrate the successes of others.

EIGHT EXPECTATIONS FOR LIVING

1. We will value one another as unique and special individuals.
2. We will not laugh at or make fun of a person's mistakes nor use sarcasm or putdowns.
3. We will use good manners, saying "please," "thank you," and "excuse me" and allow others to go first.
4. We will cheer each other to success.
5. We will help one another whenever possible.
6. We will recognize every effort and applaud it.
7. We will encourage each other to do our best.
8. We will practice virtuous living, using the Life Principles.

36 LIFE PRINCIPLES:

Citizenship - behaving in a responsible manner as a citizen of a community

Commitment - keeping a promise or a pledge

Common Sense - thinking before acting; using good judgment

Compassion - ability to share another's feelings or ideas

Cooperation - working together

Courage - strength to act even when afraid or uncertain

Courtesy - consideration, cooperation and generosity

Curiosity - desire to learn, to explore, to investigate

Dedication - setting aside for a particular purpose

Effort - doing one's best in an endeavor

Empathy - capacity for participating in another's feelings or ideas

Esprit De Corps - devotion among members of group for each other and the group's purpose

Flexibility - ability to make adjustments or alter plans

Forgiveness - act of forgiving for an offense; pardoning

Fortitude - strength of mind that enables a person to encounter danger or bear pain or adversity with courage

Friendship - caring for and trusting others

Honesty - truthfulness

Humanitarianism - promotion of human welfare and social reform

Humility - being humble, not proud or haughty, not arrogant or assertive

Initiative - taking action; originating new ideas

Integrity - acting according to a sense of right and wrong

Justice - being fair, right, and upholding what is right

Loyalty - faithfulness to another

Optimism - an inclination to put the most favorable construction upon actions and happenings or to anticipate the best possible outcome

Patience - ability to wait calmly

Patriotism - love for or devotion to one's country
Perseverance - ability to persist or continue striving to the end
Problem-Solving - creating solutions; finding answers
Propriety - standard of what is socially acceptable in conduct or speech
Resiliency - recovering from or adjusting easily to misfortune or change
Respect - feeling honor
Responsibility - making the choice to be reliable and dependable
Self-Discipline - the ability to choose and control one's own actions
Service - giving of one's time and energies to help others
Sincerity - honesty of mind; freedom from hypocrisy
Temperance - moderation in action, thought, or feeling

UNIVERSAL SUPPORTS

Grades Pre-K through 5th participate in counselor-facilitated guidance classes lasting 40 minutes on alternating weeks approximately two to three times a month. Counselors use the GE Life Principles to facilitate social-emotional learning (SEL). Specifically, they use literature, role plays, videos and cooperative activities to help students develop the empathy, emotional literacy, feeling regulation and problem solving skills needed to fully demonstrate the GE Life Principles.

State-mandated bully prevention and substance abuse education are also embedded within the guidance class curriculum. Additional substance abuse education and drug abuse prevention activities are coordinated school-wide during Red Ribbon Week (RRW), the last month of October. College and career awareness activities are also addressed through guidance classes and school-wide activities. This occurs during November when College Awareness Week is recognized nationally.

Group and individual student effort is celebrated and recognized through weekly primary "Rise and Shine" assemblies. Intermediate "Indian Beat" assemblies are held on alternating Fridays for the same purpose. The counselor assists teachers and the principal with the coordination and facilitation of these events. The counselor also facilitates a school-wide, positive attendance recognition program through monthly awards celebrating the grade-level class with the highest attendance rate.

The counselor maintains parent communication by contributing to a monthly newsletter. Parents are advised of school-wide events and guidance class topics and activities. The counselor also utilizes the school's One Call system and Facebook page to remind parents of important, time-sensitive events. Daily announcements are prepared by the counselor and read by a student through the school PA system. Topics typically relate to guidance themes and diversity issues.

Spring semester, the intermediate elementary counselor coordinates the Oklahoma Core Curriculum Test for grades 3, 4, and 5. The counselor trains all test administrators and test proctors. They secure, organize, and distribute tests. They also ensure all student

accommodations are implemented for 504, English Language Learner (ELL) and Special Education (SPED) students.

SECONDARY SUPPORTS

The counselor facilitates building-level intervention team meetings called Student Success Team meetings (SSTs). SST meetings utilize a strengths-based approach to identify individual student learning barriers and coordinate interventions that promote student social and academic achievement. Team members include principal, parents/guardians, teachers, the counselor and school nurse. SST referrals are made by teachers, the school nurse, the counselor or principal.

Case management services as well as individual and group counseling are available via the counselor. Referrals are made by teachers, parents and administrators. Referrals may originate in a SST meeting or result from a student self-identifying a need for support.

The counselor works collaboratively with teachers and families throughout the year to identify chronically hungry students. They maintain the Oklahoma Regional Food Bank partnership that provides the weekend backpack food program and coordinate the weekly food distribution to the identified students.

As with the food distribution program, the counselor works collaboratively with staff and families to identify students needing appropriate winter outerwear. Through collaborative community partnerships and Plainview's E-Angels, the counselor coordinates winter outerwear distribution to identified students.

Throughout November and December, the counselor works collaboratively with identified families and community supports to ensure families have access to or provisions for holiday meals. They also help families access community gift programs like Toys for Tots, Shop-With-A-Cop, and Angel Tree.

TERTIARY SUPPORTS

The counselor identifies Bilingual and English Language Learner (ELL) students while maintaining state and federal compliance mandates. The counselor administers both the W-APT language proficiency screener and the ACCESS 2.0 English proficiency exam. They write the individual Language Instruction Education Plans for all qualifying ELL students. They advise teachers of modifications. They comply with documentation and parent notification mandates.

The counselor coordinates building-level 504 meetings. As needed, they also participate in Individual Education Plan meetings.

Crisis intervention is also provided by the counselor. They administer risk-assessments when there is a threat to self or others. They provide referrals to and assist with accessing emergency shelters when needed. To ensure continuity of care, the counselor collaborates and coordinates with a variety of partners. These include school staff, parents, law enforcement, the Department of Human Services (DHS), and emergency medical responders.

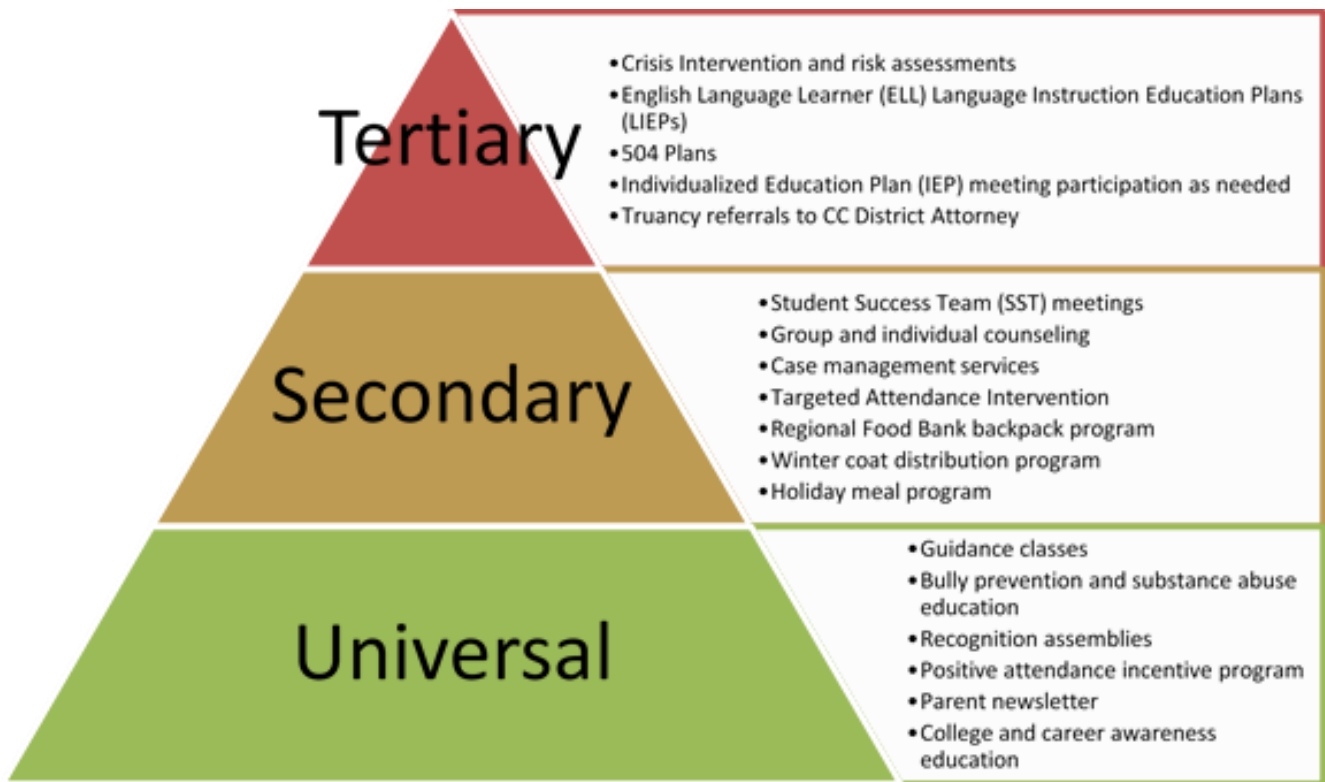


Figure 1: Supports available to students through counseling program depending on student needs

ELEMENTARY STUDENT COMPETENCIES

(AMERICAN SCHOOL COUNSELORS NATIONAL STANDARDS AND OKLAHOMA PRIORITY ACADEMIC STUDENT SKILLS)

ACADEMIC DEVELOPMENT

Understand the school environment and what is expected of students

- Assist teachers and staff with student class placement
- Orientation of new students
- Distribute school student handbooks at enrollment
- Welcome letters to parents
- Orientation of all students in first week of guidance classes

Understand the relationship of ability, effort and the quality of school achievement

- Identify children at risk and respond to their needs
- Meet individually with any retained student
- Coordinate activities that provide recognition for student improvement and achievement
- Rise and Shine/Indian Beat weekly assemblies where students are showcased in academic and extracurricular activities

Assess learning needs and know where to find help

- Work with underachieving students on an individual basis
- Update community referral resources
- Teach students about different ways in which we learn
- Placement testing for any home-schooled or privately schooled new student

Understand the process of setting meaningful school goals

- Work with students to enhance motivation to learn
- Guidance class boards: life principles of the week and quotes
- Guidance class lessons
- Provide parents with information on setting goals with their children

Learn to set high expectations

- Great Expectations philosophy and practices
- Guidance class boards: life principles of the week and quotes
- Help each student to have a positive school experience
- Identify students who are failing in a middle category according to test data
- Share professional motivational information with staff

Develop good study skills

- Work with individual groups of students
- Guidance lessons
- Books and brochures on study skills availing in counseling office

Become aware of learning opportunities available in the school and community

- Post information on summer camps and programs on counselor bulletin board and online media
- Children’s Shelter Summer Programs
- Showcase students involved in community projects

Identify effective learning skills and areas needing improvement

- Parent/teacher conferences twice a year
- Weekly Thursday folders to parents (INT) Daily folders to parents (PRI)
- Regular sharing about effective methods among staff at faculty meetings
- High school mentors available for tutoring
- Guidance lessons

Learn to plan ahead and to use time wisely

- Help students implement time-management skills
- Guidance lessons
- Help students see correlation in individual interests and steps to reach college/career goals
- Invite speakers to share steps they had to take to achieve their career goals

Learn test taking skills

- Guidance lessons
- Teachers send home tips for parents and students
- State Testing Pre-Test Booklets for Parents and Students
- Recognize student improvement and achievement

CAREER DEVELOPMENT

Become aware of the world of work

- Encourage parents who have “take your child to work” days at their workplace to take advantage of the opportunity
- Guidance lessons
- Fourth grade special project
- College and Career Awareness Week

Become aware of career interests

- Provide information on broad career clusters
- Field trips palled by teachers that include career discussion
- College and Career Awareness Week

Acquire knowledge about different occupations

- Make career information available to teachers
- Guidance lessons
- College and Career Awareness Week

Become aware of the academic skills required in various careers

- *Help students connect school work to the world of work*
- *Guidance lessons*

- Gear Up activity for 5th graders (interest inventory)
- College and Career Awareness Week

Develop skills to understand and use career information

- Guidance lessons
- Career resources (online and text)
- Teach students where to look for information about various careers

PERSONAL/SOCIAL DEVELOPMENT

Demonstrate the ability to apply a decision-making process to health and safety issues and problems

- Work individually with students who lack understanding of decision-making skills
- Guidance lessons (role plays)
- Presentation of Life Principle lessons in guidance
- Bully Prevention Education

Identify appropriate behavior for interacting with others at school and identifying positive ways to resolve problems

- Counsel individual students who are unable to resolve conflicts in an appropriate manner
- Peer Mediation
- Friend Group contracts
- Group counseling (anger management, divorce, peer relationships)
- Feedback from group work for staff

Practice refusal skills (saying no) pertaining to the use of alcohol, nicotine, inhalants and other harmful substances

- Red Ribbon Week activities and guidance lessons
- Red Ribbon Week freebies and posters
- Red Ribbon Week material home to parents and students

Demonstrate methods and procedures of avoiding threatening situations and how to seek help

- Guidance lessons
- Bully Prevention Education
- Stranger Safety for Kids
- Safe and Healthy Schools Committee
- SAVE program (Ardmore Police Department)
- C-SARA training workshops
- Crises team meetings

Handle anger in a positive way

- Individual counseling
- Anger management group counseling
- Divorce groups (when needed)
- Grief groups (when needed)
- Guidance lessons
- Great Expectations Life Principles and School Creed
- Books available in counseling office and/or library

Utilize positive communication skills when expressing needs, wants, and feelings.

- Guidance lessons on “I messages”
- Great Expectations practice
- Answering in complete sentences (GE)
- Addressing others by name and making eye contact (GE)
- Individual counseling and group counseling addressing communication blockers

Explain the need for obeying safety rules at home, school, and play

- Student handbook distribution
- Plainview Student Creed
- Students on Safe and Healthy Schools Committee
- Weekly assemblies
- Character education in guidance lessons

Demonstrate care and consideration of others

- Great Expectations practice of teacher as model
- Recognition awards at weekly assemblies for great character for individuals
- Recognition awards at weekly assemblies for classes

Identify the skills needed to be a responsible friend and family member (e.g. helping others, sharing, and doing chores)

- Great Expectations Life Principles
- Individual class creeds and School Creed
- Guidance lessons
- Individual and group counseling
- Resources readily available in counseling office and library

PRIMARY CALENDAR OF EVENTS

AUGUST

- Guidance lesson plans for August
- Assist with new and continuing student enrollment
- Assist with “Meet the Teacher Day” for students
- Meet individually with any student who has been retained as needed
- Update community referral sources
- Compile a “Welcome” packet for new students
- Assist principal with parent orientation night
- Begin guidance classes
- Present Child Abuse reporting procedures to the staff
- Complete enrollment form for the Regional Food Bank of Oklahoma Backpack Program
- Identify Bilingual students using the Home Language Survey (HLS)
- Identify homeless students using the McKinney-Vento Survey

SEPTEMBER

- Guidance lesson plans for September
- Begin identifying at-risk students and refer to appropriate individuals and programs
- Bully Prevention Education in guidance class
- Planning meeting for upcoming Red Ribbon Week activities
- Determine small groups and distribute consent forms as needed
- Distribute Backpack Program Referral Forms to staff
- Assist with parent/teacher conferences and IEP meetings
- Attend Regional Food Bank of Oklahoma Education Forum and Training/Webinar
- Assess potential ELL students based on Home Language Survey (HLS) results
- Collaborate with ordering Red Ribbon Week takeaways
- Complete needs assessment for qualifying McKinney-Vento students and other at-risk students
- Provide professional development to staff regarding student intervention referral process
- Monitor individual student attendance and recognize grade level class attendance

OCTOBER

- Guidance lesson plans for October
- Substance Abuse Education in guidance classes
- Coordinate Red Ribbon Week activities, poster contest, and takeaways
- Plan and coordinate Food Bank Food Drive
- Begin holding Student Success Team (SST) Meetings for students at-risk
- Begin small groups (weekly through March) as needed
- Write LIEPs for qualifying ELL students
- Mail ELL qualification letters to parents
- Distribute modifications to teachers of ELL students
- Monitor individual student attendance and recognize grade level class attendance

NOVEMBER

- Guidance lesson plans for November
- Meet with Safe School Committee
- College and Career Awareness in guidance classes
- Plan and coordinate College and Career Awareness Week
- Facilitate Student Success Team (SST) Meetings for students at-risk
- Monitor individual student attendance and recognize grade level class attendance
- Assist principal in coordinating “Celebrate Freedom Week” (Veteran’s Day)
- Develop and update community resource list for holiday meals

DECEMBER

- Guidance lesson plans for December
- Coordinate winter coat distribution program
- Coordinate holiday meal distribution program
- Coordinate referrals to community gift programs (i.e., Toys for Tots, Angel Tree, and Shop With A Cop)
- Coordinate “Mitten Tree” project with Intermediate
- Organize data and submit order for ACCESS 2.0 test
- Facilitate Student Success Team (SST) Meetings for students at-risk
- Monitor individual student attendance and recognize grade level class attendance

JANUARY

- Guidance lesson plans for January
- Complete ACCESS training online (for updates as needed)
- Order any additional materials for ACCESS test
- Facilitate Student Success Team (SST) Meetings for students at-risk
- Monitor individual student attendance and recognize grade level class attendance

FEBRUARY

- Guidance lesson plans for February
- Observe Black History Month
- Observe National School Counseling Week
- Assist with parent/teacher conferences and IEP meetings
- Facilitate Student Success Team (SST) Meetings for students at-risk
- Monitor individual student attendance and recognize grade level class attendance

MARCH

- Guidance lesson plans for March
- Distribute, collect, and mail ACCESS 2.0 test
- Coordinate online ACCESS 2.0 test
- Administer paper/pencil ACCESS 2.0 test
- Facilitate Student Success Team (SST) Meetings for students at-risk
- Monitor individual student attendance and recognize grade level class attendance

APRIL

- Guidance lesson plans for April
- Meet with Safe School Committee
- Child Abuse Prevention in guidance class
- Facilitate Student Success Team (SST) Meetings for students at-risk
- Monitor individual student attendance and recognize grade level class attendance

MAY

- Guidance lesson plans for May
- Consultations with staff and parents concerning student retention and placement
- End of year office and classroom inventory
- Assist with end of the year award's assembly
- Organize and consolidate 2nd graders cumulative files and transfer to intermediate
- Monitor individual student attendance and recognize grade level class attendance
- Distribute and collect classroom suggestions from current teachers

JUNE/JULY

- Assist with classroom placement for students
- Attend continuing education seminars and trainings
- Be available to assist principal with upcoming year events and schedules

INTERMEDIATE CALENDAR OF EVENTS

AUGUST

- Guidance lesson plans for August
- Assist with new and continuing student enrollment
- Assist with “Meet the Teacher Day” for students
- Meet individually with any student who has been retained
- Update community referral sources
- Compile a “Welcome” packet for new students
- Assist principal with parent orientation night
- Begin guidance classes
- Present Child Abuse reporting procedures to the staff
- Complete enrollment form for the Regional Food Bank of Oklahoma Backpack Program
- Identify Bilingual students using the Home Language Survey (HLS)
- Identify homeless students using the McKinney-Vento Survey

SEPTEMBER

- Guidance lesson plans for September
- Begin identifying at-risk students and refer to appropriate individuals and programs
- Bully Prevention Education in guidance class
- Planning meeting for upcoming Red Ribbon Week activities
- Determine small groups and distribute consent forms
- Distribute Backpack Program Referral Forms to staff
- Assist with parent/teacher conferences and IEP meetings
- Attend Regional Food Bank of Oklahoma Education Forum and Training
- Assess potential ELL students based on Home Language Survey (HLS) results
- Order Red Ribbon Week takeaways
- Complete needs assessment for qualifying McKinney-Vento students and other at-risk students
- Provide professional development to staff regarding student intervention referral process
- Monitor individual student attendance and recognize grade level class attendance rates

OCTOBER

- Guidance lesson plans for October
- Substance Abuse Education in guidance classes
- Coordinate Red Ribbon Week activities, poster contest, and takeaways
- Begin holding Student Success Team (SST) Meetings for students at-risk for academic failure
- Begin small groups (weekly through March)
- Write LIEPs for qualifying ELL students
- Mail ELL qualification letters to parents
- Distribute modifications to teachers of ELL students
- Monitor individual student attendance and recognize grade level class attendance rates

NOVEMBER

- Guidance lesson plans for November
- Meet with Safe School Committee
- Assist principal with recognition of Celebrate Freedom Week
- College and Career Awareness in guidance classes
- Coordinate canned food drive
- Attend state-mandated OCCT Building Coordinator Training
- Facilitate Student Success Team (SST) Meetings for students at-risk for academic failure
- Monitor individual student attendance and recognize grade level class attendance rates

DECEMBER

- Guidance lesson plans for December
- Coordinate winter coat distribution program
- Coordinate holiday meal distribution program
- Coordinate referrals to community gift programs (i.e., Toys for Tots, Angel Tree, and Shop With A Cop)
- Coordinate “Mitten Tree” project
- Order ACCESS 2.0 test
- Facilitate Student Success Team (SST) Meetings for students at-risk for academic failure
- Monitor individual student attendance and recognize grade level class attendance rates

JANUARY

- Guidance lesson plans for January
- Complete ACCESS training online
- Order any additional materials for ACCESS test
- Complete OCCT pre-code process for 5th grade writing
- Facilitate Student Success Team (SST) Meetings for students at-risk for academic failure
- Monitor individual student attendance and recognize grade level class attendance rates

FEBRUARY

- Guidance lesson plans for February
- Observe Black History Month
- Observe National School Counseling Week
- Assist with parent/teacher conferences and IEP meetings
- Complete OCCT pre-code process for grades 3, 4, and 5
- Recruit OCCT test proctor volunteers
- Facilitate Student Success Team (SST) Meetings for students at-risk for academic failure
- Monitor individual student attendance and recognize grade level class attendance rates

MARCH

- Guidance lesson plans for March
- Distribute, collect, and mail ACCESS 2.0 test
- Coordinate online ACCESS 2.0 test
- Administer paper/pencil ACCESS 2.0 test

- Facilitate state-mandated OCCT administrator/proctor trainings for staff and volunteers
- Facilitate Student Success Team (SST) Meetings for students at-risk for academic failure
- Monitor individual student attendance and recognize grade level class attendance rates

APRIL

- Guidance lesson plans for April
- Distribute, collect, and mail OCCT materials
- Administer OCCT make-up tests
- Meet with Safe School Committee
- Child Abuse Prevention in guidance class
- Coordinate with middle school counselor to set up orientation for 5th grade
- Facilitate Student Success Team (SST) Meetings for students at-risk for academic failure
- Monitor individual student attendance and recognize grade level class attendance rates

MAY

- Guidance lesson plans for May
- Consultations with staff and parents concerning student retention and placement
- End of year office and classroom inventory
- Assist with end of the year award's assembly
- Monitor individual student attendance and recognize grade level class attendance rates



MIDDLE SCHOOL COUNSELING PROGRAM OVERVIEW

MIDDLE SCHOOL COUNSELING PROGRAM OVERVIEW

The counseling program at Plainview Middle School consists of a variety of programs to help the middle school students through the transition from elementary students to high school students.

The counselor has an eighth grade rotation class which focuses on getting the eighth grade students ready for high school. This class is approximately seven weeks in duration. During this time students are exploring colleges, universities, different types of careers, and other options for after graduation. They also spend time in the Sean Covey book, The Seven Habits of Highly Effective Teens. The students receive abstinence education from a community agency, YW8, Inc.

The seventh grade students have eight weeks of guidance focusing on drug/alcohol abuse education. This is completed through one hour per week lessons during one of the academic classes. Project Alert and Towards No Tobacco are used for the material. These focus on the effects of alcohol, drugs, and tobacco on the students' future health, achievements, and well-being. The seventh grade students also receive abstinence education from YW8, Inc. This usually occurs during the first semester.

The sixth graders are introduced to the Second Step curriculum. This focuses on communication skills and skill building. The students learn how to communicate through a variety of situations. They also discuss bullying and ways to prevent it in their school environment. This curriculum is presented for eight weeks during one of their classes. The students receive abstinence education from YW8, Inc. This occurs during the second semester of classes.

There are often opportunities for speakers and programs that fit in with one or more of these topics. These are presented to the entire student body during the year when they fit in with scheduling and are available.

The counselor sees individual students in an office setting. Students may request to see the counselor themselves, or they may be referred by parents, teachers, or administrators. Topics of discussion may include conflict resolution, grades/classroom achievement, social skill development, emotional issues, etc. The counselor will work closely with parents, teachers, and administrators to help the student reach his or her full potential. Groups are also available and formed as the need arises.

MIDDLE SCHOOL STUDENT COMPETENCIES

(AMERICAN SCHOOL COUNSELORS NATIONAL STANDARDS AND OKLAHOMA PRIORITY ACADEMIC STUDENT SKILLS)

ACADEMIC DEVELOPMENT

Adjust to a new school

- New students are paired with another student to orient them to the school campus and facilities.
- Incoming sixth grade students are invited to a lunch and a tour the spring before they enter middle school.
- New sixth grade parents are invited to an orientation meeting.
- All parents are invited to our middle school orientation night.
- Students are given the opportunity to walk through the building before school starts to find classes and lockers.

Develop a sense of future and how to move toward it

- Eighth grade students are given information regarding high school graduation requirements, college requirements, and job requirements.
- Eighth grade students are administered the ACT EXPLORE test and career interest inventory. Results are interpreted regarding students' skills, strengths, abilities, and academic plans.
- Eighth grade students are given information regarding the Southern Oklahoma Technology Center and the University Center of Southern Oklahoma.
- Students begin to plan their high school class schedules.

Use test results for academic planning

- Test scores are used for course selection.
- Test scores are sent to parents with explanation.
- Test scores are used to identify at-risk students.
- Students are placed in remediation classes based on test scores.
- Test scores are used in planning courses offered to students.

Develop educational goals and strategies to achieve these goals

- Students are provided with academic counseling.
- Students are encouraged to develop a plan of study that will continue with them to high school.
- Parents are contacted to attend meetings to address problems.
- Ineligible students are counseled to develop a plan of improvement.
- Parents are informed of opportunities for tutoring for their child.
- Eighth grade students set goals weekly during the counseling rotation to develop the habit of setting reachable goals.

Understand the relationship of ability, effort, and the quality of school achievement

- At-risk students are identified and assigned a teacher mentor.
- Students and parents are invited to an end of the year assembly to recognize student achievement.

- Students are given rewards for no zeroes throughout the school year.

Develop good study skills

- At-risk students are placed with a teacher mentor.
- Parents are encouraged to promote good study skills at home.
- Students are informed of available tutoring.
- Students are informed of outside resources available to aid them with studying.

Understand how learning styles influence academic performance

- Students are exposed to the concept of learning styles.
- At-risk students are counseled regarding the classroom and homework environment, and encouraged to find what study methods work best for them.

Learn organizational and time management skills

- Students lacking in this area are identified and counseled.
- Sixth grade students are exposed to different organizational strategies and encouraged to find the one that works best for them.
- Students are encouraged to use the academic planner on Edmodo.
- Parents are encouraged to use the planner on Edmodo.

Identify academic strengths and areas needing improvement

- Students who need help to improve academically are counseled.
- Parents, teachers, and students are encouraged to attend meetings to develop strategies to help the student improve.
- Students are recognized for academic achievement.
- Students and parents are encouraged to utilize the online gradebook to monitor the students' progress.
- Students are encouraged to attend tutoring sessions and utilize online resources to help with progress in the classroom.

Improve test taking skills

- Students are provided with activities prior to tests that will enhance performance.
- Students are rewarded for improvement.
- Parents are provided results for interpretation.

CAREER DEVELOPMENT

Recognize abilities and skills required for broad career clusters

- Students are provided information that helps relate school work to careers.
- Parents and community members are invited to speak about the skills and courses needed for their careers.
- Eighth grade students are given the ACT EXPLORE test and career interest survey. Results are interpreted regarding students' skills, interests, abilities, and future plans.
- Eighth grade students are given opportunities to research different careers.

Become informed about educational and career opportunities and the preparation for them.

- Help students explore their tentative educational and career goals.

- Obtain guest speakers to inform students about different career opportunities, and the education/training required for them.
- Students are given information regarding the programs available at the Southern Oklahoma Technology Center.
- Students who are struggling socially and academically are counseled regarding goals for their educational/career future.
- Students are encouraged to research different colleges/universities, as well as other institutions of higher education to find out the admission requirements.
- Students are informed about the opportunity to concurrently enroll in college classes while they are a student at Plainview High School.

Explore individual interests and aptitudes

- Administer interest inventories, and interpret the results for students and parents.
- Provide classroom guidance on how interests can be related to careers
- Provide information to parents regarding students' educational interests and career development.

Learn that stereo-typing and discrimination limit one's opportunities

- Provide information to students about non-traditional careers and the opportunities these careers provide.
- Provide classroom guidance regarding stereo-typing and discrimination.

Understand the work ethic

- Classroom discussions are facilitated regarding what is expected of a person who has a job.
- Counsel students regarding their responsibilities as a student and a worker.
- Have community members speak about what is required for their career and workplace.

PERSONAL/SOCIAL DEVELOPMENT

Distinguish between safe, risky, and harmful behavior in relationships

- Counsel students regarding specific relationship conflicts.
- Second Step curriculum is presented to sixth grade students to help them learn empathy, as well as to learn to communicate in situations regarding bullying and other types of conflict.
- Peer mediators are available to help students.
- Project Alert program is presented to seventh grade students to help them deal with the pressures to use drugs, alcohol, and tobacco.
- Choosing the Best curriculum is presented to eighth grade students to help them fight the pressures of having sex before marriage.
- Invited guest speakers relate experiences and initiate relevant dialogue about safety.

Demonstrate the ability to communicate consideration, caring, and respect for others

- Counselor is available to help students deal with specific situations regarding communication with peers, family, teachers, etc.
- Second Step is presented to sixth grade students to help them learn empathy, as well as to communicate in situations regarding bullying and other types of conflict.

- Students are presented life lessons daily from Project Wisdom to encourage students to see themselves as a member of the school community and to treat themselves and each other with respect.
- Trained peer mediators are available to help students deal with conflict.

Describe practical refusal skills pertaining to the use of alcohol, nicotine, caffeine, inhalants, and other substances

- Counselor will provide individual and group counseling as needed to students facing issues in this area.
- Project Alert is presented to seventh grade students to introduce them to the health effects of using these substances and refusal skills to use.
- Parents will be assisted with appropriate and timely referral information.
- Choosing the Best curriculum is presented to sixth through eighth grade students addressing abstinence, substance abuse, and strategies to resist peer pressure.
- Eighth grade students are provided with additional lessons, building from their seventh grade curriculum, regarding substances.

Describe and identify a need, want, and feeling

- Provide activities to all students to help them understand self and others.
- Invited guest speakers relate experiences and initiate relevant dialogue about leadership.
- Students are presented Words of Wisdom every morning that address these issues.

Identify characteristics of good listening skills that build and maintain healthy relationships

- Counselor will provide counseling to students having difficulty interacting with others.
- Provide information on the interpersonal skills needed for healthy friendships and relationships.
- Choosing the Best curriculum is presented to sixth through eighth grade students to help them learn to build healthy relationships without sex.
- Second Step curriculum is presented to sixth grade students to help them learn to communicate in relationships and deal with bullying.
- Teamwork among students will be promoted in the classroom.

MIDDLE SCHOOL CALENDAR OF EVENTS

AUGUST

- Use data from the previous year to plan guidance services
- Plan for counseling and other direct services for students
- Refer students with special needs to proper services
- Finalize students' schedules and class selections
- Assist principal and teachers with appropriate placement of students
- Meet with sixth grade students
- Begin Project Wisdom with all students during morning announcements
- Screen ELL/Bilingual students
- Send/Receive students' records who are new to Plainview, or moved to another school

SEPTEMBER

- Begin classroom guidance activities in cooperation with school staff
- Identify at-risk students and their needs
- Confirm dates for testing
- Confirm dates for spring awards assemblies
- Choose peer mediators and plan training
- Parent/Teacher conferences

OCTOBER

- Consult with school staff and parents regarding students having academic difficulties
- Plan and give the EXPLORE test for 8th grade students
- Plan activities and participate in Red Ribbon Week
- Attend Testing In-service provided by the State Department of Education
- Attend peer mediator training

NOVEMBER

- Attend Safe School Committee meeting
- Continue with classroom guidance
- Counsel with students who are ineligible
- Plan parent/teacher conferences for struggling students
- Reach out to at-risk students/assign mentors

DECEMBER

- Discuss plans for second semester
- Identify students with needs for referrals regarding clothing, etc.
- Counsel with students in danger of failing classes

JANUARY

- Begin second semester guidance activities with students

- Coordinate meetings with parents and teachers of students who did not perform well during the first semester
- Schedule student and parent orientation activities with the elementary school for incoming fifth grade students
- Begin preparation for spring testing and finalize the testing calendar
- Train test administrators and test proctors for testing
- Adjust students' schedules based on teacher/parent recommendations
- Figure grade point averages for Oklahoma Middle School Honor Society selection

FEBRUARY

- Counsel with ineligible students
- Encourage parents to attend parent/teacher conferences
- Eighth grade writing test
- Contact parents regarding tutoring options
- Order Presidential Academic Fitness Award certificates

MARCH

- ACCESS testing for ELL students
- Counsel with ineligible students
- Begin meeting with students regarding course selection for the next school year
- Begin planning class schedule for next school year
- Finalize last minute testing preparation
- Encourage struggling students to attend tutoring

APRIL

- Testing window opens – provide support to teachers and students
- Fifth grade parent orientation
- Fifth grade students come for tour and lunch
- Consult with teachers regarding students who may need to be retained
- Plan awards assemblies
- Safe School Committee meeting

MAY

- Wrap-up testing activities
- Awards Assemblies
- Finalize students' course selections for the next year
- Request materials needed for the next year
- Organize information for the retention committee meeting
- Inform parents of recommendations of retention, summer school attendance, etc.
- Tentatively plan for guidance activities for the next year
- Correct any errors regarding student information for the testing program
- Gather records for students moving to high school
- File transcripts for students in the administration office files

JUNE/JULY

- Be available for help with scheduling
- Finalize data sent to the testing company through the State Department of Education
- Attend workshops if available

AS NEEDED – *These activities continue throughout the year as needs arise.*

- Counseling with struggling students
- Conflict resolution
- Meeting with parents regarding their students' academic or social progress
- Scheduling adjustments
- Informing parents of options regarding tutoring, etc.
- Planning speakers to address various topics such as bullying or drug/alcohol abuse
- Crisis intervention/management



HIGH SCHOOL COUNSELING PROGRAM OVERVIEW

HIGH SCHOOL STUDENT COMPETENCIES

(AMERICAN SCHOOL COUNSELORS NATIONAL STANDARDS AND OKLAHOMA PRIORITY ACADEMIC STUDENT SKILLS)

ACADEMIC DEVELOPMENT

Understand one's learning abilities and how to apply them.

- Counsel with students who are experiencing learning problems.
- Collaborate with teachers about the appropriate class placement of students.

Become informed about academic strengths and weaknesses.

- Interpret standardized test results for students, parents, and teachers.
- Provide guidance activities on how to prepare for tests and how to use the results.
- Provide opportunities for students to develop their academic strengths.
- Provide guidance for study habits

Learn to set academic goals and develop strategies to accomplish them.

- Counsel students to help them set short-term and long-term goals.
- Work with students to develop a plan of study.
- Provide staff development on how to help students set goals.

Understand the curriculum and the impact course selection may have on future plans.

- Help students enroll in courses which meet their needs and future plans.
- Meet with groups of students to discuss the importance of selecting courses carefully.
- Help teachers integrate career-related materials into the courses they teach.
- Help students with pre-enrollment and meeting graduation requirements.

Understand the relationship of ability, effort and the quality of school achievement.

- Identify students at risk of school failure and respond to their needs.
- Coordinate activities that provide recognition for student improvement and achievement.
- Invite community representatives to talk to students about motivation and achievement.

Demonstrate the ability to set study goals and priorities.

- Encourage students to have high expectations.
- Recognize student improvement and accomplishment with incentives from local businesses.
- Invite former graduates to talk to students about the study skills required in college.

Expand study and test-taking skills.

- Counsel students at risk of school failure and provide additional support such as tutoring.
- Provide guidance activities to help students develop study and test-taking skills.
- Collaborate with teachers and parents to identify students who need assistance.
- Provide web-based resources.

Demonstrate the ability to prepare for state and national tests.

- Inform students of the state and national test dates.
- Make students aware of available ACT and SAT test preparation workshops.

- Ask teachers to review sample ACT test materials with students.
- Provide web-based practice tests and strategies.

Understand and pursue lifelong learning.

- Provide information on change and the need for lifelong learning.
- Encourage students to participate in summer academies held at colleges in Oklahoma.
- Provide opportunities for community service and volunteer work.

Learn effective time-management skills.

- Counsel students who are experiencing stress or need coping skills.
- Assist school staff to develop homework help-line utilizing current technology.
- Provide opportunities for parents to be involved in their child's education.

CAREER DEVELOPMENT

Understand how to successfully prepare for and enter postsecondary education.

- Help students and parents learn about scholarships and financial aid and how to apply.
- Monitor student progress toward meeting high school graduation requirements and postsecondary entrance requirements.
- Collaborate with others to help students make the transition to post-secondary education.

Understand the world of work and its expectations for employment.

- Assist all students to choose classes that are required and/or beneficial for their career goals.
- Collaborate with the library media specialist to develop a career resource center.
- Ask business representatives to talk with students about their expectations for employment.
- Partner with SOTC and the Chamber of Commerce for employment opportunities.

Explore a variety of postsecondary and employment opportunities.

- Provide current and accessible information on postsecondary institutions and occupational opportunities.
- Work with teachers to help them relate their coursework to career opportunities.
- Engage parents in the career development process.
- Provide college days to juniors and seniors.

Form tentative career goals and strategies to achieve them.

- Counsel with students individually to help them develop plans for the future.
- Help students develop a plan of study that supports their academic and career goals.
- Coordinate an advisor/advisee program to organize career planning and to enhance community involvement.

Understand how to use labor market information and career search strategies.

- Help students locate career information.
- Help students gain access to computer programs and the internet to explore careers.
- Provide links on counselor's webpage for career majors.
- Arrange college campus tours and a career day for students and their parents.

PERSONAL/SOCIAL DEVELOPMENT

Identify and demonstrate ways to protect oneself from abuse.

- Help individuals and groups of students learn assertiveness skills.
- Provide guidance activities to address the issue of dating violence.
- Have community agencies provide information regarding where, when and how to seek help when it is needed.

Analyze possible causes of conflict in schools, families and communities.

- Counsel with students having difficulty resolving conflicts in a positive manner.
- Work with groups of students to resolve differences and to minimize conflicts.
- Include students on Safe School Committees.
- Bullying and abuse education.

Demonstrate the ability to access school and community health services for self and others.

- Make counseling and referral services available for all students.
- Help students learn what situations require adult professional help.
- Ask community agencies to provide information regarding the services they offer.

Practice skills and techniques for decision-making and problem solving.

- Provide information to help students make decisions and future plans.
- Collaborate with teachers to provide volunteer work for students or a “Learn and Serve” program.
- Involve the school in character building projects.

Demonstrate the ability to influence and support others in positive health and safety choices.

- Counsel with students to help them understand the consequences of their actions.
- Provide information to students and teachers about the SAFE-CALL help line.
- Collaborate with teachers and the community to provide activities related to safety and substance abuse prevention.

Demonstrate the ability to communicate effectively with family, peers, and others.

- Counsel students who need help improving their interpersonal skills or assertiveness skills.
- Provide information on the group skills needed in school and the work place.
- Invite community leaders to talk to students about the interpersonal skills employees need in their jobs.

Analyze how information from media, technology and the community affects health and safety behavior.

- Provide counseling for students who have been referred for behavior concerns.
- Provide guidance activities to help students learn coping skills.
- Ask the library media specialist or technology coordinator to speak to students about technology and its impact on behavior and safety.
- Provide cyberbullying education.

Demonstrate ways to communicate care, consideration and respect for others.

- Counsel students who encounter peer pressure.

- Collaborate with teachers to provide prevention programs related to peer pressure and bullying.
- Assist the school in developing a positive learning environment by focusing on character building.

Examine how interpersonal communication affects relationships.

- Make individual and group counseling available to all students.
- Ensure that all students are provided sufficient opportunities to experience success in school.
- Provide opportunities for students to work with others to accomplish a task.

Demonstrate refusal, negotiation and collaboration skills to avoid harmful situations.

- Help students make informed decisions.
- Invite a judge or attorney to talk about the legal responsibilities of citizenship.
- Assist parents with appropriate and timely referral information.

HIGH SCHOOL CALENDAR OF EVENTS

DUTIES CONTINUED THROUGHOUT THE YEAR*

- Individual and group counseling
- Parent/student/teacher conferences
- Academic counseling with at-risk students, college-bound students, and vocational students
- Help coordinate tutors, volunteers, and job placement
- Coordinate college visits, residual tests at colleges, ACT workshops
- Building Test Coordinator
- Monitor students of the month
- Monitor and update webpage information with test dates, financial aid information, and scholarships
- Grade level parent meetings at least once a year
- Grade level classroom education at least twice a year

** These duties are subject to change and may vary in when they are completed.*

AUGUST

GENERAL

- Plan for counseling and other direct services for students
- Discuss the counseling program objectives and/or changes with school staff
- Provide information regarding educational alternatives to students who are no longer in school
- Assist faculty in interpreting the scores of last year's End-of-Instruction tests
- Inform students of concurrent enrollment procedures
- Assist with school orientation for students, parents, and faculty
- Publicize the registration and testing dates of college admissions tests
- Distribute Oklahoma applications to eligible students
- Confirm national, state, and district testing dates
- Participate in Individualized Education Plan (IEP) team meetings
- Assist with the Safe School Committee

SPECIFIC

- Get in touch with Kiwanis, Rotary, and Lions club representatives for "Student of the Month" and get nominations from teachers
- Pick dates for Senior and underclass awards nights
- Put test dates on master calendar
- Enroll new students
- Help with enrollment
- Change schedules
- Make class rolls and even out classes for teachers
- Help with open house
- Freshman orientation day for students and evening for parents
- Attend district counselor's college fair to gather information packets

SEPTEMBER

GENERAL

- Meet with seniors and parents regarding scholarship and financial aid
- Inform students of available ACT test preparation workshops
- Provide information regarding the Preliminary Scholastic Aptitude Test (PSAT)/National Merit Scholarship Qualifying Test (NMSQT)
- Coordinate school visits for postsecondary and military representatives
- Consult with staff, students, and parents regarding students experiencing academic difficulties
- Update transcripts with test scores
- Do check sheets on juniors and seniors for graduation

SPECIFIC

- Attend OU and OSU counselor days for current information if possible
- Senior athletes need to fill out NCAA Clearinghouse
- Go into senior classes to discuss scholarships, ACT, etc.
- Freshman Parent's Night – questions and high school information
- Attend College Fair with seniors
- Meet with juniors about scholarships, ACT, etc.
- Senior Parent's Night – questions and ACT, scholarships

OCTOBER

GENERAL

- Assist with administering the PSAT/NMSQT to registered students
- Assist with activities for substance abuse awareness and prevention
- Attend meetings with college representatives and ACT and College Board workshops
- Attend the State Department of Education's pretest in-service workshop for the End-of-Instruction tests

SPECIFIC

- Meet with students failing classes
- Call parents about students who are at-risk to not graduate
- Complete National Merit Scholarship Applications (if applicable)

NOVEMBER

GENERAL

- Process college applications and recommendations
- Assist in planning for high school preregistration and the appropriate class placement of students
- Be familiar with and distribute the *Guide for Parents, Students, and Teachers* for the student-testing program

- Attend the State Department of Education’s in-service workshop for the End-of-Instruction tests
- Recognize National Career Development Month

DECEMBER

GENERAL

- Provide information to juniors and seniors regarding concurrent enrollment
- Distribute information regarding the Free Application for Federal Financial Aid (FAFSA) to seniors
- Assist with the administration of the End-of-Instruction tests

SPECIFIC

- Retest freshman that failed 8th grade reading test
- Academic All-State applications due
- Some elite schools have application deadlines
- Change classes to begin at new semester

JANUARY

GENERAL

- Disseminate information regarding financial aid and the FAFSA
- Assist with the academic plan book and next year’s enrollment
- Check senior academic standing for graduation
- Assist with next year’s course descriptions and enrollment information

SPECIFIC

- Senior Parent’s night – with Greater Ardmore representative and financial aid representative
- OU and OSU scholarship deadlines
- Go into senior classes
- Begin meeting with juniors one-on-one for senior plan
- Remind students to get FAFSA pin number
- Post semester grades from Take 2, PASS, and SOTC
- Change classes
- Determine how many will take each End-of-Instruction test

FEBRUARY

GENERAL

- Recognize National School Counseling Week (first full week of February)
- Assist students in completing scholarship information for March 1 deadline
- Submit to the State Department of Education the names of students who meet the requirements of the Oklahoma Academic Scholar recognition program

SPECIFIC

- ECU, UCO, etc. scholarship deadlines are March 1
- Schedule the End-of-Instruction tests
- Continue meeting individually with all juniors for senior plan
- Pre-enrollment forms to all levels
- Pre-enrollment forms to 8th graders including parent meeting

MARCH

GENERAL

- Assist with parent and student conferences related to future educational and career plans (updating students' plan of study)
- Assist with preregistration and enrollment activities for the upcoming school year
- Continue assisting with the upcoming school year's enrollment and scheduling

SPECIFIC

- Oklahoma Honor Society and Oklahoma Academic Scholars due
- Order Presidential Academic certificates
- Post scholarships
- Collect information on scholarship awards
- Talk to sophomores about concurrent enrollment
- Collect pre-enrollment forms from 8th graders
- 8th graders visit high school
- Collect pre-enrollment forms from high school students

APRIL

GENERAL

- Coordinate with the middle school to provide orientation for students
- Assist with the coordination of the AP exams
- Assist with the administration of the End-of-Instruction (EOI) tests
- Provide information regarding educational alternatives for those who are no longer in school
- Coordinate on-site ACT tests

SPECIFIC

- Coordinate scholarships that go through Plainview High School
- Lance Burns/Rob Kelley/Craig Hodges/etc.
- Order trophies for valedictorian, salutatorian, top 10 seniors, & senior awards
- Concurrent form and transcripts to higher ed students
- Blue Ribbon Scholars to Ardmoreite
- Ask teachers for subject awards
- Make certificates for all awards
- Coordinate awards assemblies

- Remind seniors of scholarship deadlines
- Update counselor's website with scholarships and other information

MAY

GENERAL

- Inform next year's juniors and seniors about concurrent enrollment
- Provide information to students regarding high school and college-level summer classes
- Confirm academic standing and completion of graduation requirements for all seniors
- Assist with planning and conducting graduation activities
- Complete preregistration and enrollment for the next school year
- Inform students about summer school if they failed a class
- Review completed transcripts for accuracy of grades, credits, and posting of test scores

SPECIFIC

- Underclass awards assembly
- Senior awards assembly
- E.O.I. testing for Algebra I, Geometry, Algebra II, English II, English III, American History, and Biology

MAY/JUNE

SPECIFIC

- Go over transcripts for errors
- Put ACT and E.O.I. scores on transcripts
- Make copies for students/high school file/superintendent file
- Get packets ready for graduates to pick up
- Mail concurrent information to junior and senior planning to attend AHEC
- Send transcripts to colleges that seniors are going to attend
- Purchase orders for scholarships funneled through Plainview
- Print underclass transcripts/ active and non-active
- Do a new referral for any Take 2 student
- Superintendent & Principal Honor Roll to Daily Ardmoreite

EVALUATION AND ASSESSMENT OF THE DISTRICT COMPREHENSIVE COUNSELING PROGRAM

Evaluation of the district counseling program will be an ongoing process utilizing, but not limited to, the following assessment and evaluation tools:

FORMAL EVALUATION OF COUNSELOR BY PRINCIPAL

NEEDS ASSESSMENTS COMPLETED BY TEACHERS, ADMINISTRATORS, AND/OR PARENTS

SAFE AND HEALTHY SCHOOLS COMMITTEE

MULTI-LEVEL MEETINGS WITH COUNSELORS ON CAMPUS