



FREEPORT
AREA SCHOOL DISTRICT

K-12 Comprehensive School **Counseling Program**

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Freeport Area School District Comprehensive School Counseling Program

“A Learning Community Dedicated to the Success of All”

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I. Foundation

A. Freeport Area School District School Counseling Philosophy

The Freeport Area School Counseling Program is based on the following beliefs:

- All students have the right to academic, career, and personal/social success allowing them to develop into productive citizens.
- All students deserve equal educational opportunities in accordance with the student's needs, interests and abilities.
- All students deserve a developmental and sequential guidance program.
- All students deserve dignity and respect.

The Freeport Area School District School Counseling Program will:

- Encourage the development of decision making and problem solving skills that will provide for lifelong learning.
- Collaborate with and utilize all family, community and school resources.
- Explore post-secondary education and work force opportunities with students.
- Use data to evaluate and improve the program.
- Be based on the nationally recognized American School Counselor Association (ASCA) Model.

The Freeport Area School District Counselors will:

- Abide by the professional school counseling ethics as advocated by the ASCA.
- Participate in professional development as per Act 48 in order to stay current with best practices in school counseling.
- Encourage all students to use guidance resources to help them explore life/postsecondary opportunities, and set attainable goals for the future.

B. School Counseling Program Mission Statement is Related to the School District Mission

The mission of Freeport School District counseling program is to provide a comprehensive counseling program addressing the educational, occupational and character development of all students. This program, which includes instruction, prevention, intervention and consultation services, will help prepare our students to make sound decisions. It will provide information necessary for student growth and achievement in the three domains: *academic, personal/social, and career*. School counselors are professional school advocates who provide support to maximize student potential, academic achievement, and provide direct service to every student. In partnership with other educators, parents or guardians and the community, school counselors facilitate the support system to ensure all students in Freeport Area School District have access to and are offered the knowledge and skills necessary to contribute at their highest level as productive members of society.

C. Role of the School Counselor

In the Freeport Area School District, the role of the school counselor is to support the comprehensive school counseling program by promoting each student's development in the academic, career, and personal/social domains. Our focus is to promote student success in all areas of development, assist the students in preparation for their future, and increase self-awareness and interpersonal skills. The school counseling program is dedicated to providing our students with educated, professionally responsible and caring counselors. The school counselor is a trained and certified professional who has met Pennsylvania State certification and licensure requirements.

The school counselors are an integral part of a multi-disciplinary team consisting of district and school administrators, teachers, parents, community partners and professionals, and most importantly, the students. As part of this team, the school counselor collaborates, consults and coordinates activities and programs to assist, guide, and support all students.

Our school counselors are professionals serving as student advocates, recognizing diversity and multi-culturalism. They specialize in safety, violence prevention, and identification of "at-risk" students. Freeport's counselors are experts in developmental classroom guidance, educational planning and career/vocational development. The Freeport school counselors will meet all of these goals by utilizing the following interventions:

- **Counseling:** The school counselor will help students identify and address behavioral, emotional, social/interpersonal, and developmental concerns by meeting with students individually or in small groups. Counseling sessions or groups may also address personal experiences, crisis situations, self-esteem, bullying, drug and alcohol related concerns, conflict resolution, as well as career planning involving identification and exploration of the students' academic needs, abilities, and interests.
- **Consultation:** The school counselor will establish rapport and facilitate professional relationships with students, parents, teachers, school personnel, administrators, community mental health providers, wrap-around and in-home/in-school service providers, Student Assistance Program professionals, drug and alcohol treatment providers, social workers, psychologists, and community medical professionals.
- **Coordination:** The school counselor plans, organizes and implements developmental and preventative counseling programming and continuously evaluates the existing program. The school counselor assists students, families and parents with accessing community-based services and makes the appropriate referrals, when indicated. The school counselor will serve as an advocate for the student.

D. Freeport Area School District School Counseling Program Rationale

The school counseling program is influential in supporting student needs for students to gain skills necessary to succeed in high school and beyond. With this program students will have the support needed to accomplish academic, personal/ social and career goals. The role of the school counselor is essential to students' success, by supporting the learning environment, aiding students in transition from high school to post-secondary opportunities and developing the interpersonal skills necessary to become a productive citizen in society.

Freeport Area School District, K-12 comprehensive school counseling program consistently pursues five main goals to improve student life and encourage student success.

RECOGNIZE AND MEET CHILDREN'S NEEDS

PROVIDE AVENUES FOR IMPROVING ACADEMIC PERFORMANCE

ALIGN STUDENT INTERESTS & ABILITIES WITH CAREER GOALS

ENCOURAGE AND INVITE PARENTAL INVOLVEMENT IN THE DECISION OF STUDENTS' ACADEMIC, PERSONAL, AND CAREER GOALS

CREATE AN INTERACTIVE ENVIRONMENT AMONG STUDENTS, PARENTS, SCHOOL PERSONNEL AND COMMUNITY MEMBERS

Counselors will utilize a variety of resources including administrators, teachers, parents, support staff and community to effectively assist all students in reaching these goals.

E. Accountability for School Counseling Services

Accountability is shown in the evaluation component of each school counseling plan contained within the Action Charts.

F. Student Competencies Listed by Academic, Career, and Personal-Social Domains.

I = Introduce R = Reinforce M = Master



ASCA NATIONAL STANDARDS: DEVELOPMENTAL CROSSWALKING TOOL

ACADEMIC DEVELOPMENT DOMAIN	K-6	7-8	9-12
Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.			
Competency A1 Improve Academic Self-concept			
A:A1.1 articulate feelings of competence and confidence as learners	I	R	M
A:A1.2 display a positive interest in learning	I	R	M
A:A1.3 take pride in work and achievement	I	R	M
A:A1.4 accept mistakes as essential to the learning process	I	R	M
A:A1.5 identify attitudes and behaviors which lead to successful learning	I	R	M
Competency A2 Acquire Skills for Improving Learning			
A:A2.1 apply time management and task management skills	I	R	M
A:A2.2 demonstrate how effort and persistence positively affect learning	I	R	M
A:A2.3 use communications skills to know when and how to ask for help when needed	I	R	M
A:A2.4 apply knowledge and learning styles to positively influence school performance	I	R	M
Competency A3 Achieve School Success			
A:A3.1 take responsibility for their actions	I	R	M
A:A3.2 demonstrate the ability to work independently, as well as the ability to work cooperatively with other students	I	R	M
A:A3.3 develop a broad range of interest and abilities	I	R	M
A:A3.4 demonstrate dependability, productivity, and initiative	I	R	M
A:A3.5 share knowledge	I	R	M
Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.			
Competency B1 Improve Learning	I		
A:B1.1 demonstrate the motivation to achieve individual potential	I	R	M
A:B1.2 learn and apply critical thinking skills	I	R	M
A:B1.3 apply the study skills necessary for academic success at each level	I	R	M
A:B1.4 seek information and support from faculty, staff, family and peers	I	R	M

A:B1.5 organize and apply academic information from a variety of sources	I	R	M
A:B1.6 use knowledge of learning styles to positively influence school performance		I	R
A:B1.7 become a self-directed and independent learner	I	R	M

ACADEMIC DEVELOPMENT DOMAIN	K-6	7-8	9-12
Competency B2 Plan to Achieve Goals			
A:B2.1 establish challenging academic goals in elementary, middle/junior high, and high school	I	R	M
A:B2.2 use assessment results in educational planning		I	R
A:B2.3 develop and implement an annual plan of study to maximize academic ability and achievement		I	R
A:B2.4 apply knowledge of aptitudes and interests to goal setting		I	R
A:B2.5 use problem-solving and decision-making skills to assess progress toward educational goals			
A:B2.6 understand the relationship between classroom performance and success in school	I	R	M
A:B2.7 identify post-secondary options consistent with interests, achievement, aptitude, and abilities		I	R
STANDARD C: Students will understand the relationship of academics to the world of work, and to life at home and in the community.			
Competency C1 Relate School to Life Experience			
A:C1.1 demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life	I	R	M
A:C1.2 seek co-curricular and community experiences to enhance the school experience			
A:C1.3 understand the relationship between learning and work	I	R	M
A:C1.4 demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals	I	R	M
A:C1.5 understand that school success is the preparation to make the transition from student to community member	I	R	M
A:C1.6 understand how school success and academic achievement enhance future career and vocational opportunities	I	R	M

CAREER DEVELOPMENT DOMAIN	K-6	7-8	9-12
STANDARD A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.			
Competency A:1 Develop Career Awareness			
C:A1.1 develop skills to locate, evaluate, and interpret career information		I	R
C:A1.2 learn about the variety of traditional and nontraditional occupations	I	R	M
C:A1.3 develop an awareness of personal abilities, skills, interests, and motivations	I	R	M
C:A1.4 learn how to interact and work cooperatively in teams	I	R	M
C:A1.5 learn to make decisions	I	R	M
C:A1.6 learn how to set goals	I	R	M
C:A1.7 understand the importance of planning	I	R	M

C:A1.8 pursue and develop competency in areas of interest	I	R	M
C:A1.9 develop hobbies and vocational interests	I	R	M
C:A1.10 balance between work and leisure time	I	R	M

CAREER DEVELOPMENT DOMAIN	K-6	7-8	9-12
Competency A:2 Develop Employment Readiness			
C:A2.1 acquire employability skills such as working on a team, problem-solving and organizational skills	I	R	M
C:A2.2 apply job readiness skills to seek employment opportunities			
C:A2.3 demonstrate knowledge about the changing workplace		I	R
C:A2.4 learn about the rights and responsibilities of employers and employees		I	R
C:A2.5 learn to respect individual uniqueness in the workplace	I	R	M
C:A2.6 learn how to write a resume			
C:A2.7 develop a positive attitude toward work and learning	I	R	M
C:A2.8 understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace	I	R	M
C:A2.9 utilize time and task-management skills	I	R	M
STANDARD B: Students will employ strategies to achieve future career goals with success and satisfaction.			
Competency B:1 Acquire Career Information			
C:B1.1 apply decision making skills to career planning, course selection, and career Transition		I	R
C:B1.2 identify personal skills, interests, and abilities and relate them to current career Choice	I	R	M
C:B1.3 demonstrate knowledge of the career planning process		I	R
C:B1.4 know the various ways in which occupations can be classified		I	R
C:B1.5 use research and information resources to obtain career information	I	R	M
C:B1.6 learn to use the internet to access career planning information		I	R
C:B1.7 describe traditional and non-traditional occupations and how these relate to career choice		I	R
C:B1.8 understand how changing economic and societal needs influence employment trends and future training.		I	R
Competency B:2 Identify Career Goals			
C:B2.1 demonstrate awareness of the education and training needed to achieve career Goals		I	R
C:B2.2 assess and modify their educational plan to support career		I	R
C:B2.3 use employability and job readiness skills in internship, mentoring, shadowing, and/or other work experience.			I
C:B2.4 select course work that is related to career interests		I	R
C:B2.5 maintain a career planning portfolio		I	R

CAREER DEVELOPMENT DOMAIN	K-6	7-8	9-12
STANDARD C: Students will understand the relationship between personal qualities, education, training, and the world of work.			
Competency C:1 Acquire Knowledge to Achieve Career Goals			
C:C1.1 understand the relationship between educational achievement and career Success	I	R	M
C:C1.2 explain how work can help to achieve personal success and satisfaction	I	R	M
C:C1.3 identify personal preferences and interests which influence career choice and Success		I	R
C:C1.4 understand that the changing workplace requires lifelong learning and acquiring new skills		I	R
C:C1.5 describe the effect of work on lifestyle		I	R
C:C1.6 understand the importance of equity and access in career choice		I	R
C:C1.7 understand that work is an important and satisfying means of personal Expression		I	R
Competency C2 Apply Skills to Achieve Career Goals			
C:C2.1 demonstrate how interests, abilities and achievement relate to achieving personal, social, educational, and career goals		I	R
C:C2.2 learn how to use conflict management skills with peers and adults		I	R
C:C2.3 learn to work cooperatively with others as a team member	I	R	M
C:C2.4 apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences			

PERSONAL/SOCIAL DOMAIN	K-6	7-8	9-12
STANDARD A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.			
Competency A1 Acquire Self-Knowledge			
PS:A1.1 develop positive attitudes toward self as a unique and worthy person	I	R	M
PS:A1.2 identify values, attitudes and beliefs	I	R	M
PS:A1.3 learn the goal-setting process	I	R	M
PS:A1.4 understand change is a part of growth	I	R	M
PS:A1.5 identify and express feelings	I	R	M
PS:A1.6 distinguish between appropriate and inappropriate behavior	I	R	M
PS:A1.7 recognize personal boundaries, rights, and privacy needs	I	R	M
PS:A1.8 understand the need for self-control and how to practice it	I	R	M
PS:A1.9 demonstrate cooperative behavior in groups	I	R	M
PS:A1.10 identify personal strengths and assets	I	R	M
PS:A1.11 identify and discuss changing personal and social roles	I	R	M
PS:A1.12 identify and recognize changing family roles	I	R	M

PERSONAL/SOCIAL DOMAIN	K-6	7-8	9-12
Competency A2 Acquire Interpersonal Skills			

PS:A2.1 recognize that everyone has rights and responsibilities	I	R	M
PS:A2.2 respect alternative points of view	I	R	M
PS:A2.3 recognize, accept, respect and appreciate individual differences	I	R	M
PS:A2.4 recognize, accept and appreciate ethnic and cultural diversity	I	R	M
PS:A2.5 recognize and respect differences in various family configurations	I	R	M
PS:A2.6 use effective communications skills	I	R	M
PS:A2.7 know that communication involves speaking, listening, and nonverbal behavior	I	R	M
PS:A2.8 learn how to make and keep friends	I	R	M
STANDARD B: Students will make decisions set goals, and take necessary action to achieve goals.			
Competency B1 Self-Knowledge Application			
PS:B1.1 use a decision-making and problem-solving model	I	R	M
PS:B1.2 understand consequences of decisions and choices	I	R	M
PS:B1.3 identify alternative solutions to a problem	I	R	M
PS:B1.4 develop effective coping skills for dealing with problems	I	R	M
PS:B1.5 demonstrate when, where and how to seek help for solving problems and making decisions	I	R	M
PS:B1.6 know how to apply conflict resolution skills	I	R	M
PS:B1.7 demonstrate a respect and appreciation for individual and cultural differences	I	R	M
PS:B1.8 know when peer pressure is influencing a decision	I	R	M
PS:B1.9 identify long- and short-term goals	I	R	M
PS:B1.10 identify alternative ways of achieving goals	I	R	M
PS:B1.11 use persistence and perseverance in acquiring knowledge and skills	I	R	M
PS:B1.12 develop an action plan to set and achieve realistic goals	I	R	M
STANDARD C: Students will understand safety and survival skills.			
Competency C1 Acquire Personal Safety Skills			
PS:C1.1 demonstrate knowledge of personal information (i.e. telephone number, home address, emergency contact)	I	R	M
PS:C1.2 learn about the relationship between rules, laws, safety, and the protection of rights of the individual	I	R	M
PS:C1.3 learn about the differences between appropriate and inappropriate physical Contact	I	R	M
PS:C1.4 demonstrate the ability to set boundaries, rights and personal privacy	I	R	M
PS:C1.5 differentiate between situations requiring peer support and situations requiring adult professional help	I	R	M
PS:C1.6 identify resource people in the school and community, and know how to seek their help	I	R	M
PS:C1.7 apply effective problem-solving and decision-making skills to make safe and healthy choices	I	R	M
PS:C1.8 learn about the emotional and physical dangers of substance use and abuse	I	R	M
PS:C1.9 learn how to cope with peer pressure	I	R	M
PS:C1.10 learn techniques for managing stress and conflict	I	R	M
PS:C1.11 learn coping skills for managing life events	I	R	M

II. School Counseling Goals and Strategies/Action Plan Charts

Elementary School Counseling Broad Goals

Academic Development

Students will complete school with the academic preparation essential to be an effective learner in the post-secondary environment and across the life span.

Career Development

Students will understand the relationship between academia, requirements in the workforce and future career goals to gain success and satisfaction in the world of work.

Personal-Social

Students will make decisions, set goals and take necessary action to achieve goals.

School Counseling Goals with ASCA Competencies

Grades K-6

ACADEMIC DEVELOPMENT

Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

ASCA Competencies:

- 1.1** Students will develop a positive self-concept.
- 1.2** Students will acquire skills for improving learning.
- 1.3** Students will acquire skills that contribute to success at school.
- 1.4** Students will improve learning.
- 1.5** Students will plan to achieve goals.

- 1.6** Students will relate school to life experience.

CAREER DEVELOPMENT

Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. Students will employ strategies to achieve future career goals with success and satisfaction. Students will understand the relationship between personal qualities, education, training, and the world of work.

ASCA Competencies:

- 2.1** Students will develop career awareness.
- 2.2** Students will acquire career information.

PERSONAL-SOCIAL

Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others. Students will acquire the skills to set and achieve goals.

ASCA Competencies:

- 3.1** Students will acquire self-knowledge.
- 3.2** Students will acquire interpersonal skills.
- 3.3** Students will apply self-knowledge.
- 3.4** Students will acquire personal safety skills.

II. Action Plan Charts Grades K-6

2012-2013 SCHOOL COUNSELING PLAN OBJECTIVES

****Elementary action plans are subject to implementation based upon student needs and support staff resources.****

****Steps marked in red are anticipatory of the addition of a second elementary counselor.****

GOAL: Academic Development

Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

ACTION STEP	PERSONNEL	DELIVERY METHOD	PROJECTED # STUDENTS/ Participants	EVALUATION	TIMELINE	RELATED ASCA COMPETENCIES
Meet with students who are struggling academically	School counselor	Individual meeting, small group discussions	Number based on need	(Results data) Students will demonstrate improved academic performance and increased progress	Throughout the school year	1.1 , 1.2, 1.3, 1.4, 1.5, 1.6
Meet with students who are struggling with academic-related skills (organizational/ study/time management, etc.)	School counselor	Individual meeting, small group discussions, classroom lessons.	Number based on need	(Results data) Students will demonstrate improvement in areas of need	Throughout the school year	1.1, 1.2, 1.3, 1.4, 1.5, 1.6
Implement "Words of Wisdom" daily messages	School counselor or guest speaker	School PA system, video	All students	(Perception data) Students will demonstrate positive attitudes about learning	Daily	1.1 , 1.5, 1.6

Implement peer tutoring	6 th grade students tutoring 1 st , 2 nd , and 3 rd grade students	One on one tutoring	Selected 6 th grade students and selected 1 st , 2 nd , and 3 rd grade students	(Perception data) Tutors will gain a sense of responsibility and be able to set priorities	Fall through Spring	1.1, 1.2, 1.3, 1.4
Implement classroom lessons	School counselor	Classroom lessons	All students K-6	(Results data) Students will be able to apply learned strategies to improve performance	At least twice per year (Fall and Spring)	1.1, 1.2, 1.3, 1.4, 1.5
Maintain updated information on the school counseling web page	School counselor	District website	All students and families	(Perception data) Students and families will have access to the latest information relevant to the school counseling program	Updated quarterly	1.1, 1.2, 1.3, 1.4, 1.5

2012-2013 SCHOOL COUNSELING PLAN OBJECTIVES

GOAL: Career Development

Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. Students will employ strategies to achieve future career goals with success and satisfaction. Students will understand the relationship between personal qualities, education, training, and the world of work.

ACTION STEP	PERSONNEL	DELIVERY METHOD	PROJECTED # STUDENTS/ Participants	EVALUATION	TIMELINE	RELATED ASCA COMPETENCIES
Coordinate interest/career exploration activities with classroom teachers	School counselor & teachers	Classroom lessons	Grades 5 and 6	(Perception data) Students will be able to identify their abilities, needs, and interests, and how they relate to the world of work.	According to curriculum schedule, at least twice per year	2.1, 2.2
Coordinate Career Day with junior high counselor	School counselors, 6 th and 7 th grade faculty and staff	Assembly, small group presentations	All 6 th and 7 th grade students	(Perception data) Students will be able to discuss the relationship between personal qualities, education, training, and the world of work.	Spring semester	2.1, 2.2
Implement classroom lessons	School counselor	Classroom lessons	All Students K-6	(Results data) Students will be able to apply learned strategies to improve performance	At least twice per year (Fall and Spring)	2.1, 2.2
Maintain updated information on the school counseling web page	School counselor	District website	All students and families	(Perception data) Students and families will have access to the latest information relevant to the school counseling program.	Updated quarterly	2.1, 2.2

2012-2013 GUIDANCE PLAN OBJECTIVES

GOAL: Personal/Social

Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others. Students will acquire the skills to set and achieve goals.

ACTION STEP	PERSONNEL	DELIVERY METHOD	PROJECTED # STUDENTS/ Participants	EVALUATION	TIMELINE	RELATED ASCA STANDARD
Implement Olweus Bullying Prevention Program	All school staff.	School-wide assemblies, class meetings, small group discussions, individual meetings, parent meetings	All students	(Results data) OBQ survey results Number of bullying referrals Number of discipline referrals	Throughout the school year	3.1, 3.2, 3.3, 3.4
Implement small group counseling	School counselor	Small group setting	Number based on need	(Perception data) Students will develop skills to cope with specific personal/social concerns.	Throughout the school year	3.1, 3.2, 3.3, 3.4
Implement individual counseling	School counselor	1:1 school counselor to student	Number based on need	(Perception data) Students will develop skills to cope with specific personal/social concerns	Throughout the school year	3.1, 3.2, 3.3, 3.4
Implement "Words of Wisdom" daily messages	School Counselor or guest speaker	School PA system, video	All students grades 1-6	(Perception data) Students will be able to apply messages to their experiences	Daily	3.1, 3.2, 3.3, 3.4
Implement classroom lessons	School Counselor	Classroom lessons	All Students K-6	(Perception data) Students will be able to apply learned strategies to	At least twice per year (Fall and Spring)	3.1, 3.2, 3.3, 3.4

Maintain updated information on the school counseling web page	School counselor	District website	All students and families	(Perception data) Students and families will have access to the latest information relevant to the school counseling program.	Updated quarterly	3.1, 3.2, 3.3, 3.4
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Junior High School Counseling Broad Goals

Academic Development

Students will complete school with the academic preparation essential to be an effective learner in the post-secondary environment and across the life span.

Career Development

Students will understand the relationship between academia, requirements in the workforce and future career goals to gain success and satisfaction in the world of work.

Personal-Social

Students will make decisions, set goals and take necessary action to achieve goals.

School Counseling Goals with ASCA Competencies

Grades 7-8

ACADEMIC DEVELOPMENT

Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

ASCA Competencies:

- 1.1 Students will develop a positive self-concept.
- 1.2 Students will acquire skills for improving learning.
- 1.3 Students will acquire skills that contribute to success at school.
- 1.4 Students will improve learning.
- 1.5 Students will plan to achieve goals.
- 1.6 Students will relate school to life experience.

CAREER DEVELOPMENT

Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. Students will employ strategies to achieve future career goals with success and satisfaction. Students will understand the relationship between personal qualities, education, training, and the world of work.

ASCA Competencies:

- 2.1 Students will develop career awareness.
- 2.2 Students will acquire career information.
- 2.3 Students will identify career goals.
- 2.4 Students will acquire knowledge to achieve career goals.
- 2.5 Students will apply skills to achieve career goals.

PERSONAL-SOCIAL

Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others. Students will acquire the skills to set and achieve goals.

ASCA Competencies:

- 3.1 Students will acquire self-knowledge.
- 3.2 Students will acquire interpersonal skills.
- 3.3 Students will apply self-knowledge.
- 3.4 Students will acquire personal safety skills.

II. Action Plan Charts Grades 7-8

2012-2013 SCHOOL COUNSELING PLAN OBJECTIVES

****Junior high action plans are subject to implementation based upon student needs and support staff resources. ****

GOAL: Academic Development

Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

ACTION STEP	PERSONNEL	DELIVERY METHOD	PROJECTED # STUDENTS/ Participants	EVALUATION	TIMELINE	RELATED ASCA COMPETENCIES
Meet with students struggling academically	School counselor	Individual meeting, small group discussions	Number based on need.	(Results data) Students will demonstrate improved academic performance and increased progress.	Throughout the year	1.1 , 1.2, 1.3, 1.4, 1.5, 1.6
Meet with students struggling with academic-related skills (organizational, study, time management etc.)	School counselor	Individual meeting, small group discussions, classroom lessons	Number based on need	(Results data) Students will demonstrate improvement in areas of need.	Throughout the year	1.1 , 1.2, 1.3, 1.4, 1.5, 1.6
Compose Instructional Support Plans with individualized goals for	School counselor	Individualized academic support plan	Number based on need	(Results data) Students will demonstrate improved academic performance and increased progress	Throughout the year	1.1 , 1.2, 1.3, 1.4, 1.5, 1.6

students displaying an academic need(s)						
Conduct individual student interviews during the scheduling process	School counselor	One-to-one student to counselor meeting	All Students	(Results data) Students' class schedules will reflect their chosen course of study	2 nd Semester	1.3, 1.5, 1.6
Maintain updated information on the school counseling webpage	School counselor	District website	All students and families	(Perception data) Students and families will have access to the latest information relevant to the school counseling program	Updated quarterly	1.1, 1.2, 1.3, 1.4, 1.5, 1.6

2012-2013 SCHOOL COUNSELING PLAN OBJECTIVES

GOAL: Career Development

Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. Students will employ strategies to achieve future career goals with success and satisfaction. Students will understand the relationship between personal qualities, education, training, and the world of work.

ACTION STEP	PERSONNEL	DELIVERY METHOD	PROJECTED # STUDENTS/ Participants	EVALUATION	TIMELINE	RELATED ASCA COMPETENCIES
Coordinate career exploration classroom lessons with Lenape Vo-tech school counselor	School counselors	Classroom lessons	All Students	(Perception data) Students will be able to acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	Throughout the school year	2.1, 2.2, 2.3, 2.4, 2.5, 2.6
Implement components of the "Bridges" career exploration program	School counselor/ Classroom teacher	Classroom lessons	All 8 th grade students	(Perception data) Students will understand the relationship between personal qualities, education, training, and the world of work.	3 Consecutive days during the 1 st semester	2.1, 2.2, 2.3, 2.4, 2.5, 2.6
Coordinate career day with Elementary counselor	School counselors, 6 th & 7 th grade Faculty/staff	Assembly/ Small Group Presentations	All 6 th & 7 th grade students	(Perception data) Students will be able to discuss the relationship between personal qualities, education, training, and the world of work.	2 nd semester	2.1, 2.2, 2.3, 2.4, 2.5, 2.6
Coordinate Lenape	School	Tour of Lenape	All 8 th grade students	(Perception data)	2 nd semester	2.1, 2.2, 2.3, 2.4, 2.5,

Vo-tech tour to explore secondary programs and post-secondary career options	counselors, 8 th grade faculty/staff			Students will gain knowledge of the programs available through the Lenape Vo-tech school		2.6
Maintain updated information on the school counseling webpage	School counselor	District website	All students and families	(Perception data) Students and families will have access to the latest information relevant to the school counseling program	Updated quarterly	2.1, 2.2, 2.3, 2.4, 2.5, 2.6

2012-2013 SCHOOL COUNSELING PLAN OBJECTIVES

GOAL: Personal-Social

Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others. Students will acquire the skills to set and achieve goals.

ACTION STEP	PERSONNEL	DELIVERY METHOD	PROJECTED # STUDENTS/ Participants	EVALUATION	TIMELINE	RELATED ASCA COMPETENCIES
Implement Olweus Bullying Prevention Program	School counselor, faculty, and staff	School-wide assemblies, class meetings, small group discussions, individual meetings, and parent meetings	All Students	(Perception data) OBQ Survey Results, Number of Bullying Reports, and Discipline Referrals.	Throughout the year	3.1, 3.2, 3.3, 3.4
Small group counseling	School counselor	Small group setting	Number based on need	(Perception data) Students will develop skills to cope with specific personal/social concerns. (Results data) Number of discipline referrals, grades, and/or attendance	Throughout the year	3.1, 3.2, 3.3, 3.4
Individual counseling	School counselor	One-to-one School counselor to student	Number based on need	(Perception data) Students will develop skills to cope with specific personal/social concerns	Throughout the year	3.1, 3.2, 3.3, 3.4
Facilitate health-related classroom lesson	School counselor, 7 th grade health teacher	Classroom lessons	All 7 th Grade Students	(Perception data)	1 st Semester	3.1, 3.2, 3.3, 3.4
Maintain updated information on the school counseling	School counselor	District website	All students and families	(Perception data) Students and families will have access to the latest information	Updated quarterly	3.1, 3.2, 3.3, 3.4, 3.5, 3.6

webpage				relevant to the school counseling program		
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School Counseling Broad Goals for Freeport Area High School

Academic Development

Students will complete school with the academic preparation, knowledge, and skills that are essential in being an effective lifetime learner in the post-secondary environment.

Personal-Social

Students will develop positive decision making and problem solving skills that will enable them to be contributing members of society. Students will be able to set goals and take the necessary steps in achieving their goals.

Career Domain

Students will demonstrate an overall knowledge of the career planning process, including the understanding of their individual career strengths and abilities. Students will explore various career opportunities that match their own interests, abilities and personalities.

Senior High School Strategies

ACADEMIC DEVELOPMENT

Students will complete school with the academic preparation, knowledge, and skills that are essential in being an effective lifetime learner in the post-secondary environment.

Strategies:

- 1.1** Provide students with the academic skills that are necessary for academic achievement in high school and beyond.
- 1.2** Provide individual planning sessions to outline student academic abilities and needs.

- 1.3 Provide ongoing consultation and collaboration with teachers and parents in order to support academic achievement for all students.
- 1.4 Improve student awareness of available course selections including but not limited to district courses, and dual enrollment programs.

PERSONAL-SOCIAL

Students will develop positive decision making and problem solving skills that will enable them to be contributing members of society. Students will be able to set goals and take the necessary steps in achieving their goals.

Strategies:

- 2.1 Provide strategies to aid in positive decision making and problem solving skills in order for students to make appropriate life choices.
- 2.2 Provide classroom guidance lessons, individual and group counseling to students, in order to assist students with any personal/social concerns.
- 2.3 Heighten parent awareness of available services in the district and the community.

CAREER DOMAIN

Students will demonstrate an overall knowledge of the career planning process, including the understanding of their individual career strengths and abilities. Students will explore various career opportunities that match their own interests, abilities and personalities.

Strategies:

- 3.1** Explore the relationship between district course offerings and career goals.
- 3.2** Encourage student involvement in community service, academic opportunities, extracurricular activities, and work experience.
- 3.3** Provide students with opportunities to explore different career opportunities that match their interests and personalities.
- 3.4** Provide students with job shadowing and other career exploration programs and activities.

II. Action Plan Charts

2012-2013 SCHOOL COUNSELING PLAN OBJECTIVES

****Action plans are subject to individual school implementation based upon student needs and support staff resources.****

GOAL: Academic Development

STRATEGY: 1.1 Provide students with the academic skills that are necessary for academic achievement in high school and beyond.

ACTION STEP	PERSONNEL	DELIVERY METHOD	PROJECTED # STUDENTS/ Participants	EVALUATION	TIMELINE	RELATED ASCA COMPETENCIES
Visit classrooms to review basic academic study skills.	School Counselors	Classroom guidance lesson	9 th Grade Students	(Perception data) Students will better understand how to effectively study and use their time. (Results data) Students grades will improve based on the study skill strategies that they are using.	Fall	1.2, 1.4, 2.1,
A counseling group on study skills, targeting students who are academically underachieving .	School Counselors	Group Counseling	All Students – targeting students who are academically at-risk/underachieving and who	(Perception data) Students will better understand how to develop and use study skills strategies that work for them individually. Students will also learn and understand their	Throughout the school year.	1.2, 2.2 ,2.4

			are recommended by teaching staff.	learning style. (Results data) Students grades will improve based on the study skill strategies that they are using.		
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GOAL: Academic Development

STRATEGY: 1.2 Provide individual planning sessions to outline student academic abilities and needs.

ACTION STEP	PERSONNEL	DELIVERY METHOD	PROJECTED # STUDENTS/ Participants	EVALUATION	TIMELINE	RELATED ASCA COMPETENCIES
Meet with students who are at-risk academically.	School Counselors	Individual Meetings	All Students	<p>(Perception data) Students will be aware that they are at-risk for failing a course. Students will understand the consequences of failing a course. Students will set goals for themselves as a way to help them improve their overall grades.</p> <p>(Results data) Student grades will improve over the course of the school year.</p>	Throughout the school year	1.1, 1.3, 1.6, 1.7
Meet with students individually to discuss academic concerns and needs.	School Counselors	Individual Meetings	All Students	<p>(Perception data) Students will be aware that they are at-risk for failing a course. Students will understand the consequences of failing a course. Students will set goals for themselves as a way to help them improve their overall grades.</p> <p>(Results data) Student grades will improve over the course of the</p>	Throughout the school year	3.1, 1.6

				school year.		
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GOAL: Academic Development

STRATEGY: 1.3 Provide ongoing consultation and collaboration with teachers and parents in order to support academic achievement for all students.

ACTION STEP	PERSONNEL	DELIVERY METHOD	PROJECTED # STUDENTS/ Participants	EVALUATION	TIMELINE	RELATED ASCA COMPETENCIES
Provide consultation with teachers and parents, in regards to a student's academic performance.	School Counselors, Teachers, and Parents	Individual, Group Meetings	All students/ parents	(Perception data) Students will receive a collaborative support system to help improve student's academia. (Results data) Student's grades will improve.	Fall & Spring	1.4, 1.3
Contact parents for students who are academically at – risk.	School Counselors	Individual Contact by Phone, Email and/or parent meeting	All students/ parents	(Perception data) Students and parents will be made more aware of the student's academic performance in school. (Results data) Student's grades will improve.		3.1
Monitor student attendance records; collaborate with Principal, Dean of Students, Parents, and Teachers to ensure good	School Counselors, Principal, Dean of Students, Parents, and Teachers.	Individual student meetings, parent meetings, small group meetings, phone contact, letters stipulating attendance policy	Truant Students	(Perception data) Students will receive a collaborative support system to help improve student attendance. (Results data) Student's attendance will	Throughout the school year.	3.1, 2.8

student attendance.		and current attendance record.		improve.		
Distribute motivational cards to students. Motivational cards are sponsored by the Strongland Chamber of Commerce. Students receive motivational cards for high achievement and individual improvement.	School Counselors	Group Meetings	Eligible Students	(Perception data) Students will continue to excel in their academics because of the recognition they have received by receiving a motivational card.	At the end of every nine week grading period.	1.2, 1.3

GOAL: Academic Development**STRATEGY: 1.4 Improve student awareness of available course selections including but not limited to district courses, and dual enrollment programs.**

ACTION STEP	PERSONNEL	DELIVERY METHOD	PROJECTED # STUDENTS/ Participants	EVALUATION	TIMELINE	RELATED ASCA COMPETENCIES
Meet with students in a classroom setting and individually to discuss course selections, dual enrollment and academic enrichment programs.	School Counselors	Classroom Guidance Lesson, Parent/Student Individual Meetings, Guidance Website, Parent Email	All Students	(Perception data) Students will be better informed on district course and college credit offerings. (Results data) More students will enroll in various electives, dual enrollment classes, etc.	Throughout the school year	2.7, 1.7
Meet with students individually to discuss course selections for the following school year. During this time, review of student transcript, graduation requirements, and student course interest will be discussed.	School Counselors	Individual Student Meetings	All Students	(Perception data) More students will be aware of Freeport Area's graduation requirements, student transcript and available course selections.	2 nd Semester	1.1, 1.2, 1.3

Present Information on dual enrollment and academic enrichment programs offerings in GIEP meetings.	School Counselors	GIEP Meetings	Students and parents of students with a GIEP.	(Perception data) Students and parents/guardians will be better informed on district course and college credit offerings (Results data) More students will enroll in various electives, academic enrichment programs, and dual enrollment courses	Throughout the year	2.1, 2.2
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GOAL: Personal/Social Development

STRATEGY: 2.1 Provide strategies to aid in positive decision making and problem solving skills in order for students to make appropriate life choices.

ACTION STEP	PERSONNEL	DELIVERY METHOD	PROJECTED # STUDENTS/ Participants	EVALUATION	TIMELINE	RELATED ASCA COMPETENCIES
Meet with students in the classroom setting and individually to discuss positive decision and problem solving strategies.	School Counselors	Classroom Guidance and Individual Meetings.	Classroom Guidance- 9 th Grade Students Individually- All Students	(Perception data) Students will be able to make good decisions and effectively solve life problems	Classroom Guidance- Beginning of school year Individually- Throughout the school year.	2.1, 2.2

GOAL: Personal/Social Development

STRATEGY: 2.2. Provide classroom guidance lessons, individual and group counseling to students, in order to assist students with any personal/social concerns.

Action Step	Personnel	Delivery Method	PROJECTED # STUDENTS/Participated	Evaluation	Timeline	RELATED ASCA COMPETENCIES
Counseling groups will be formed to meet students' needs on topics such as: relational aggression, anger management, grief, etc.	School Counselors	Group Counseling	All Students	(Perception data) Students will have the opportunity to self-reflect and learn about certain coping skills/strategies; depending on the topic of the group. (Results data) Fewer discipline referrals.	One group per semester.	1.7, 1.8, 1.9
Classroom guidance lessons on drug/alcohol and cyber bullying/harassment, etc.	School Counselors	Classroom Guidance Lessons	All Students	(Perception data) Students will learn about the effects of drugs/alcohol, and bullying/harassment. Students will learn about the effects of peer pressure related to these two topics. (Results data) Fewer referrals.	Throughout the school year.	2.1, 2.3, 1.11
				(Perception data)		

Meet with students individually who have personal/social concerns.	School Counselors	Individual Meetings	All Students	Students will have the support and guidance to work through any personal or social concern they may have. (Results data) Fewer referrals.	Throughout the school year.	1.4,
Meet with student body to present information on bullying, cyber bullying, and harassment of others.	School Counselors	Student Assembly	All Students	(Perception data) Students will learn the different types of bullying/harassment, the importance of the “bystander” and what to do if they are being bullied. (Results data) There will be fewer incidences of bullying/harassment at FAHS.	October	2.2, 2.3

GOAL: Personal/Social Development**STRATEGY: 2.3 Heighten parent awareness of available services in the district and the community.**

ACTION STEP	PERSONNEL	DELIVERY METHOD	PROJECTED # STUDENTS/ Participants	EVALUATION	TIMELINE	RELATED ASCA COMPETENCIES
Meet with parents to discuss district and community services.	School Counselors	Individual Meetings, Personal Contact, Guidance Website, Parent Email	All Parents/ Students	(Perception data) Parents will become better informed about our services that we offer in the school and outside of the school.	Throughout the school year	1.5,
Provide parents with information about our student assistance program (FACT), tutoring programs, and other services in the area that provide support to students.	School Counselors	Guidance Website, Parent Email, Individual Meetings	All Parents/ Students	(Perception data) Parents will become better informed about our services that we offer in the school and outside of the school.	Throughout the school year	1.5
**Hold a parent awareness night to discuss topics such as; social media, bullying, drugs/alcohol, etc.	School Counselors	Parent program	All Parents	(Perception data) Parents will be made aware about topics such as; social media, bullying, drugs/alcohol, etc. (Results data) Parents will be better informed about the above topics which will transfer to	Beginning of school year	1.7

				the students and their social behaviors.		
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GOAL: Career Development

STRATEGY: 3.1 Explore the relationship between district course offerings and career goals.

ACTION STEP	PERSONNEL	DELIVERY METHOD	PROJECTED #STUDENTS/P articipants	EVALUATION	TIMELINE	RELATED ASCA COMPETENCIES
Meet with students individually to discuss course selections for the upcoming school year, during discussion make connections with courses and career goal(s) students have.	School Counselors	Individual/Group meetings	All students	(Perception data) Students will be able to select courses from our course selections that will help prepare them for their career goals.	2 nd semester	2.1, 1.1

GOAL: Career Development

STRATEGY: 3.2 Encourage student involvement in community service, academic opportunities, and extracurricular activities.

ACTION STEP	PERSONNEL	DELIVERY METHOD	PROJECTED #STUDENTS/ Participants	EVALUATION	TIMELINE	RELATED ASCA COMPETENCIES
Meet with students individually and in classroom setting to discuss community service, academic and extracurricular activities.	School Counselor	Individual and Classroom Guidance	All Students	(Perception data) Students will be informed about the different academic, community service and extracurricular activities. (Results data) Number of student participation in academic, community service, and extracurricular activities.	Beginning of the school year.	1.10, 1.3

GOAL: Career Development

Strategy: 3.3 Provide students with opportunities to explore different career opportunities that match their interests and personalities.

ACTION STEP	PERSONNEL	DELIVERY METHOD	PROJECTED #STUDENTS/ Participants	EVALUATION	TIMELINE	RELATED ASCA COMPETENCIES
9 th grade students will	School	Career Day	9 th grade	(Perception data)	Fall	2.1, 2.2

participate in a county wide career day.	Counselor (Armstrong County Workforce Forum)		students	Students will become more aware of the various careers that are available. (Results data) Students will be more knowledgeable about the different career fields that are available.		
10 th grade students will have the opportunity to tour Lenape and Northern Westmoreland Vocational Technical Schools.	School Counselor	Student Tour	10 th grade students	(Perception data) Students will become aware of the two technical-vocational schools in the area and what programs they offer. (Results data) Student enrollment	Throughout the year.	1.2, 1.7
9 th grade students are required to take Careers/Finance during their 9 th grade year. In this course students are required to take a career inventory through Bridges, which is our career exploration program.	Teacher	Classroom Lesson	9 th Grade Students	(Perception data) Students will be exposed to what careers match their personality styles and interests.	2 nd Semester	1.4, 1.5, 1.6
Meet with students to discuss and review their student portfolio in Bridges.	School Counselor	Classroom guidance and individual meetings.	10 th and 11 th grade students	(Perception data) Students will be able to review their career inventory results and access information about the career planning process.	2 nd semester	1.8, 1.2, 2.5

GOAL: Career Development

Strategy: 3.4 **Provide students with job shadowing and other career exploration programs/activities.**

ACTION STEP	PERSONNEL	DELIVERY METHOD	PROJECTED #STUDENTS/Participates	Evaluation	TIMELINE	RELATED ASCA COMPETENCIES
Students have the opportunity to job shadow during the school year. Guidance will assist with job shadow placements, if necessary. Students are permitted one excused absence to job shadow.	School Counselor	Individual and Classroom Meetings, Guidance Website, GIEP meetings.	Available to all students' grades 9 th through 12 th .	<p>(Perception data) Students will become more aware and knowledgeable about a career that interests them.</p> <p>(Results data) Students will be able to observe a certain occupations daily duties and know if this career is for them.</p>	Available throughout the school year.	2.4
Throughout the school year, guidance will plan specific field trips for students based on career interests. For example: UPMC Sports Career Day, Apprenticeship Tours, etc.	School Counselor	Individual contact, BEE-TV announcements, Guidance Website	Available to eligible students.	<p>(Perception data) Students will become more aware of their career interests by participating in the field trips.</p> <p>(Results data) Students will be able to observe a certain occupations daily duties and know if</p>	Throughout the school year.	2.4

				this career is for them.		
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III. Delivery System/Program Components

Guidance Curriculum

Guidance curriculum describes classroom lessons delivered to all students. Through classroom lessons, counselors address specific ASCA standards, targeting academic development, personal/social development, and career awareness.

Individual Planning

Individual planning involves the counselor meeting directly with a student or students to set goals, establish academic or career plans, understand their own strengths and needs, and prepare for life and school transitions. Individual planning can also involve parents and teachers.

Responsive Services

Responsive services assist students with specific and immediate needs. They can include individual and small group counseling, crisis intervention, and consultation with teachers, parents, various building teams, and referral to outside agencies when appropriate.

System Support

System support involves continued counselor professional development, consultation and collaboration, and operation and management of the school counseling program.

Elementary Program Component Implementation

School Guidance Curriculum

1. **Daily** – The counselor will deliver morning messages to all students in grades 1-6. Themed topics encourage the development of healthy personal characteristics, values, attitudes, and skills for living successful, productive lives (Project Wisdom).
2. **Ongoing**- The counselor will facilitate themed classroom lessons to address the ASCA standards (materials vary).
3. **Ongoing**- The counselor will meet with students in small groups to develop and increase coping skills and strategies for handling school and life situations.

Individual Student Planning

1. **Ongoing**- The counselor will meet with parents, teachers, and students to address individual concerns and develop plans that will work to improve or monitor a students' academic and/or social functioning.
2. **Ongoing** – The counselor will assist in the initial referral process for multi-disciplinary evaluation.
3. **Ongoing** – The counselor will create and arranges meeting schedules, accommodating parent and teacher schedules in determining appropriate meeting times.
4. **Ongoing** – The counselor will participate in student IEP, GIEP, 504 Service Agreement, and MDE meetings.
5. **Ongoing** – The counselor will facilitate the maintenance of pupil records in compliance with state, federal and local policy and regulations.
6. **Ongoing** – The counselor will safeguard the appropriate dissemination of pupil information.
7. **Ongoing** – The counselor will interpret the results of test results to students, parents and staff.
8. **Ongoing** – The counselor will meet with parents upon request to examine and interpret student records.
9. **Ongoing** – The counselor will assist in the coordination of standardized test administration.

10. **Ongoing** – The counselor will interpret formal assessment results and provide related input to curriculum committees.
11. **Ongoing** – The counselor will assist in new student orientation.

Responsive Services

1. **Ongoing** – The counselor will collaborate with the principal, students, and faculty to promote a positive school climate.
2. **Daily** – The counselor will meet with students who have immediate individual concerns.
3. **Daily** – The counselor will respond to requests by students, staff and parents in a timely manner.
4. **Ongoing** – The counselor will communicate with agencies, therapists and doctors with parent consent.
5. **Ongoing** – The counselor will communicate the adaptations required in 504 Service Agreements, IEPs and GIEPs to teachers and staff.
6. **Weekly** – The counselor will support and weekly student meetings addressing the issue of bullying and school safety (Olweus Bullying Prevention Program).
7. **January** – The counselor will meet with 6th grade students regarding drug and alcohol prevention (Reality Tour/Candle, Inc.)
8. **Monthly** – The counselor will meet with the FACT team to develop and monitor students who have been referred.
9. **September/October** – The counselor will meet with 5th and 6th grade students to recruit peer tutors. Tutors are matched up with younger students who need additional support.
10. **Ongoing** – The counselor will serve as a school liaison with community agencies (i.e. CYS)
11. **Ongoing** – The counselor will serve on committees and school teams to give counselor input.

System Support

1. **Ongoing** – The counselor will serve as a team member on building level teams that meet monthly to promote student success and positive building climate.
2. **Ongoing** – The counselor will stay informed of current issues in school counseling through professional literature, as well as through attendance at workshops and conferences.
3. **Yearly** – The counselor will assist with the 6th to 7th grade transition.
4. **Ongoing** – The counselor will communicate and consults with outside agencies, making appropriate referrals when students need additional support.
5. **Ongoing** – The counselor will conduct presentations on relevant topics for parents and staff.
6. **Ongoing** – The counselor will meet with administrators regarding critical issues.
7. **Ongoing** – The counselor will alert staff to policies and procedures pertinent to student information.
8. **Ongoing** – The counselor will assist in completing state and federal documents involving student information.

Junior High Program Component Implementation

School Guidance Curriculum

1. **Weekly-** The counselor will support and facilitate student meetings addressing the issues of bullying and school safety (Olweus Bullying Prevention Program.)
2. **Ongoing-** The counselor will facilitate themed classroom lessons to address ASCA standards (materials vary.)
3. **Ongoing-** The counselor meets with students individually and in small groups to develop and increase coping skills and strategies for handling school and life situations.

Individual Student Planning

1. **Ongoing-** The counselor will meet with parents, teachers, and students to address individual concerns and develop plans that will work to improve or monitor students' academic and/or social functioning.
2. **Yearly-** The counselor will assist students in selecting appropriate courses to meet postsecondary goals.
3. **Yearly-** The counselor will assist students in exploring and selecting academic and career preparation opportunities.
4. **Daily-** The counselor will meet with students individually to address current personal/social needs or concerns and to assist them with strategies to prevent future concerns, including appropriate referrals, when necessary.
5. **Ongoing-** The counselor will intervene with students and/or families in crisis situations.
6. **Ongoing-** The counselor will assist in the referral process for Multi-disciplinary evaluations.
7. **Ongoing-** The counselor will coordinate parent schedules, teacher schedules, and administrator/LEA schedules to establish dates and times for team meetings.
8. **Ongoing-** The counselor will coordinate and facilitate the maintenance of pupil records information in compliance with state, federal and local policy and regulations.
9. **Ongoing-** The counselor will meet with parents upon request to examine and interpret student records.
10. **Ongoing-** The counselor will assist the administration in coordinating and facilitating standardized test administration.
11. **Ongoing-** The counselor will provide input to curriculum committees concerning the results of standardized testing (PSSA.)

Responsive Services

1. **Ongoing-** The counselor will collaborate with the principal, faculty, and students to promote a positive school climate.
2. **Ongoing-** The counselor will alert staff to policies and procedures pertinent to students.
3. **Ongoing-** The counselor will respond to requests by students, staff, and parents in a timely manner.
4. **Ongoing-** The counselor will serve as the school liaison with community agencies.
5. **Ongoing-** The counselor will serve on committees and school teams to give counselor input.
6. **Ongoing-** The counselor will communicate with agencies, therapists, and doctors with the consent of parent and student.
4. **Daily-** The counselor will meet with students who have immediate individual concerns.
5. **Ongoing-** The counselor will participate on various school teams, including IEP, SAP, GIEP, and SIS teams.
6. **Ongoing-** The counselor will participate in the Multi-Disciplinary Evaluation (MDE) process and 504 Service Agreements by coordinating and consulting on student records and needs.
7. **Weekly-** The counselor will support and facilitate weekly student meetings addressing the issues of bullying and school safety (Olweus Bullying Prevention Program.)
8. **Weekly-** The counselor will meet with the FACT team to develop and monitor students who have been referred.
10. **Weekly-** The counselor will compose Student Instructional Support (SIS) Plans with individualized goals for students displaying an academic need(s.)

System Support

1. **Ongoing-** The counselor will meet with administrators regarding critical issues.
2. **Ongoing-** The counselor is a team member on building level teams that meet to promote student success and positive building climate.
3. **Ongoing-** The counselor will communicate with teachers the adaptations required in 504 Service Agreements, Individualized Education Plans (IEPs,) and Gifted Individualized Education Plans (GIEPs.)
4. **Yearly-** The counselor will coordinate and conduct elementary orientations and visitations to the junior high school.

5. **Yearly-** The counselor will participate in the planning of parent orientation.
6. **Ongoing-** The counselor will facilitate new student orientation and enrollment.
7. **Ongoing-** The counselor will maintain an in-office and online school counseling resource center.
8. **Ongoing-** The counselor will assist in completing state and federal reports by compiling information regarding withdrawals and class enrollments.
9. **Ongoing-** The counselor will assist administration in interpreting the results of standardized tests.
10. **Ongoing-** The counselor will stay informed of current issues in school counseling through professional literature and also through the attendance of workshops and conferences dealing with issues of the profession.

Senior High Program Component Implementation

School Guidance Curriculum

1. **Ongoing-** The counselor will facilitate themed classroom lessons to address ASCA standards (materials vary.)
2. **Ongoing-** The counselor meets with students individually and in small groups to develop and increase coping skills and strategies for handling school and life situations.

Individual Student Planning

1. **Ongoing-** The counselor will meet with parents, teachers, and students to address individual concerns and develop plans that will work to improve or monitor students' academic and/or social functioning.
2. **Ongoing-** The counselor will process student postsecondary applications, which include student transcript, college applications, letters of recommendation and counselor evaluation reports.
3. **Yearly-** The counselor will assist students in selecting appropriate courses to meet postsecondary goals.
4. **Yearly-** The counselor will assist students in exploring and selecting academic and career preparation opportunities.
5. **Daily-** The counselor will meet with students individually to address current personal/social needs or concerns and to assist them with strategies to prevent future concerns, including appropriate referrals, when necessary.
6. **Ongoing-** The counselor will intervene with students and/or families in crisis situations.
7. **Ongoing-** The counselor will assist in the referral process for Multi-disciplinary evaluations.
8. **Ongoing-** The counselor will coordinate parent schedules, teacher schedules, and administrator/LEA schedules to establish dates and times for team meetings.
9. **Ongoing-** The counselor will coordinate and facilitate the maintenance of pupil records information in compliance with state, federal and local policy and regulations.
10. **Ongoing-** The counselor will meet with parents upon request to examine and interpret student records.
11. **Ongoing-** The counselor will assist the administration in coordinating and facilitating standardized test administration.

12. **Ongoing-** The counselor will provide input to curriculum committees concerning the results of standardized testing (PSSA.)

Responsive Services

1. **Ongoing-** The counselor will collaborate with the principal, faculty, and students to promote a positive school climate.
2. **Ongoing-** The counselor will alert staff to policies and procedures pertinent to students.
3. **Ongoing-** The counselor will respond to requests by students, staff, and parents in a timely manner.
4. **Ongoing-** The counselor will serve as the school liaison with community agencies.
5. **Ongoing-** The counselor will serve on committees and school teams to give counselor input.
6. **Ongoing-** The counselor will communicate with agencies, therapists, and doctors with the consent of parent and student.
7. **Daily-** The counselor will meet with students who have immediate individual concerns.
8. **Ongoing-** The counselor will participate on various school teams, including IEP, SAP, GIEP, and SIS teams.
9. **Ongoing-** The counselor will participate in the Multi-Disciplinary Evaluation (MDE) process and 504 Service Agreements by coordinating and consulting on student records and needs.
10. **Weekly-** The counselor will meet with the FACT team to develop and monitor students who have been referred.

System Support

1. **Ongoing-** The counselor will meet with administrators regarding critical issues.
2. **Yearly-** The counselor will participate in the planning of parent orientation.
3. **Ongoing-** The counselor will facilitate new student orientation and enrollment.
4. **Ongoing-** The counselor will maintain an in-office and online school counseling resource center.
5. **Ongoing-** The counselor will assist in completing state and federal reports by compiling information regarding withdrawals and class enrollments.
6. **Ongoing-** The counselor will assist administration in interpreting the results of standardized tests.

- 7. Ongoing-** The counselor will stay informed of current issues in school counseling through professional literature and also through the attendance of workshops and conferences dealing with issues of the profession.

IV. Management of the School Counseling Program

A. Calendar of Events- Elementary School Counselor Responsibilities

August

Kindergarten through 6th grade orientation
Schedule and attend IEP meetings
Transition and planning meetings for students with support needs

September

Olweus Bullying Prevention Kick-Off Event
Schedule and attend IEP meetings

October

Schedule and attend IEP meetings
Meet individually with 5th and 6th graders with failing grades
Recruit 6th grade peer tutors

November

Parent/Teacher Conferences
Schedule and attend IEP meetings

December

Schedule and attend IEP meetings

January

Schedule and attend IEP meetings
Meet with 6th graders regarding Reality Tour
Schedule Early Intervention transition meeting

February

Schedule and attend IEP meetings
Early Intervention transition meeting

March

Parent/teacher conferences
PSSA Reading and Math
Make-up testing
Schedule and attend IEP meetings

April

Schedule and attend IEP meetings
6th to 7th grade scheduling

May

6th grade move-up day
Schedule and attend IEP meetings
Awards Assembly
Schedule Kindergarten transition meetings

June

Schedule and attend IEP meetings
Kindergarten transition meetings

Ongoing activities all year:

Daily Words of Wisdom
Individual counseling
FACT meetings
Crisis intervention
Scheduling and attending meetings with parents
Olweus Bullying Prevention Coordinating Committee meetings
Attendance at Butler County Counselor Association meetings
Attend ARIN Procedural Safeguards meetings
Attend Olweus training and consultation events

A. Calendar of Events- Junior High School Counselor Responsibilities

August

Register all new students
Create schedules for all new students
Attend 7th grade/new student orientation
Assist in interpreting PSSA scores relative to course placement for school year
SAP services/ advertisement and introduction
Schedule IEP meetings for new students

September

Continue to enroll and enter new students
Complete scheduling changes and adjustments
Conduct 7th grade small group interviews to meet with each 7th grade student
Determine qualifiers of the Johns Hopkins Center for Talented Youth Talent Program
Attend Open House

October

Begin social skills group
Parent Teacher conference
Advertisement of school services
Deficiency notification/ parent calls
Parent meetings regarding grades

November

Conduct 8th grade classroom career lessons using the Choices Explorer framework through the Bridges.com program

January

Determine students who are in danger of failing and inform families through letter with 2nd 9 weeks report card
Complete scheduling changes/adjustments for the 2nd semester

February

Schedule High School Orientation assembly for all 8th grade students
Send invitations to 8th grade parents for the orientation assembly
Conduct individual scheduling meetings with all 8th grade students

Compile and distribute PSSA Teacher Information Packets and Test Administration Manuals

Collect and return all answer booklets, test booklets, and statistic forms to DRC.

March

Conduct individual scheduling meetings with all 7th grade students

Distribute 7th grade scheduling information to 6th grade students with Mr. Dell

Compile and distribute PSSA Teacher Information Packets and Test Administration Manuals

April

Coordinate and schedule all 6th to 7th grade and 7th to 8th grade IEP/GIEP meetings

Attend all scheduled IEP/GIEP meetings and obtain necessary signatures

Finalize all updates/changes to the special education roster for the following school year

Coordinate and schedule 8th grade tour of Lenape Vo-Tech

May

Continue to coordinate and attend all IEP/GIEP meetings and obtain signatures

Attend "Move Up Day" assembly

Determine qualifying students for "President's Award for Academic Excellence,"

"Scholastic Achievement Award," and "The Johns Hopkins Scholars" and present these awards during the Awards Day ceremony

Gather information on Summer School programs to assist parents

June

Calculate core class GPA's for those students in danger of failing for the year

Distribute summer school information

Update all PennData tracking forms for students receiving support services for the upcoming school year.

Register, enroll, and schedule all new students living in the district, but entering the junior high from a private-school setting

Pack and send all 8th grade permanent record files to the Senior High School

Compile a list of all students who completed Algebra I- send their final grade to the Senior High counselors for students to obtain credit

Unpack and maintain all permanent record files from Buffalo and South Buffalo Elementary

Ongoing activities all year:

Individual academic, career, and personal/social counseling

Scheduling adjustments

Registration and withdrawal of students

Weekly FACT and SIS team meetings

Weekly advisory group meetings

Afternoon bus group duty (one semester)

Student of the Month Program

A. Calendar of Events- Senior High School Counselor Responsibilities

August-October

9th Grade Orientation
Schedule Changes/Corrections
Senior Class Meeting (Application/Transcript Process, Career and Postsecondary Goals, Financial Aid, Scholarships, Testing, Etc.)
Freshman Class Meeting (Transcript, Transition to High School, Respecting Others, etc.)
New Student Group Meeting
PSAT Meeting (Sophomores/Juniors)
PSAT Administration
Individual Senior Meetings (Individual Career/Postsecondary Planning)
Anti-Bullying Activities (Bee-TV Message, Speakers, Classroom Guidance Lessons)
Senior/Junior IEP and GIEP Meetings
Lenape Vo-Tech Tour
9th Grade Career Fair (Coordinated by the Armstrong County Workforce Forum)
Post-secondary school visits to Freeport- Counselors and Students meet representatives for information

November-December

Individual Senior Meetings (Individual Career/Postsecondary Planning)
Start Guidance Group (Personal/Social, Academic Groups, etc.)
Failure/Attendance Meetings
Parent/Teacher Conference

January-February-March

Financial Aid Night (Presented by PHEAA)
ASVAB Test
Order and Coordinate AP Testing
National College Fair
Sophomore-Freshman IEP and GIEP Meetings
Jeopardy of Failure Letters
Scheduling (All grades) Group/Individual Meetings (Continued the rest of the school year)
Develop Course Requests Sheets
Start to enter individual schedules in PowerSchool.
Northern Westmoreland Tour
PSAT Activity/Career Exploration Activity with Juniors
Assign students to their Graduation Project Mentor

April-May

8th to 9th grade IEP and GIEP Meetings
Proctor AP Testing
Lenape and NW IEP Meetings
Jeopardy of Failure Letters
Continue to enter schedules into PowerSchool
Career Day (Freeport Alumni) (Every other school year)

Daily Duties/Responsibilities

Student Crisis Management
Monitor Student Grades and Attendance
Facilitate Master Schedule for Following School Year in Conjunction with Academic Principal
Teacher, Student, Parent Meetings regarding student progress
Managing enrollment of new and withdrawing students
PowerSchool Grading (Calculating GPA'S)
Completion of Counselor Evaluation Forms for the College Admission Process
Provide Oversight of the College Application Process
Completing Transcripts Requests/Documentation of Transcripts Requests
Coordination of all IEP Meetings
Updating PowerSchool and IEPWriter with Updated Special Education Information
Completion of Special Education Tracking Sheets
Check Weekly Student Eligibility
Job Shadowing Coordination
Dual Enrollment Coordination
Homebound Instruction Coordination
FACT Team Meetings
PSSA Make-Ups
Assist with the Awards Assembly (Challenge Program, Gold/Silver Awards, Military Awards)
Coordinate the Motivational Card Program through the Strongland Chamber of Commerce
Provide SAT/ACT Information, Complete/Process Special Testing Accommodation Applications
Updating Guidance Website
Parent Email Memos with Upcoming Events, Summer Programs, etc.
Monitor/Facilitate Home School Program
Continue to seek Professional Development Workshops/Classes
Attend local education committee meetings (Strongland Chamber of Commerce, Armstrong County Workforce Forum, Butler County Counselors Association)

VI. Appendices

The Appendices include samples of what it is the school counselors now do and intend to do in order to help the students achieve the ASCA student competencies.

Freeport Area School District School Counseling Program Sample Classroom Guidance Activities

Counselor Name Liz Vaughn **School** Buffalo and South Buffalo Elementary

Title of Lesson: Following Directions (Academic Development Domain)

Grade Level 3 **Time Required:** 1 class period

ASCA competencies addressed:

A:A1.4 accept mistakes as essential to the learning process

A:A1.5 identify attitudes and behaviors which lead to successful learning

A:A3.1 take responsibility for their actions

Materials/Resources:

Following Directions Sheet for each student

“Large Group Guidance Activities” book

Objectives:

Students will be able to discuss the importance of following directions to enhance school success.

Activity:

The counselor will pass out a copy of “Following Directions” handout (face down) and tell the students that they will have five minutes to complete the test. Students turn their individual papers over and begin. After 5 minutes, the counselor tells them to stop and discusses the questions on page 114. The activity closes with a discussion about the importance of following directions.

Evaluation:

Perception data based on students’ responses to discussion questions.

**Freeport Area School District School Counseling Program
Sample Classroom Guidance Activities**

Counselor Name Liz Vaughn **School** Buffalo and South Buffalo Elementary

Title of Lesson: How Do I Get There? (Career Development Domain)

Grade Level 5 **Time Required:** 2 class periods

ASCA competencies addressed:

C:A1.6 learn how to set goals

C:A1.7 understand the importance of planning

C:B1.2 identify personal skills, interests, and abilities and relate them to current career choice

C:B1.5 use research and information resources to obtain career information

Materials/Resources:

Computers with internet access for each student.

Discussion questions from page 128 of “Counselor in the Classroom”.

Objectives:

Students will be able research a career of choice and describe the necessary steps a person needs to take to prepare for that career.

Students will be able to set a sample goal for chosen career preparation.

Activity:

Students will choose a career based upon previous interest survey taken. They will list and describe the skills, abilities, and steps they think it takes to successfully prepare for the career. Students will then research the career and steps needed to prepare. They will compare their original thoughts with their research. Students will then set a goal with steps to prepare for the chosen career. The counselor will discuss goal setting questions with the students.

Evaluation:

Results data will show that students are able to research and obtain career information and to set goals.

Perception data will show that students are able to discuss the importance of planning and how their skills, interests, and abilities are involved in the planning process.

**Freeport Area School District School Counseling Program
Sample Classroom Guidance Activities**

Counselor Name Liz Vaughn **School** Buffalo and South Buffalo Elementary

Title of Lesson: A Story about Feelings (Personal/Social Domain)

Grade Level 1 **Time Required:** 1 class period

ASCA competencies addressed:

PS:A1.1 develop positive attitudes toward self as a unique and worthy person

PS:A1.5 identify and express feelings

PS:A2.2 respect alternative points of view

PS:A2.3 recognize, accept, respect and appreciate individual differences

PS:A2.7 know that communication involves speaking, listening, and nonverbal behavior

Materials/Resources:

Feelings story, pg. 41 from Class Meetings that Matter

Objectives:

Students will be able to talk about different body language and facial expressions for happiness, excitement, fear, anger, sadness, and frustration.

Students will be able to observe that everyone does not respond the same way or have the same feelings in different situations.

Activity:

Follow the class meeting outline on pages 38-40.

Evaluation:

Perception data based on students' responses to discussion questions.

**Freeport Area School District School Counseling Program
Sample Classroom Guidance Activities**

Counselor Name Alison Brink

School FJHS

Title of Lesson Goal Setting Session

(Personal/Social Domain) (Academic Development)

Grade Level(s) 7, 8 **Time Required:** 2-3 individual counseling sessions

ASCA Competencies:

A:A1.1 articulate feelings of competence and confidence as learners
A:A1.2 display a positive interest in learning
A:A1.4 accept mistakes as essential to the learning process
A:A1.5 identify attitudes and behaviors which lead to successful learning
A:A2.2 demonstrate how effort and persistence positively affect learning
A:A3.1 take responsibility for their actions

Materials/Resources:

- Academic Goals Worksheet (See Attached)

Activities:

- The counselor will meet individually with the student in order to identify positive learning strategies already obtained, as well as areas of academic weakness that could use further development. The student will complete the goal setting worksheet and discuss the academic goals he/she wishes to achieve while meeting with the counselor.

Evaluation: (include process, perception, and/or results data)

Counselor and student will schedule a follow-up appointment to measure progress towards desired goals. When the goal has been met, counselor and student will discuss the process of achieving the goal, and the learning skills gained from the goal-setting experience.

ACADEMIC GOAL WORKSHEET

Name: _____

Marking Period: _____

What will I do?

1. _____.
2. _____.
3. _____.

How will I measure my progress?

1. _____.
2. _____.
3. _____.

What am I already doing to achieve this?

1. _____.
2. _____.
3. _____.

When will I have accomplished this?

Who or what will verify that I have reached my goal(s)? How?

1. _____.
2. _____.
3. _____.

Goal-writing checklist:

1. Is this goal something I have control over? _____
2. Is this goal too big? _____
3. Is this goal too easy? _____
4. Have I used any non-measureable words? _____
5. Is this *my* goal? _____

Signature: _____

Witness: _____

Date: _____

**Freeport Area School District
Sample Junior High Counseling Lesson Plan**

Counselor Name: Alison Brink **School** FJHS

Title of Lesson Introduction to Career Exploration (Career Development)

Grade Level: 8 **Time Required** 1 class period

ASCA Competencies:

C: A1.1 Develop skills to locate, evaluate, and interpret career information
C: A1.3 Develop an awareness of personal abilities, skills, interests, and motivations
C: A1.7 Understand the importance of planning

Materials/Resources:

- Internet access
- Bridges.com website
- Website ID and password to create personal portfolio

Activities:

- Create a user portfolio
- Take a “Quick Quiz” to determine individual interests
- Explore “Find other ways to explore Careers” tab
- Find matching career clusters to match skills and interests
- Take the “Cluster Finder” quiz to identify preferred activities, school subjects, and majors of interest

Evaluation (include process, perception, and/or results data)

-Students will begin to identify and explore personal areas of strengths and interest in relation to the world of careers. Students will be able to save all information gathered from this lesson to their online personal portfolio. Students will access their portfolio in upcoming career classroom lessons.

Freeport Area School District
Sample Junior High Counseling Lesson Plan
Counselor Name: Alison Brink School FJHS

Title of Lesson Small group lesson plan (Personal/social domain) **Topic:** Rumors and Gossip

Grade Level: 8

Time Required 1 class period

ASCA Competencies:

PS:A1.5 Identify and express feelings

PS:A1.6 Distinguish between appropriate and inappropriate behavior

PS:A1.7 Recognize personal boundaries, rights and privacy needs

PS:A1.8 Understand the need for self-control and how to practice it

Spreading gossip and rumors about others is a common form of bullying among students in middle school. Gossip and rumors are especially frustrating because the source may be unidentified, and hurtful communication can be spread widely and quickly. Students need clear messages from adults that bullying by spreading hurtful rumors, gossip, private personal information, or lies is something that individuals can choose to stop. *This class meeting is designed to remind students that once a rumor, a lie, or gossip is repeated, it never really goes away.*

Opening Activity:

1. Read the fable, which is included in this handout.
2. Explain that a fable is a story that teaches a lesson. Ask students to restate the lesson of this fable. (Gossip and rumors spread quickly and can't be taken back once spoken.) Then continue with a general discussion of gossip and rumors.

Possible Discussion Questions:

1. What are some examples of gossip or rumors that you have heard? ***Caution students to not use names.*
2. What are the different ways that people can spread a rumor or gossip about someone?
3. Do rumors and gossip only involve "untruths?" Or can they involve truths that people don't want shared?
4. Why do you think students gossip and spread rumors about others?
5. Being physically bullied and being bullied verbally are both painful experiences for those who are targeted. Is experiencing one kind of bullying worse than the other? Why or why not? *(*Research shows that both kinds of bullying are equally harmful.)*
6. How might gossiping about someone affect his or her life? *(Those targeted could lose their friends, their reputation, self-esteem, and confidence. Some experience depression and physical illness. Eventually could lead to dropping out of school etc.)*
7. How might those who spread rumors or gossip be affected? *(They may lose the trust of other people, or become known as liars or instigators.)*
8. If you hear a rumor or gossip being spread about someone, can you do anything to stop it? How difficult would that be?

**Freeport Area School District School Counseling Program
Sample Classroom Guidance Activities**

**Counselor Name: Nina Fulton/ Doug Stanko
School: Freeport Area High School**

Domain Addressed: Academic and Career Development (Scheduling and Career Planning).

Grade: 9th

ASCA Competency(ies):

C: B1.1 - Students will apply decision making skills to career planning, course selection, and career transition.

A: C1.6- Student will understand that school success and academic achievement enhance future career and vocational opportunities.

Materials/Resources: (helpful ideas on what to use to help the student positively respond to the current issue)

**Student Course Selection Sheet
List of Graduation Requirements
Freeport High School's Program of Studies Manual
An Example of a Student Transcript**

Activities :(creative counseling techniques you used)

**High School Scheduling Process
Make the connection between high school academic success and post-secondary success.**

Evaluation (include process, perception, and/or results data – validation that the student is making progress toward appositve outcome)

Appropriateness of student course selections; Math, Honors Courses, and Electives

**Freeport Area Guidance Program
Sample Classroom Schooling Counseling Lessons**

**Counselor Name: Nina Fulton/ Doug Stanko
School: Freeport Area High School**

Domain Addressed: Academic and Career Development (Bridges Activity).

Grade: 10th and 11th

ASCA Competency(ies):

**A: B2.1- Students will use assessment results in educational planning.
A: C1.4-Students will demonstrate the understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals.
C: A1.1- Students will develop skills to locate, evaluate, and interpret career information.**

Materials/Resources: (helpful ideas on what to use to help the student positively respond to the current issue)

Computer to Access Bridges (Career Exploration Website)

Activities :(creative counseling techniques you used)

**Enhance and review portfolio
Review four year high school plan
Identify work values
Explore careers by educational majors
Connect careers to school, advanced training and the world of work.
Explore academic enrichment and volunteer opportunities.**

Evaluation (include process, perception, and/or results data – validation that the student is making progress toward appositve outcome)

Career readiness displayed by the students.

**Freeport Area School Counseling Program
Sample Classroom Schooling Counseling Lessons**

**Counselor Name: Nina Fulton/ Doug Stanko
School: Freeport Area High School**

Domain Addressed: Career Development (Career Awareness Activity)

Grade: 10th and 11th

ASCA Competency(ies):

C:B1.3- Students will demonstrate knowledge of the career planning process.

C:B1.5- Students will use research and information resources to obtain career information.

C:B1.6- Learn to use the internet to access career planning information.

Materials/Resources: (helpful ideas on what to use to help the student positively respond to the current issue)

Present two different websites as resources to acquire career information. Education Planner and College Board.

Activities :(creative counseling techniques you used)

Provide understanding that websites are available to all students regardless of what the student's post-secondary are including; college, military, trade/technical schools, and school to career.

Evaluation (include process, perception, and/or results data – validation that the student is making progress toward appositve outcome)

Follow up with students, during scheduling and post-secondary meetings.

**Freeport Area Guidance Program
Sample Classroom Schooling Counseling Lessons**

**Counselor Name: Nina Fulton/ Doug Stanko
School: Freeport Area High School**

Domain Addressed: Career Development (Financial Aid Exploration).

Grade: 12th

ASCA Competency(ies):

C: B1.8- Students will understand how changing economic and societal needs influence employment trends and future training.

C: C1.1- Students will understand the relationship between educational achievement and career success.

Materials/Resources: (helpful ideas on what to use to help the student positively respond to the current issue)

Packet containing the Financial Aid information, from the state and federal government. This packet includes, a checklist for filling out the FASFA form, a detailed booklet on the different types of loan and grant programs, etc.

Activities :(creative counseling techniques you used)

Making the information pertinent to all students, including those students bound for work immediately following graduation.

Students and parents are invited to participate in a Financial Aid Night and a FASFA Completion Workshop.

Evaluation (include process, perception, and/or results data – validation that the student is making progress toward appositve outcome)

Number of participants at the Financial Aid Night and the FASFA Completion Workshop.

**Freeport Area Guidance Program
Sample Classroom Schooling Counseling Lessons**

**Counselor Name: Nina Fulton/ Doug Stanko
School: Freeport Area High School**

Domain Addressed: Personal/Social (Transition to high school and positive decision making skills).

Grade: 9th grade

ASCA Competency(ies):

PS: B1.5- Students will demonstrate when, where and how to seek help for solving problems and making decisions.

PS: B1.7- Students will demonstrate a respect and appreciation for individual and cultural differences.

PS: C1.9- Students will learn how to cope with peer pressure.

PS: B1.8- Students will know when peer pressure is influencing a decision.

Materials/Resources: (helpful ideas on what to use to help the student positively respond to the current issue)

**A ball of yarn for icebreaker activity.
Appropriate videos about this topic.**

Activities :(creative counseling techniques you used)

Icebreaker activity which has the students engaged with one another talking about themselves as individuals.

Use role play or a video clip to discuss peer pressure and respecting others.

Evaluation (include process, perception, and/or results data – validation that the student is making progress toward appositve outcome)

Teacher, Student, and Parent Feedback

**Freeport Area Guidance Program
Sample Classroom Schooling Counseling Lessons**

**Counselor Name: Nina Fulton/ Doug Stanko
School: Freeport Area High School**

Domain Addressed: Personal/Social (Drug and Alcohol Awareness)

Grade: 10th

ASCA Competency(ies):

PS: A1.6- Students will distinguish between appropriate and inappropriate behavior.

PS:A1.8- Students will understand the need for self-control and how to practice it.

PS:B1.2- Students will understand the consequences of decisions and choices.

PS: C1.8- Students will learn about the emotional and physical dangers of substance use and abuse.

Materials/Resources: (helpful ideas on what to use to help the student positively respond to the current issue)

Video from Drug Education for Teens.

Activities :(creative counseling techniques you used)

Students will watch a video concerning drugs/alcohol, this video encourages students to ask the hard questions about the risks and benefits of drinking, highlighting some tragic personal stories with teen interviews and explanations from experts.

Students will participate in a game of jeopardy about drugs and alcohol.

Evaluation (include process, perception, and/or results data – validation that the student is making progress toward appositve outcome)

**Teacher, Student, and Parent Feedback
Number of referrals to our Drug/Alcohol Liaison**

**Freeport Area Guidance Program
Sample Small Group Counseling Lesson Plan**

Counselor Name: Nina Fulton
School: Freeport Area High School

Domain Addressed: Personal Social (Relational Aggression Girl Group)

Grade: 9th thru 12th

ASCA Competency(ies):

PS: A2.2- Students will learn to respect alternative points of view.

PS: A2.6- Students will learn how to use effective communication skills.

PS: B1.6- Student will know how to apply conflict resolution skills.

PS:C1.7- Students will learn how to apply effective problem-solving and decision-making skills to make safe and healthy choices.

Materials/Resources: (helpful ideas on what to use to help the student positively respond to the current issue)

**Information from the Ophelia project, Girls Empowered, and Mean Girls.
(What is relational aggression, why are female students aggressive in this way, how can a student deal with relational aggression).**

Activities :(creative counseling techniques you used)

Each group member will write down on a piece of paper an experience they had with another student who was harassing them. Students will pick a paper out of a basket and share it with the other group members. Each group member has to say how they would handle the situation. This can also be used during the first group meetings with other subjects, as a way to break the ice.

Evaluation (include process, perception, and/or results data – validation that the student is making progress toward appositve outcome)

Less office visits, increase in student attendance.

**Freeport Area Guidance Program
Sample Small Group Counseling Lesson Plan**

**Counselor Name: Doug Stanko
School: Freeport Area High School**

Domain Addressed: Personal Social (Anger Management Group)

Grade: 9th thru 12th

ASCA Competency(ies):

**PS: A2.2- Students will learn to respect alternative points of view.
PS: A2.6- Students will learn how to use effective communication skills.
PS: B1.6- Student will know how to apply conflict resolution skills.
PS: C1.7- Students will learn how to apply effective problem-solving and decision-making skills to make safe and healthy choices.
PS: C1.10- Students will learn techniques for managing stress and conflicts.**

Materials/Resources: (helpful ideas on what to use to help the student positively respond to the current issue)

Appropriate videos, resources pertaining to triggers, and an anger management workbook.

Activities :(creative counseling techniques you used)

**Examine triggers, gain an understanding of personal anger issues, how to avoid certain situations.
Students will identify an issue and how they handled specific conflict situations.**

Evaluation (include process, perception, and/or results data – validation that the student is making progress toward appositve outcome)

Less office visits, increase in student attendance.

**Freeport Area Guidance Program
Sample Individual Counseling Session**

**Counselor Name: Nina Fulton/ Doug Stanko
School: Freeport Area High School**

Domain Addressed: Academic and Career Development (The goal for the individual planning session to help students formulate and provide assistance in reaching post-secondary goals).

Grade: 11th and 12th

ASCA Competency(ies):

C: B1.1- Students will apply decision making skills to career planning, course selection, and career transition.

A: C1.6-Student will understand that school success and academic achievement enhance future career and vocational opportunities.

A:B2.7- Students will identify post-secondary options consistent with interests, achievements, aptitude, and abilities.

Materials/Resources: (helpful ideas on what to use to help the student positively respond to the current issue)

**Student Transcript
PSAT/SAT registration information
College/University Websites
Scholarship Information
Job Shadowing Contact Information
College Visitation Schedule**

Activities :(creative counseling techniques you used)

**Review of Student Transcript
Navigate through College/Occupational websites
Procedure for College Visitations
Meetings with College Admission Counselors**

Evaluation (include process, perception, and/or results data – validation that the student is making progress toward appositve outcome)

**Follow- up with students
Percentage of students attending a postsecondary school, military, and the workforce.**

**Freeport Area Guidance Program
Sample Individual Counseling Session**

**Counselor Name: Nina Fulton/ Doug Stanko
School: Freeport Area High School**

Domain Addressed: Academic Development (Meeting with students at-risk academically).

Grade: 9th- 12th

ASCA Competency(ies):

**A: A2.1- Students will apply time management and task management skills.
A: A2.1- Students will demonstrate how effort and persistence positively affect learning.
A: A3.4- Students will demonstrate dependability, productivity, and initiative.
A:B1.3- Students will apply the study skills necessary for academic success at each level.**

Materials/Resources: (helpful ideas on what to use to help the student positively respond to the current issue)

**Student Transcript/Report Card
Tutoring Schedules
Study Skills Information**

Activities :(creative counseling techniques you used)

**Goal Setting
Learning Style Questionnaire**

Evaluation (include process, perception, and/or results data – validation that the student is making progress toward appositve outcome)

Improvement in grades.