

# **Overbrook High School Guidance Curriculum Grades 9-12**



## **Overbrook High School Guidance Department Mission Statement**

**To assist all students in the process of personal, academic and career development so that they may reach their full potential as productive citizens in a changing society.**

Created by: EMD-B 07/08  
Revised by: EMD-B 08/12 for OHS

# INTRODUCTION AND OVERVIEW

Students today are faced with many complex personal/interpersonal, educational, and career issues. Comprehensive school counseling programs are collaborative efforts that can produce many benefits for students, schools, families, and communities, and these programs should be an integral part of the students' daily educational environment. School counselors should be partners in student achievement.

Overbrook High School's School Counseling Program is structured to fulfill the personal, academic and career development needs of all students in our district. It is intended to enhance and promote the learning process within our schools and beyond.

As suggested by both the American School Counselor Association and the New Jersey School Counseling Initiative. Overbrook School District's comprehensive developmental school counseling program provides:

- A written, systematic, and planned delivery program that involves all students and promotes and enhances the learning process.
- Accountability in the delivery of services to all students
- A framework for a team effort involving parents, teachers, counselors, students, administrators, and other support personnel.
- Provides the means for all students to meet the challenges of the 21<sup>st</sup> century in all areas of academic, career, and personal/social development.

Furthermore, as a developmental program, Overbrook's School Counseling program uses a sequential systematic delivery service.

Overbrook's School Counseling Program:

- ✚ Involves all students.
- ✚ Is based on a sequential and planned curriculum
- ✚ Is integrated as part of the total educational program
- ✚ Helps students function academically and learn more efficiently
- ✚ Prepares students to handle and cope with life's transitions
- ✚ Addresses all issues in an open and sensitive manner

## VISION STATEMENT

Overbrook High School's School Counseling program for grades 9-12 will address the academic, career, and personal/social needs of the students we serve. The program is intended to provide all students with the skills needed for their ever-changing roles in society and the workplace. They will work on developing self-esteem and the ability to respect and get along with others. Students will take responsibility to use these skills and information and relate them to the development of their plan for life.

## DELIVERY SYSTEM

The primary delivery system describes the activities, interactions, and methods used to deliver the program.

### Individual Counseling

Individual counseling generally addresses the specific concerns of a targeted student with a specific need.

Counselors frequently initiate individual counseling sessions with students to address specific problems or specific topics of interest. These sessions are also designed to assist students individually in establishing personal goals and developing future plans. A one-on-one meeting with a counselor provides a student maximum privacy in which to explore ideas, feeling, and behaviors. School counselors work to establish a trusting relationship, always considering actions in terms of the rights, integrity, and welfare of students.

Counselors are obligated by law and ethical standards to report and refer a case when a person's welfare is in jeopardy. It is the counselor's duty to inform an individual of the conditions and limitations of confidentiality and how it may impact the type of assistance provided.

### **Small Group Counseling**

In small group counseling, a counselor works with two or more students together. Group discussions are generally based on structured learning experiences, and group members have an opportunity to learn from each other. Members can share ideas, give and receive feedback, increase their awareness, gain new knowledge, practice and refine skills, and think about their goals and actions.

Group discussions can be problem centered, where attention is given to particular concerns. Discussions may also be growth centered, where general topics are related to personal and academic development.

### **Consultation**

The counselor as a consultant primarily helps students, parents, and teachers to be more effective in working with others. Consultation helps students, parents, and teachers think through problems and concerns, acquire additional knowledge, and become more objective.

### **Coordination / Referral**

School counselors serve as a liaison among teachers, parents, support personnel, and community resources to facilitate successful student development. As student advocates, counselors often refer students to appropriate resources.

### **Case Management**

Counselors provide the necessary monitoring of an individual student's progress toward achieving success in academic, career, and personal/social areas.

### **Guidance Curriculum**

The guidance and school counseling curriculum is composed of organized objectives and activities to provide information, knowledge, and skills developmentally and sequentially in the areas of academic, career, and personal/social development. Counselors often deliver the curriculum in large group settings, such as classroom presentations; however, frequently large group meetings are followed up with a small group or individual session where students can discuss the material presented in more detail.

### **Program Evaluation**

Counselors continually assess the needs of their students, evaluate their programs, and make alterations when necessary to better meet the needs of their students.

## **SCHOOL COUNSELING PROGRAM OBJECTIVES (GRADES 9-12)**

- ✓ Provide academic counseling based on student performance, standardized tests, and career plans
- ✓ Assist student in taking appropriate action toward positive growth by setting short and long term goals.
- ✓ Foster an understanding of the issues related to personal development and encourage students to accept responsibility for their own learning.
- ✓ Assist students in developing time management and study skills.
- ✓ Help students design, select, and apply appropriate solutions in academic, personal/social, and career situations and then help them evaluate the effectiveness of the various solutions.
- ✓ Aid students in the selection of a career major and appropriate accompanying courses
- ✓ Assist students in identifying and accessing resources and other sources of information, both print and web-based, to obtain information and enable them to meet their specific needs.

- ✓ Coordinate and facilitate communication among students, parents, faculty, and administration to help clarify problems and arrive at potential solutions
- ✓ Assist students in the application, scholarship, and financial process for further education.
- ✓ Help students demonstrate positive work behaviors and employability skills.
- ✓ Provide awareness and understanding of diversity issues for students and staff
- ✓ Work with and refer students to other school and community professionals and agencies or special services.
- ✓ Promote student awareness of behaviors which will insure their personal well-being
- ✓ Adhere to the National Standards for School Counseling Programs and Ethical Standards as set forth by the American School Counselor Association.
- ✓ Participate in ongoing professional development through district workshops, county in-services, and outside professional workshops.

### **NATIONAL STANDARDS FOR SCHOOL COUNSELING PROGRAMS**

The National Standards for School Counseling Programs, based on 50 years of research, theory, and practice, represents the American School Counselor Association’s vision and commitment to assure that school counseling programs “assist students to achieve educational expectations and meet the challenges of the 21<sup>st</sup> century.” The standards are a public document stating what “**all** students should know, understand and be able to do to enhance their development” as a result of being part of a school counseling program.

## **Specific Activities Grades 9-12**

### **Fall Semester of Ninth Grade**

**1. Freshmen Classroom Visit:** Working cooperatively with various departments, counselors will visit freshmen classes to discuss the following topics:

- Introduce guidance services and curricular goals.
- Discuss Overbrook’s promotion/retention policy, attendance policy and graduation requirements.
- Encourage students to utilize tutoring services as needed.
- Discuss components of the “Freshman Fact Sheet” handout.
- Discuss the various opportunities available through extra/co-curricular programs and highlight the advantages of getting involved.

**(Competencies: I.B, II.A, VII.A)**

**2. Fall Freshman Conference/Guidance Department Orientation Visit:** Counselors will meet with students in small groups and orient them to the guidance office. During this orientation the student will:

- Recognize the guidance area as a caring environment in which they should feel welcome to discuss issues of concern.
- Learn to access his/her school counselor using the “Counselor Request Form”.
- Understand the importance of following the guidance office sign-in and sign-out procedure.
- Receive the extra/co-curricular activities sheet and be encouraged to participate in extra/co-curricular programs.
- Discuss student interests and post-secondary plans.
- Participate in an academic progress and attendance review. If a student is academically at-risk, counselor and students could discuss or implement any of the interventions listed under the “Academic At-Risk Program” below.

**(Competencies: I.A, I.B, II.A, III.A, VII.A, V.A, VIII.A, IX.A)**

**3. Making High School Count Assembly:** The high school guidance department will coordinate a freshman class presentation designed to highlight academic and extra curricular achievement as it pertains to future college/career planning.

**(Competencies: II.A, III.A)**

**4. Course Selection Classroom Presentations:** Counselors will work cooperatively with the various departments to meet with students in a classroom setting.

Counselors will discuss the following information by providing the students with a course description booklet that explains:

- The timeline of events as it relates to course selection.
- Graduation and promotion requirements for each academic discipline.
- Differences between graduation requirements and college preparation sequences for all academic disciplines.
- Courses that will be offered, how many credits they are worth, academic ranking and any prerequisites needed.
- How course selections relate to a student's post secondary plans and cluster courses which can provide a foundation for future occupations.
- Use of the preliminary course selection form.

Counselors will introduce students to the effects that course selection, grades and SAT/ACT test scores may have on their eligibility to participate in collegiate athletics (NCAA). Students will see their counselor on an individual basis for further details.

**(Competencies: I.B, II.A, III.A, IV.A, V.A, VI.A VIII.A)**

### **Spring Semester of Ninth Grade**

**1. Spring Individual Student Conferences/Course Selection:** Counselors will meet with their students and discuss courses they would like to take next year. It is during this time that the counselors will have the opportunity to discuss with students how their choices relate to their post secondary goals.

Counselors will discuss progress and provide:

- course selection recommendations based upon student achievement.
- recognition as appropriate.
- encouragement of academic goal setting.
- implement academic interventions for at-risk students as appropriate.

Counselors will make use of the "Course Selection Booklet" as appropriate.

**(Competencies: I.A, I.B, II.A, III.A, IV.A, V.A, VI.A, VII.A, VIII.A)**

**2. Individual Winter Conferences:** Counselors and students will meet as needed to discuss the following: academic interventions for at-risk students as determined by failure letters. Review student attendance status.

**(Competencies: I.B, II.A, III.A, IV.A, V.A, VI.A, VII.B)**

### **3. District-Wide Testing Grade 9**

**(Competencies: I.B)**

**4. Spring Freshman Presentation / E-Program Introduction:** Counselors will meet with students in small groups to:

- remind student of the Promotion/Retention policy.
- discuss summer school opportunities when appropriate.
- discuss attendance policy concerns and Overbrook credit completion program.

- introduce internet based programs, provide students with their user ID, and allow students to access the program.

**(Competencies: V.A, VI.A, VII.A, VIII.A, IX.A)**

## **6. Spring Freshman Office Visit (as needed)**

Review academic progress and provide:

- recognition as appropriate.
- encouragement of academic goal setting.
- academic interventions for at-risk students as appropriate (see “Academic At-Risk Program”).

**(Competencies: I.A, I. B, II.A, IV.A, V.A, VI.A, VIII.A)**

## **Spring/Summer of Ninth Grade**

**1. End of the Year Review/Completion of the Course Selection Process:** During the final weeks of school and during the summer months, counselors will:

- review student’s academic progress and make any necessary changes to student’s course selections due to course failures.
- make parent/guardian contact, either through phone or letter, to inform parents of summer school opportunities and encourage their child’s participation.
- notify parents whose child may return Overbrook as ineligible to participate in sports and activities due to course failures and provide counseling as to the possibility of regaining eligibility.
- review counselee’s progress towards satisfying the Overbrook graduation requirements.
- resolve student scheduling conflicts that occur due to the creation of the master schedule.
- ensure students schedule reflects students course selections.
- modify student schedules after the successful completion of summer school programs and/or tutoring.
- confer with parents/guardians when student course selection or scheduling concerns arise.
- mail information to parents indicating essential student tasks appropriate for college preparation through the freshman summer and sophomore school year.

**(Competencies: I.A-B, II.A, III.A, V.A, VII.A, VIII.A)**

## **Fall Semester of Tenth Grade**

**1. Sophomore Interest Inventory and Career Research- Classroom Presentation:** Working cooperatively with the various departments, counselors will take students to the media center computer lab and demonstrate how to perform the following career exploration activities using an E-Based Program:

- complete an interest inventory and print out a list of careers that match students’ stated interests.
- open a report on a specific career.
- counselors will expose also students to the information available in a specific career report.

**(Competencies: IV.A, V.A, VI.A)**

**2. Sophomore Conferences/Computer Career Searches/Office Visit:** Counselors will meet with students in small groups to:

1. follow up on the interest inventory.
2. discuss the components of the “Sophomore Fact Sheet” as follows:
  - ✚ review availability of tutoring services.
  - ✚ introduce **www.collegeboard.com-My Organizer**.
  - ✚ discuss the various opportunities available through extra/co-curricular programs and the advantages of such participation.

Students needing assistance or more information with regard to any of the above topics will be scheduled for a follow up conference. If a student is academically at-risk, students and counselors will discuss or implement any of the interventions listed under the “Academic At-Risk” Program.

**(Competencies: I.A, II.A, III.A, III.A, IV.A, V.A, VI.A)**

**3. Course Selection Presentations:** Counselors will work cooperatively with the various departments to meet with students in a classroom setting. Counselors will provide students with a course description booklet that explains:

- the timeline of events as it relates to course selection.
- graduation and grade-level promotion requirements for each of the academic disciplines.
- differences between graduation requirements and college preparation sequences for all academic disciplines.
- courses that will be offered, how many credits they are worth, academic ranking, and any prerequisites needed for taking the course.
- how course selections relate to a student’s post-secondary plans and career clusters which can provide a foundation for future occupations.
- the use of the preliminary course selection form.

Counselors will review the effects that course selection, grades and SAT/ACT test scores may have on their eligibility to participate in collegiate athletics (NCAA). Students will see counselors on an individual basis for further details.

**(Competencies: II.A, V.A, VI.A)**

### **Spring Semester of Tenth Grade**

#### **1. Sophomore Office Conferences:**

Counselors will hold small group meetings to:

- remind students of the promotion/retention policy.
- remind students of attendance concerns and attendance policy.
- discuss summer school opportunities when appropriate.
- discuss summer enrichment opportunities

**review academic progress and provide:**

- recognition as appropriate.
- encouragement for academic goal setting.
- a reminder to students about the NHS selection process.
- academic interventions for at-risk students as appropriate.

Information about the PSAT, SAT and ACT: their purpose, appropriate time to take the test, registration process, if applicable, and test preparation opportunities. A time-line for college planning information about setting-up a “My Organizer” account.

**(Competencies: I.A, II.A, III.A VIII.A)**

**2. Course Selection:** Counselors will meet with their students to discuss courses they would like to take next year. It is during this time that counselors will have the opportunity to discuss with students how their choices relate to their post-secondary goals. Counselors will discuss academic progress and provide:

- course selection recommendations based upon student achievement.
- recognition for achievements as appropriate.
- encouragement for academic goal setting.

**(Competencies: II.A, V.A, VI.A)**

**3. Sophomore Career Search/Classroom Presentation:** Working cooperatively with various departments, counselors will take students to the media center and demonstrate how to perform the following career exploration activities, using E-Based Programs:

- complete a search for a career based on specific criteria.
- use E-Based Programs to search for favorite school subject and their career links.

**(Competencies: IV.A, V.A, VI.A)**

**4. College and Career Fair:** College, business, vocational/technical and specialty schools and military representatives will be invited to promote their post-secondary opportunities to students and their parents. Representatives will be available to answer any questions the students or parents may have and will distribute brochures, catalogs and other materials to them. This activity will give students an idea of what types of opportunities are available to them upon graduation. Students will also be able to discover the requirements and costs of further education at an early stage of their high school education so that they may adequately prepare for their future.

**(Competencies: II.A, IV.A, V.A, VI.A)**

### **Spring/Summer of Tenth Grade**

**1. End of the Year Review/Completion of the Course Selection Process:** During the final weeks of the school year and the summer months, counselors will:

- review student's academic progress and make any necessary changes to student's course selections due to course failures and/or results of standardized testing.
- make parental/guardian contact, either through phone or letter, to inform parents of summer school opportunities and to encourage their child's participation.
- notify parents whose child is ineligible to participate in fall sports due to course failures, and provide counseling as to how they can regain eligibility.
- review counselee's progress toward satisfying Overbrook's graduation requirements.
- resolve student scheduling conflicts.
- ensure that students' schedules reflect their course selections.
- modify student schedules due to the successful completion of summer school programs.
- conference with parents/guardians when student course selection or scheduling concerns arise.

**(Competencies: I.A, V.A, VI.A, VIII.A)**

### **Eleventh Grade – Fall Semester**

**1. Fall Classroom Visit / Post Secondary School Planning:** Working cooperatively with the various departments, counselors will visit junior classes to discuss the following topics:

- welcome students back to Overbrook High School and inform students of changes that occurred to the guidance department over the summer months.
- review the attendance policy and graduation requirements.
- encourage academic goal setting. Discuss importance of academic grades in the junior year and how it relates to post secondary opportunities.
- encourage students to develop a college admissions testing plan.
- explain why college admission testing is necessary and point out the differences between the admissions tests.
- explain how to register for the PSAT, SAT, ACT and SAT II. Discuss the various resources available to help students improve their PSAT, SAT and ACT test scores.
- discuss the process of selecting a post secondary school.
- encourage use of the resources in the Media Center. Remind students of the resources available to them and their families.
- discuss the HSPA, its importance, and when students will take the state mandated test.

- distribute information, which may include the following:
  1. “Junior Fact Sheet”.
  2. selecting a four year college.
  3. college/career representative sign-up sheet.
  4. college admission testing handout.
  5. mapping-your-future “Selecting a College” handout (from their website).
  6. college information and references internet resource handout.

**(Competencies: I.A, I. B, II.A, III.A, V.A, VI.A, VIII.A)**

**2. PSAT Presentation:** Counselors will visit classrooms to explain the following information about the PSAT:

- what the PSAT is and why it is important.
- what the scores on the PSAT will indicate.
- the date, time, and registration process for the PSAT.

Counselors will also provide a handout with the above information on it. The information will also be mailed home to parents as well as being announced on the morning announcements and on the Overbrook guidance web-page.

**(Competencies: I.A, I.B, II.A)**

**3. Fall Junior Student Conferences:** Counselors and students will meet individually to discuss the following:

- review student transcripts.
- verify demographic data, discuss GPA, class rank.
- review academic progress and provide recognition as appropriate.
- encouragement of academic goal setting.
- implement academic interventions for at-risk students as appropriate.
- Follow-up on previous classroom presentation.
- demonstrate how to look for and research for post secondary school opportunities (four-year college, two-year college, vocational/trade schools, apprenticeship programs) and how to identify the selectivity of a school using the E-Programs.
- distribute “College Ideas” worksheet, review how to complete it using an E-Based Program’s results, and give a deadline for its return.

**(Competencies: I. B, II.A, III.A, IV.A, V.A, VI.A, VIII.A)**

**4. Course Selection Classroom Presentations:** Counselors will work cooperatively with the various departments to meet with students in a classroom setting. Counselors will discuss the following information. Students will be given a course description booklet that explains:

- the timeline of events as it relates to course selection.
- graduation and promotion requirements for each academic discipline.
- differences between graduation requirements and college preparation sequences for all academic disciplines.
- courses that will be offered, how many credits they are worth, academic ranking and any prerequisites needed to take the course.
- how course selections relate to a student’s post secondary plans and cluster courses which can provide a foundation for future occupations.
- use of the preliminary course selection form.
- “Next-Step” Senior Options available to them.
- As part of this presentation, counselors will also introduce students to the effects that course selection, grades and SAT/ACT scores may have on their eligibility to participate in collegiate athletics (NCAA). Students will see counselors on an individual basis for further details.

**(Competencies: I.B, II.A, III.A, IV.A, V.A, VIII.A)**

## Eleventh Grade – Spring Semester

**1. Making the College Search Count Assembly:** The high school guidance office will coordinate a presentation designed to highlight the importance of the college search in the junior year for college planning and academic and future goal setting.

**(Competencies: II.A, IV.A, V.A, VI.A, VIII.A)**

**2. Spring Course Selection Conferences:** Students will meet with individually with their counselors and discuss the courses they would like to take next year and how their choices may or may not relate to their post secondary goals. Counselors will discuss academic progress and provide:

- recognition as appropriate.
- course selection recommendations based upon student achievement.
- encouragement of academic goal setting.
- implement academic interventions for at-risk students as appropriate.

**(Competencies: I.A, II.A, III.A, IV.A, V.A, VI.A, VII.A, VIII.A)**

**3. Senior Year Prep Conference:** Counselors and students will meet individually or in group settings to discuss the following:

- review academic progress and provide recognition as appropriate.
- implement academic interventions for at-risk students as appropriate.
- review student attendance and credit status and graduation progress.
- remind students of SAT, SAT II and ACT deadlines.
- discuss issues concerning college admissions testing, “Bloustein” scholar, and other scholarship consideration.
- review “College Ideas” worksheet (completed in fall) and update information if needed.
- review the process of selecting a post secondary school and the process of searching for post secondary opportunities (four-year college, two-year college, vocational/trade schools, apprenticeship programs) using an E- Based Program.
- encourage students to visit schools they are considering applying to.
- remind students of the importance of academic achievement in their junior year and how it relates to post secondary opportunities.
- review “Next-Step Senior Options” and the criteria and deadlines.

Distribute information which may include the following:

- college search information.
- college search worksheet.
- things to do over the summer.
- SAT/ACT schedule for the fall.

**(Competencies: II.A, III.A, IV.A, V.A, VI.A, VII.A, VIII.A)**

**4. College and Career Fair:** Students and parents will be invited to attend. College, business, vocational/technical and specialty schools and military representatives will be invited to promote their post-secondary opportunities to students and their parents. Representatives will be available to answer any questions the students or parents may have and will distribute brochures, catalogs and other materials to them. This activity will give students an idea of what types of opportunities are available to them upon graduation. Students will also be able to discover the requirements and costs of further education at an early stage of their high school education so that they may adequately prepare for their future.

**(Competencies: II.A, IV.A, V.A, VI.A)**

**5. New Jersey High School Proficiency Assessment (HSPA):** Counselors will stress the importance of the HSPA and provide the administration with the appropriate student lists, review the HSPA results with students, and make necessary adjustments to students’ schedules based on HSPA results.

**(Competencies: I.A, I.B, II.A)**

**6. Graduate Visit:** College-bound juniors are invited to attend a program where previous Overbrook graduates relate their first year college experiences; both academically and socially.

**(Competencies: II.A, IV.A, V.A, VI.A, VIII.A)**

### **Spring/Summer of Eleventh Grade**

**1. End of the Year Review/Completion of the Course Selection Process:** During the final weeks of school and during the summer months, counselors will:

- review student's academic progress and make any necessary changes to student's course selections due to course failures.
- make parental/guardian contact by letter of summer school opportunities and encourage their child's participation.
- notify parents whose child will be ineligible to participate in sports and activities due to course failures and provide counseling as to how they can regain eligibility if possible.
- review counselee's progress toward satisfying the Overbrook graduation requirements.
- resolve student scheduling conflicts that occur due to the creation of the master schedule.
- ensure student schedule reflects student course selections.
- modify student schedules due to the successful completion of summer school programs and/or tutoring.
- conference with parent/guardians when student course selection or scheduling concerns arise.

**(Competencies: I.A, I.B, II.A, V.A, VII.A, VIII.A)**

**2. Junior Mailing:** Counselors will generate a list of juniors who should receive the "Junior Summer Mailing". This mailing may include the following information:

- things to do over the summer.
- web searches for scholarships.
- junior/senior timeline.
- SAT/ACT dates for the fall.

**(Competencies: II.A, III.A, IV.A, V.A, VI.A, VIII.A)**

### **Twelfth Grade – Fall Semester**

**1. Fall Classroom Visit/Post Secondary School Planning:** Working cooperatively with the various departments, counselors will visit senior classes to discuss the following topics:

- welcome students back to Overbrook High School and inform students of changes that occurred over the summer months.
- review post secondary school selection process discussed in the junior year.
- remind students of where they should be in that process.
- discuss and encourage students to either take SAT and/or ACT as appropriate to their post secondary school plan.
- discuss resources available to help students improve SAT/ACT scores.
- encourage use of the media center resources and remind students of the resources available to them and their families. Refer to "Senior Fact Sheet" handout.
- discuss the process of filing a college application.
- encourage students to visit post secondary school institutions.
- update activity resume.
- review graduation requirements and attendance policy.

Distribute information which may include the following:

- “Guidance Bulletin”.
- “College Admissions Testing Handout”.
- “College Application Checklist”.
- gathering college information.
- going to college in New Jersey.
- “Release of Records Form”.
- “College/Career Representative Conference Sign-up Sheet”.
- “Financial Aid FAQ’s Sheet”.

**(Competencies: I.B, II.A, IV.A, V.A, VI.A, VIII.A)**

**2. Fall Senior Student Conferences:** Counselors and students will meet individually to:

- review student transcripts.
- verify demographic data.
- discuss GPA, class rank, HSPA status and graduation requirement status.
- review academic progress and provide recognition as appropriate and encouragement of academic goal setting.
- discuss future plans and/or majors of study.
- implement academic interventions for at-risk students as appropriate (see “Academic At-Risk Program”).
- review student attendance status.
- Follow-up on previous classroom presentations.

**As appropriate:**

- demonstrate how to search for post secondary school and scholarship opportunities using various resources. (i.e. E-Programs such as: Bridges, www.collegeboard.com, www.fastweb.com, etc.)
- demonstrate how to research a specific college, vocational/trade school or apprenticeship program using various resources.
- discuss any specific concerns students have concerning the post secondary school selection process.

**(Competencies: I.A, I.B, II.A, III.A, IV.A, V.A, VI.A, VIII.A)**

**3. College/Career Representative Visits:** Students will be invited to attend fall conferences, facilitated by counselors, to meet with college representatives and learn of:

- new information concerning a particular institution that they may decide to attend.
- open houses sponsored by the colleges that they may attend.
- career opportunities as well as prospective career paths.

Students and parents will be encouraged to visit as many college fairs, open houses, and colleges as possible before they make a final decision.

**(Competencies: IV.A, V.A)**

**4. Scholarship Announcements:** Students and parents will be made aware of scholarships including scholarship requirements and deadlines both in print through their English teachers and on Overbrook’s guidance web-page.

**(Competencies: I.B, III.A, IV.A, V.A, VII.A, VII.B)**

**5. College and Scholarship Applications (ongoing on an as needed basis):** Counselors will assist students in the completion of the application forms. They will review application fees and remind the student to include essays and recommendations. Once students complete the application and return it to the counselor with the application fee, the counselors will attach an official transcript, school profile, log the application into the college application database and mail them to the schools.

**(Competencies: I.A, I.B, IV.A, V.A, VI.A, VII.A)**

## **Twelfth Grade – Spring Semester**

**1. Senior conferences:** Counselors and students will meet as requested or as needed to discuss the following:

- academic interventions for at-risk students as determined by failure letters (see Academic At-Risk Program).
- review student attendance status.
- discuss student’s progress towards the implementation of individual post-secondary school plan.

**(Competencies: I.B, II.A, III.A, IV.A, V.A, VI.A)**

**2. Making College Count Presentation:** The high school guidance office will coordinate a presentation to college-bound seniors to review what students should expect at college and how to avoid common pitfalls.

**(Competencies: I.A, II.A, VI.A, VIII.A)**

**3. College and Career Fair:** Students and parents will be invited to attend. College, business, vocational/technical and specialty schools and military representatives will be invited to promote their post-secondary opportunities to students and their parents. Representatives will be available to answer any questions the students or parents may have and will distribute brochures, catalogs and other materials to them. This activity will give students an idea of what types of opportunities are available to them upon graduation. Students will also be able to discover the requirements and costs of further education at an early stage of their high school education so that they may adequately prepare for their future.

**(Competencies: II.A, VI.A, VIII.A, VII.A)**

**4. Grad Visit:** College-bound seniors are invited to attend a program at which our previous year graduates relate their first year, both academic and social, at college.

**(Competencies: I.A, VII.A, VII.B, VIII.A, IX.A)**

**5. Senior Exit Presentation:** Working cooperatively with the various departments, counselors will visit senior classes to discuss the following topics:

- final transcript request.
- list of acceptances.
- scholarships and awards.
- college major/post secondary plans.

**(Competencies: III.A, IV.A, V.A, VI.A)**

## **Ongoing Activities Common to Grades 9-12**

### **1. Academic At-Risk Program**

When a student becomes academically at-risk of failing a course, counselors may implement any combination of the following interventions:

- ❖ Counselor-student conferences, counselor-parent/guardian-student conferences, teacher-parent/guardian student-counselor conferences.
- ❖ Teacher-parent/guardian phone conferences.
- ❖ The use of the National Honor Society tutoring program.
- ❖ A counselor-student-parent/guardian conference to make a “Contract for Success” or to sign interim reports/marketing period report cards.
- ❖ Implementation of “Weekly Progress Reports.”
- ❖ Parent/Teacher Conferences.
- ❖ A counselor/student conference to discuss the effect attendance has on academics and to review the high school attendance policy.

- ❖ A counselor/student conference to discuss the effect discipline issues can have on academics and achieving goals.
- ❖ Possible academic program modifications.
- ❖ Possible referral to the I&RS team.
- ❖ Possible referral to outside counseling services.

**(Competencies: I.A, I.B, II.A, VIII.A)**

## **2. Personal/Crisis Counseling**

Counselors will assist students in the development and use of effective interpersonal and social skills on an as needed basis. Counselors will also provide crisis counseling followed by an appropriate referral in school or an outside agency on an as needed basis. Student issues may vary, but they include the following:

- ❖ Stress/Anxiety
- ❖ Teen Pregnancy
- ❖ Grief
- ❖ Bullying
- ❖ Harassment
- ❖ Race Conflict
- ❖ Abuse
- ❖ Eating Disorders
- ❖ Depression
- ❖ Cutting
- ❖ Substance Abuse
- ❖ Suicidal Ideations

**(Competencies: I.A, IV.A, VII.A, VII.B, VII.A, IX.A)**

## **3. Transfer Orientation Program**

Throughout the year as new students enroll, counselors will provide transfer students with an orientation program. This program will consist of the following mini-activities:

- ❖ Counselors will review with the student his/her academic records.
- ❖ Counselors will properly place students in courses which are reflective of the student's abilities, interests and post secondary school goals.
- ❖ Counselors will provide students with a Overbrook school calendar, a "Welcome to Overbrook High School" packet and a Overbrook Handbook." Counselors will also ensure students receive a locker, and a homeroom.
- ❖ Counselors or student guidance aides will provide students with a tour of the guidance and special services area and a tour of the building focusing on the student's classes and their location.

**(Competencies: II.A, V.A)**

## **4. Parent/Guardian Communication Program**

In an attempt to keep parents/guardians informed, the guidance department will implement the following:

- ❖ Guidance newsletter.
- ❖ Newsletter may be sent home with report cards.
- ❖ At-risk marking period failure letters are sent home to parents of students who failed one or more courses.
- ❖ The goal of the letter is to encourage parents/guardians, students, teachers and counselors to work together to help the students meet with success.
- ❖ Summer school information will be sent home to students who should take advantage of summer school opportunities.
- ❖ Flyers with timely information will be sent home as necessary.
- ❖ Periodic mailings providing pertinent information

**(Competencies: I.B, I.A, II.A, IV.A, V.A, VI.A)**

### **5. Understanding and Using Your PSAT Results (grades 9-12)**

Students will be encouraged to sign up for the PSAT test given in October through homeroom announcements, classroom presentations, flyers delivered through English classes, back to school mailing and word of mouth. In December upon receiving the test results, the guidance department will deliver a special presentation to review and assist students in interpreting and analyzing their test results. The presentation will also focus on using the PSAT results as a tool to help students improve their SAT scores. **(Competencies: I.B, I.A, II.A, IV.A, V.A, VI.A, VIII.A)**

### **6. Peer Mediation Program**

Counselors will encourage students to use the Peer Mediation Program to resolve conflicts peacefully. **(Competencies: I.A, IV.A, VII.A, VII.B, VIII.A, IX.A)**

# Overbrook High School Guidance Department Counselor Presentations & Student Counseling Outline

(subject to change)

## FALL SEMESTER

### Grades 9-12, Early September

**Group:** (. period classroom) Year preview, what's new and what's coming, accessing counselors, attendance policy, drop/add, PSAT registration 10-11, SAT & ACT dates 11-12, college & career representative visits 11-12, CCC college fair 11-12.

### Seniors, September/October

**Group:** (full period computer lab) Guidance page update, application process, CCC on-site admissions process, financial aid preview, short list college search, guidance bulletins, scholarship searches, records release form.

**Individual:** (office visit) Remaining graduation requirements, grades, attendance, intended major, schools of interest, application deadlines, remaining SAT/ACT dates, individual concerns.

### Freshmen, October/November

**Group:** (full period computer lab) Guidance web-page overview emphasizing academic assistance page, club & sport advisor reference, web-access to SMARTS, teachers and homework.

**Individual or Small Group:** (office visit) Ice-breaker, grades, attendance, interests, school involvement, individual concerns.

### Juniors, November

**Group:** (full period computer lab) Guidance page update, SAT registration, college & career search, guidance bulletins.

**Individual:** (office visit) Academic progress, grades, attendance, college & career research results, intended major, PSAT results, individual concerns.

### Sophomores, December

**Group:** (full period computer lab) Guidance page update, create My-Road account by way of My-Organizer and begin personality & interest inventories.

**Individual:** (office visit) Academic progress, grades, attendance, school involvement, PSAT results, MyRoad interest inventory results, individual concerns.

## SPRING SEMESTER

### Seniors, Early January

**Group:** (1/2 period classroom) FAFSA packets, financial aid reports, entrance exams, college course registration.

**Individual:** (office visit) Individual needs and concerns as requested.

## **Freshmen, Mid-January**

**Group:** (Class assembly) Course Selection book review and elective video.

## **Grades 9-11, Mid-January**

**Group:** (full period classroom) Course selection presentations.

## **Juniors, February to Mid-March**

**Group:** (full period computer lab) Personal statements, activities resume, college application preparation, college visits, access & refine college & career research, SAT registration.

**Individual:** (office visit) Course selection, promotion progress, credits, grades, attendance, intended major, college and career search results, individual concerns.

## **Sophomores, Mid-March to Mid-April**

**Group:** (full period computer lab) My Road career & major research lab sessions.

**Individual:** (office visit) Course selection, promotion progress, credits, grades, attendance, MyRoad research developments, concerns.

## **Freshmen, Mid-April to Mid-May**

**Individual:** (office visit) Course selection, promotion progress, credits, grades, attendance, inquire about academic and personal growth, individual concerns, create My-Organizer accounts.

## **Seniors, Mid-May**

**Group:** (1/2 period classroom) Senior exit presentation, scholarship information sheet, final transcript form, last request for acceptance and award letters.

## **ADDITIONAL MEETING FORMATS & INFORMATION SOURCES**

### **Assemblies:**

freshman orientation, assist high school administration, grade 9  
college & career fair, grades 10-12  
making high school count, grade 9  
making the college search count, grade 11  
making college count, grade 12  
new programs and alerts as necessary, grades 9-12

### **Focus Groups:**

college, military & career representative visitations  
economic disadvantaged (individual)  
ethnic, minority or criteria based programs  
naaa eligibility  
special talents (fine arts)  
blousten scholars

vocational shared-time students  
students identified at-risk  
testing results, academic remediation required  
failure of required courses & retained due to low credits  
athenaeum league banquet  
graduate visit, for seniors who have supplied acceptance to a 4-year school

**Requested or Impromptu:**

student requests  
parent requests  
peer referral  
teacher referral  
administrative referral

**Evenings & Weekends:**

back-to-school night  
conference nights  
achievement night  
financial aid nights  
course selection conferences  
senior awards banquet  
graduation

**Mailings (4-5 sheets):**

progress report, mp 1  
report card, mp 1 plus failure risk as needed  
progress report, mp 2  
report card, s-1 plus failure risk as needed  
progress report, mp 3  
report card, mp 3 plus failure risk as needed  
progress report, mp 4  
report card, s-2/final plus summer school info as needed  
summer mailings

**Other:**

web-page, web-news & monthly bulletin