

# SCHOOL COUNSELING PLAN

## I. MISSION

The mission of the Brookings School District counseling program is to provide a comprehensive, developmental counseling program addressing the academic, career and personal/social development of all students. School counselors are professional school advocates who provide support to maximize student potential and academic achievement. In partnership with other educators, parents or guardians and the community, school counselors facilitate the support system to ensure all students in the Brookings School District have access to and are prepared with the knowledge and skills to contribute at the highest level as productive members of society.

### Model

The Brookings School Counseling Plan has been adapted from the American School Counseling Association (ASCA) model. This model includes the following four overall goals:

1. Establish the school counseling program as an integral component of the academic mission of our school.
2. Ensure equitable access to the school counseling program for all students provided by a state-credentialed school counselor.
3. Identify the knowledge and skills all students might acquire as a result of the K-12 school counseling program.
4. Ensure the school counseling program is comprehensive in design and delivered in a systematic fashion to all students.

## **II. BELIEFS**

### **A comprehensive school counseling program is:**

**1. for all students.**

A comprehensive program is designed to meet the needs of each student, Kindergarten through 12<sup>th</sup> grade. Each student is a worthy individual possessing unique qualities, abilities and needs. Thus, the counseling program focuses on identifying and providing for the individual needs of all students. Each person has the right to dignity as a human being without regard to issues of gender, ethnicity, religion, sexual orientation, socio-economic status, or handicapping conditions. As with other programs within the school which are designed for all students, special written permission to meet with students is not required.

**2. developmental.**

The program is based on the premise that there are needs and concerns that are common to all students. These common needs and concerns can best be met through age-appropriately planned, sequential programs.

**3. preventative.**

The program includes assisting students in understanding dynamics of human behavior, developing interpersonal relationship skills, developing satisfying and socially acceptable methods of coping, as well as, developing responsible decision-making skills.

**4. concerned with responsive services and crisis counseling.**

Counselors are aware that some students will need crisis intervention as well as continued counseling for the development of life skills. The program recognizes the value of collaboration between qualified school and community-based counseling personnel who serve as student advocates and change agents.

**5. an integral part of the total educational program.**

The school counselor collaborates with all members of the educational team. School counselors provide services based on surveys, observation, and other data collection.

### III. GOALS

#### Student Goals

- Goal 1 To develop positive and realistic self-concepts
- Goal 2 To develop effective communication skills and an understanding that human relations depend upon communication and cooperation
- Goal 3 To have an awareness of and an appreciation for the attitudes, beliefs and rights of self and others
- Goal 4 To communicate appropriately feelings and responses to the feelings of others
- Goal 5 To develop a sense of responsibility for one's own behavior
- Goal 6 To develop skills for effective problem solving, conflict resolution, decision making and goal setting
- Goal 7 To develop skills for coping with life changes and crisis
- Goal 8 To develop personal safety skills
- Goal 9 To become aware of and practice the group process
- Goal 10 To recognize the need for planning educational growth
- Goal 11 To be an effective member in family, school and community environments
- Goal 12 To practice skills that facilitates learning
- Goal 13 To be aware of the diversity of careers and the world of work available to both genders, all races, varied cultural

backgrounds and people with disabilities

Goal 14 To develop a sense of wellness

## **Professional School Counselor Standards**

(Adapted from ASCA)

### **Standard 1: The professional school counselor plans, organizes and delivers the school's counseling program.**

- A program designed to meet the needs of the school.
- The professional school counselor demonstrates positive interpersonal relationships with students.
- The professional school counselor demonstrates positive interpersonal relationships with educational staff.
- The professional school counselor demonstrates positive interpersonal relationships with parents or guardians.

### **Standard 2: The professional school counselor implements the school guidance curriculum through the use of effective instructional skills and careful planning of structured group sessions for all students.**

- The professional school counselor teaches school guidance units effectively.
- The professional school counselor develops materials and instructional strategies to meet student needs and school goals.
- The professional school counselor encourages staff involvement to ensure the effective implementation of the school guidance curriculum.

### **Standard 3: The professional school counselor implements the individual planning component by guiding individuals and groups of students and their parents or guardians through the development of educational and career plans.**

- The professional school counselor, in collaboration with parents or guardians, helps students establish goals and develop and use planning skills.
- The professional school counselor demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information.

### **Standard 4: The professional school counselor provides responsive services through the effective use of individual and small-group counseling, consultation and referral skills.**

- The professional school counselor counsels individual students and small groups of students with identified needs and concerns.
- The professional school counselor consults effectively with parents or guardians, teachers, administrators and other relevant individuals.
- The professional school counselor implements an effective referral process with administrators, teachers and other school personnel.

### **Standard 5: The professional school counselor provides system support through effective school counseling program management and support for other educational programs.**

- The professional school counselor provides a comprehensive and balanced school counseling program in collaboration with school staff.
- The professional school counselor provides support for other school programs.

**Standard 6: The professional school counselor discusses the counseling department management system and the program action plans with the school personnel.**

- The professional school counselor discusses the qualities of the school counselor management system with the other members of the counseling staff.
- The professional school counselor discusses the program results anticipated when implementing the action plans for the school year.

**Standard 7: The professional school counselor is responsible for establishing and convening an advisory council for the school counseling programs.**

- The professional school counselor meets with the advisory committee.
- The professional school counselor reviews the school counseling program with the council.
- The professional school counselor records meeting information.

**Standard 8: The professional school counselor collects and analyzes data to guide program direction and emphasis.**

- The professional school counselor uses school data to make decisions regarding student choice of classes and special programs.
- The professional school counselor uses data from the counseling program to make decisions regarding program revisions.
- The professional school counselor analyzes data to ensure every student access to developmentally appropriate curriculum.

**Standard 9: The professional school counselor monitors the students on a regular basis as they progress in school.**

- The professional school counselor is accountable for monitoring student's progress.
- The professional school counselor implements monitoring systems appropriate to the individual school.
- The professional school counselor develops appropriate interventions for students as needed and monitors their progress.

**Standard 10: The professional school counselor uses time and calendars to implement an efficient program.**

- The professional school counselor uses a master calendar to plan activities throughout the year.
- The professional school counselor informs parents or guardians, staff and students about upcoming events and important dates.
- The professional school counselor analyzes time spent providing direct service to students.

**Standard 11: The professional school counselor continually evaluates the counseling program.**

- The professional school counselor measures results attained from school guidance curriculum.
- The professional school counselor works with members of the counseling team and school personnel to clarify how programs are working.
- The professional school counselor uses the yearly evaluation to make changes in the school counseling program and calendar for the following year.

**Standard 12: The professional school counselor is a student advocate, leader, collaborator and a systems change agent.**

- The professional school counselor promotes equity and access for students.
- The professional school counselor takes a leadership role within the school setting and the community.
- The professional school counselor keeps updated on educational issues.
- The professional school counselor collaborates with teachers, parents and the community to promote success of students.
- The professional school counselor builds effective teams by encouraging collaboration among school staff.
- The professional school counselor uses data to recommend systemic change in policy and procedures that limit or inhibit academic achievement.

## K-12 CURRICULUM STANDARD CHECKLIST (Adapted from ASCA)

Though all of the domains and competencies are covered throughout the year, the checked areas are considered to be the most important for the identified developmental groups.

ACADEMIC DEVELOPMENT DOMAIN					
<b>STANDARD I: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.</b>	<b>K-1</b>	<b>2-3</b>	<b>4-5</b>	<b>6-8</b>	<b>9-12</b>
<b>Competency A: Improve Academic Self-concept</b>					
1. articulate feelings of competence and confidence as learners	√				x
2. display a positive interest in learning	√				x
3. take pride in work and achievement	√		√		x
4. accept mistakes as essential to the learning process			x		x
5. identify attitudes and behaviors leading to successful learning		√	x		x
<b>Competency B: Acquire Skills for Improving Learning</b>					
1. apply time-management and task-management skills			x		x
2. demonstrate how effort and persistence positively affect learning			√		x
3. use communications skills to know when and how to ask for help when needed	√		x		x
4. apply knowledge and learning styles to positively influence school performance			x		x
<b>Competency C: Achieve School Success</b>					
1. take responsibility for their actions		√	√		x
2. demonstrate the ability to work independently, as well as the ability to work cooperatively with other students	√		x		
3. develop a broad range of interest and abilities			x		x
4. demonstrate dependability, productivity and initiative					
5. share knowledge					x
<b>STANDARD II: Students will compete school with the academic preparation essential to choose from a wide range of substantial post-secondary options.</b>	<b>K-1</b>	<b>2-3</b>	<b>4-5</b>	<b>6-8</b>	<b>9-12</b>
<b>Competency A: Improve Learning</b>					
1. demonstrate the motivation to achieve individual potential					
2. learn and apply critical-thinking skills					
3. apply the study skills necessary for academic success at each level		√	√		x
4. seek information and support from faculty, staff, family and peers			x		x
5. organize and apply academic information from a variety of sources					x
6. use knowledge of learning styles to positively influence school performance					x
7. become a self-directed and independent learner	√				x
<b>Competency B: Plan to Achieve Goals</b>					
1. establish challenging academic goals in elementary, middle/junior high and high school		√		ja	
2. use assessment results in educational planning				x	x
3. develop and implement annual plan of study to maximize academic ability and					x

achievement					
4. apply knowledge of aptitudes and interests to goal setting			x		x
4. use problem-solving and decision-making skills to assess progress toward educational goals				ja	x
6. understand the relationship between classroom performance and success in school	√	√	√	ja	x
7. identify post-secondary options consistent with interests, achievement, aptitude and abilities				x	x
<b>STANDARD III: Students will understand the relationship of academics to the world of work and to life at home and in the community.</b>	<b>K-1</b>	<b>2-3</b>	<b>4-5</b>	<b>6-8</b>	<b>9-12</b>
<b>Competency A: Relate School to Life Experience</b>					
1. demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life					
2. seek co-curricular and community experiences to enhance the school experience	√	√	√	ja	
3. understand the relationship between learning and work	√			ja	x
5. demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals				ja	
6. understand that school success is the preparation to make the transition from student to community member				ja	
7. understand how school success and academic achievement enhance future career and vocational opportunities				ja	x
<b>CAREER DOMAIN</b>					
<b>STANDARD IV: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions</b>	<b>K-2</b>	<b>2-3</b>	<b>4-5</b>	<b>6-8</b>	<b>9-12</b>
<b>Competency A: Develop Career Awareness</b>					
1. develop skills to locate, evaluate and interpret career information				x	
2. learn about the variety of traditional and nontraditional occupations					x
3. develop an awareness of personal abilities, skills, interests and motivations			x	x	x
4. learn how to interact and work cooperatively in teams	√	√	x	ja	
5. learn to make decisions	√	√		ja	
6. learn how to set goals			√	ja	
7. understand the importance of planning				x	x
8. pursue and develop competency in areas of interest			x	x	x
9. develop hobbies and vocational interests				x	
10. balance between work and leisure time			√	x	
<b>Competency B: Develop Employment Readiness</b>					
1. acquire employability skills such as working on a team, problem-solving and organizational skills				ja	
2. apply job readiness skills to seek employment opportunities				ja	x
3. demonstrate knowledge about the changing workplace				ja	
4. learn about the rights and responsibilities of employers and employees				ja	
5. learn to respect individual uniqueness in the work place				ja	
6. learn how to write a resume				ja	x
7. develop a positive attitude toward work and learning	√			ja	x
8. understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace			√	ja	x
9. utilize time- and task-management skills			x	x	x
<b>STANDARD V: Students will employ strategies to achieve future career goals with success and satisfaction</b>	<b>K-2</b>	<b>2-3</b>	<b>4-5</b>	<b>6-8</b>	<b>9-12</b>
<b>Competency A: Acquire Career Information</b>					
1. apply decision-making skills to career planning, course selection and career transition				x	x
2. identify personal skills, interests and abilities, and relate them to current career choice		√	x	x	x
3. demonstrate knowledge of the career-planning process		√		x	x

4. know the various ways in which occupations can be classified		√	√	x	x
5. use research and information resources to obtain career information			x	x	x
6. learn to use the Internet to access career planning information		√		x	x
8. describe traditional and nontraditional career choices and how they relate to career choice	√				
9. understand how changing economic and societal needs influence employment trends and future training					x
<b>Competency B: Identify Career Goals</b>					
1. demonstrate awareness of the education and training needed to achieve career goals				x	x
2. assess and modify their educational plan to support career				x	x
3. use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience					
4. select course work that is related to career interests				x	x
5. maintain a career planning portfolio				x	x
<b>STANDARD VI: Students will understand the relationship between personal qualities, education, training and the world of work.</b>	<b>K-2</b>	<b>2-3</b>	<b>4-5</b>	<b>6-8</b>	<b>9-12</b>
<b>Competency A: Acquire Knowledge to Achieve Career Goals</b>					
1. understand the relationship between education achievement and career success	√	√	√	x	x
2. explain how work can help to achieve personal success and satisfaction				x	
3. identify personal preferences and interest influencing career choice and success		√		x	x
4. understand that the changing work place requires lifelong learning and acquiring new skills					
5. describe the effect of work on lifestyle					
6. understand the importance of equity and access in career choice					
7. understand that work is an important and satisfying means of personal expression					
<b>Competency B: Apply Skills to Achieve Career Goals</b>					
1. demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals				x	x
2. learn how to use conflict-management skills with peers and adults	√	√	√		x
3. learn to work cooperatively with others as a team member	√	√	x		
4. apply academic and unemployment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences					
<b>PERSONAL/SOCIAL DOMAIN</b>					
<b>STANDARD VII: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.</b>	<b>K-2</b>	<b>2-3</b>	<b>4-5</b>	<b>6-8</b>	<b>9-12</b>
<b>Competency A: Acquire Self-Knowledge</b>					
1. develop positive attitudes toward self as a unique and worthy person	√	√	√		x
2. identify values, attitudes and beliefs					
3. learn the goal-setting process					x
4. understand change is a part of growth				x	
5. identify and express feelings	√	√	√	x	x
6. distinguish between appropriate and inappropriate behavior	√	√	√	x	x
7. recognize personal boundaries, rights and privacy needs	√	√	√	x	
8. understand the need for self-control and how to practice it	√	√	√	x	x
9. demonstrate cooperative behavior in groups	√	√	√	x	
10. identify personal strengths and assets		√	x		
11. identify and discuss changing personal and social roles					
12. identify and recognize changing family roles	√	√	√		
<b>Competency B: Acquire Interpersonal Skills</b>					
1. recognize that everyone has rights and responsibilities	√	√	√		
2. respect alternative points of view			x		

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

√ or X – appropriate for the development at the grade level  
JA – Junior achievement

## V.GUIDANCE CURRICULUM

### K-5 Counseling Program

**Counseling Modality:** Individual, Small Group, Large Group, and Classroom

#### Character Development Focus

<u>Month</u>	<u>Theme</u>	<u>Domain</u>
September	Courage	Personal/Social
October	Citizenship	Academic
November	Respect	Personal/Social
December	Caring	Personal/Social
January	Responsibility	Academic
February	Perseverance/Self Discipline	Career
March	Trustworthiness	Career
April	Honesty	Academic
May	Fairness/Justice	Career

#### Projects and Programs:

New student orientation	Placing tutors/mentors
Placing SDSU student volunteers	School tours and speaking
IEP meetings	504 meetings
SAT/TAT team meetings	School in-service meetings
District counseling meetings	Elementary counseling meetings
SD counseling meetings	Behavior Specialist meetings
Brookings Area Child Protection Meetings	NAEP
Brookings County Youth Mentoring Prgm	
Local building staff meetings	Intermediate to Middle Sch. Transition
Parent Teacher Meetings/Conferences	Building testing coordination:
Test interpretation	Dakota STEP
Secure and track testing materials	Principal duties when assigned
Coordinate School wide special day	Coord. Service learning projects (I)
Brookings Backpack Program	Weekly classroom guidance lessons
Supervise SDSU practicum students	
Supervise SDSU interns	
Participate in individual and school-wide committees	

Brookings County Back 2 School Project  
Primary to Intermediate School Transition

## Counseling Services Provided at Mickelson Middle School

	<b>Area of Focus</b>		
	<b>Academic</b>	<b>Career</b>	<b>Personal/Social</b>
<b>Individual counseling sessions</b>	6 <sup>th</sup> – Academic At-risk 7 <sup>th</sup> – Academic At-risk 8 <sup>th</sup> – Academic At-risk	6 <sup>th</sup> – As needed 7 <sup>th</sup> – As needed 8 <sup>th</sup> – As needed	6 <sup>th</sup> – As needed 7 <sup>th</sup> – As needed 8 <sup>th</sup> – As needed
<b>Small group sessions</b>	6 <sup>th</sup> – As needed 7 <sup>th</sup> – As needed 8 <sup>th</sup> – As needed	6 <sup>th</sup> – Area not addressed with this approach 7 <sup>th</sup> – Area not addressed with this approach 8 <sup>th</sup> – Area not addressed with this approach	6 <sup>th</sup> – Friendship Groups 7 <sup>th</sup> – Choices Groups 8 <sup>th</sup> – Transition Groups
<b>Classroom guidance</b>	6 <sup>th</sup> – Area not addressed with this approach 7 <sup>th</sup> – Area not addressed with this approach 8 <sup>th</sup> – High School Registration	6 <sup>th</sup> – Career Cluster & Party 7 <sup>th</sup> – Career Explore & Portfolio 8 <sup>th</sup> – Career Cruising	6 <sup>th</sup> – Conflict Resolution/Character Counts 7 <sup>th</sup> – Violence Prevention 8 <sup>th</sup> – Transition Lecture

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|---|---|
| <ol style="list-style-type: none"> <li>1. Character Counts &amp; Natural Helper advising weekly</li> <li>2. Case management with staff</li> <li>3. IEP and 504 meetings</li> <li>4. Triad and At-risk conferences Project</li> <li>5. Mentoring Board meeting, Matches &amp; Facilitation</li> <li>6. Child Protection Team meetings</li> <li>7. Parent/Community Public Relations</li> <li>8. Investigation and mediation of incidents</li> <li>9. Natural Helper/Peer Helper training/advising</li> </ol> | <ol style="list-style-type: none"> <li>10. Team meetings w/ each team</li> <li>11. Brookings Family Back-2-School</li> <li>12. Behavior packet review sessions</li> </ol> |
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# Mickelson Middle School Counseling Calendar

<u>August</u>	Registration (2 days) – use Natural Helpers In-service days Back to School Night – use Natural Helpers
<u>September</u>	Counselor introduction and information with each homeroom Attend team meetings (year long) Natural Helper/New student party Individual counseling – referrals, IEP’s, 504’s Sixth grade Friendship Guidance Seventh grade Violence Prevention Guidance Attend Fall Guidance Workshop Consultation with Administration (year long) Placing SDSU tutors and coordination 504 meetings
<u>October</u>	Continue to place/assist with SDSU tutors and mentors Student-Parent-Teacher Conference
<u>November</u>	Brookings County Youth Mentoring Match-up/Coordination Natural Helper Training Small group guidance on special topics
<u>December</u>	Continue special topics groups Maintain individual counseling
<u>January</u>	Eighth grade Future Planning Unit High School Parent Orientation Semester grade check/ Meet with at-risk students
<u>February</u>	High School Registration for Eighth Graders
<u>March</u>	Assist with National Assessment of Education Progress End of third quarter grades – check deficiencies At – Risk Conferences at end of third quarter
<u>April</u>	SDCA Spring Conference Administer Dakota Step Testing Fifth grade orientation at Camelot Intermediate School (w/NH) Tours of building with Camelot 5 <sup>th</sup> grade
<u>May</u>	Natural Helpers Surveys to grades 5, 6, & 7 Compile Summer School lists/ Contact parents

## COUNSELING ACTIVITIES AT THE HIGH SCHOOL

Academic	Career	Post High Planning
<ul style="list-style-type: none"> <li>▪ Advanced Ed Committee</li> <li>▪ Tutoring Program</li> <li>▪ 8<sup>th</sup> Grade Orientation Classroom and Parent Orientation</li> <li>▪ Dakota Step (11) Coordinate</li> <li>▪ 9<sup>th</sup> Stanford Writing Assessment (coordinate)</li> <li>▪ Renssular Award (select committee)</li> <li>▪ Grading System Comm</li> <li>▪ ACT Prep Coordination</li> <li>▪ Part-time conferences</li> <li>▪ Concurrent student forms</li> <li>▪ Early Graduation conferences</li> <li>▪ Tri-Ed conferences parent/teacher/counselor – sometimes student)</li> <li>▪ Progress report one-on-one conferences</li> <li>▪ Four-year plan one-on-one conferences</li> <li>▪ PSAT Test Administer</li> <li>▪ Return PSAT results one-on-one conference</li> <li>▪ Credit checks – all students</li> <li>▪ Recommend students for summer school</li> <li>▪ Back-to-school event (all involved)</li> <li>▪ Student Newsletters (all contribute 9-12)</li> <li>▪ Registration one-on-one contact</li> <li>▪ Registration days before school starts</li> <li>▪ New student registration before school starts &amp; during year</li> <li>▪ Administer and return PLAN test results (groups)</li> <li>▪ Multi-tour (10<sup>th</sup> grade)</li> <li>▪ CTE Tour of classes at BHS</li> <li>▪ Pre-registration Orientation (9-11)</li> <li>▪ District Newsletter</li> <li>▪ HS Newsletter</li> <li>▪ Class changes/add &amp; drop</li> <li>▪ Discuss ACT &amp; SAT results</li> <li>▪ PLAN administer &amp; return with results</li> <li>▪ Back Pack Program</li> </ul>	<ul style="list-style-type: none"> <li>▪ Career Cruising</li> <li>▪ Career Plan Survey</li> <li>▪ Junior Achievement Board Member</li> <li>▪ STC Advisory Council</li> <li>▪ Year-end final report</li> <li>▪ Updating career materials</li> <li>▪ School to work program (12<sup>th</sup> grade)</li> <li>▪ Post High/Career Fair</li> </ul>	<ul style="list-style-type: none"> <li>▪ Senate Youth (administer)</li> <li>▪ HOBY (select committee)</li> <li>▪ DAR (Essay coordinator)</li> <li>▪ Principal's Leadership (select committee)</li> <li>▪ Junior Post-high Presentations</li> <li>▪ Presidential Volunteer challenge Program</li> <li>▪ National Merit Coordinator (Sept-Apr)</li> <li>▪ Wendy's Heisman Award (select committee)</li> <li>▪ Wells Fargo Scholarship Program</li> <li>▪ President's Academic Award</li> <li>▪ Tri State Kiwanis (select committee)</li> <li>▪ Decorum M. Anders Scholarship</li> <li>▪ Regional Home Builders Scholarship (coordinator)</li> <li>▪ Wal Mart (select committee)</li> <li>▪ American Legion Scholarship</li> <li>▪ Financial Aid Night Coordinator</li> <li>▪ Local Scholarship Coordinator</li> <li>▪ Board Member of Brookings Schools Permanent Fund</li> <li>▪ Complete applications (counselor portion) and write recommendations</li> <li>▪ Junior Parent Post-high orientation night</li> <li>▪ Local scholarship review and selection</li> <li>▪ Junior Post-high conference (Feb-Apr of Junior year)</li> <li>▪ Senior Post-high Planning conferences</li> <li>▪ Junior Parent/Student Post-high conference by request</li> <li>▪ NCAA eligibility forms</li> <li>▪ Regent's Diploma eligibility</li> <li>▪ Career Cruising.</li> <li>▪ Military Colleges and Technical schools visit our high school on a regular basis and meet with Juniors and Seniors to discuss careers and college and technical post-high plans</li> <li>▪ The ACT test students take as juniors or seniors has a career interest component that they take and receive results on</li> <li>▪ English III-A and IV-A explore careers and write resumes</li> <li>▪ Multi-District classes also explore careers in marketing, health, electronics, auto, and building trades (many careers introduced and speakers)</li> </ul>
	<p><b>Personal &amp; Social</b></p> <ul style="list-style-type: none"> <li>▪ Boys State</li> <li>▪ Girls State</li> <li>▪ YBA coordinator</li> <li>▪ 504 meetings</li> <li>▪ IEP meetings</li> <li>▪ Conflict resolution groups (when needed)</li> <li>▪ New student enrollment</li> <li>▪ New student one-on-one checkup conference</li> <li>▪ Personal counseling (all year)</li> <li>▪ Staffings on students</li> <li>▪ 8<sup>th</sup> Grade parent Orientation (all involved)</li> <li>▪ Select meetings</li> </ul>	