

		Technologies, Procedures, and/or Communications	
<p>Students will understand the opportunities available including postsecondary options, to include career and technical pathways, the community college, college or university, certificate programs, work</p>	<p>School-wide Open House. Program Orientation and continued review. Program specific assemblies In class presentations Upper grade-level students serving as mentors/ guides/aides.</p>	<p>Handout including information about the school, services of the counseling office, map of the school, academic requirements for high school diploma Frequently updated school counseling website</p>	<p>Discussion by students and feedback by teachers, parents, and students as to the effectiveness of introductory programs aimed at Freshmen</p>
<p>Increase student awareness of learning styles, effective study habits, and best academic practices.</p> <p>Students create goals for the year and monitor those goals throughout the school year.</p>	<p>Counseling lesson in select classrooms on best academic practices. PowerPoint presentation along with tips and practices available on the counseling website. Successful senior students</p> <p>Students begin the year by creating attainable goals for themselves during classroom guidance and revisit them and gauge their success periodically.</p>	<p>Learning Styles Assessment of students during classroom presentations List of habits of highly effective students. Possible Video Clip.</p> <p>When meeting with academics, we will refer to goals. Instructors and the counseling staff will offer guidance regarding possible actions to meet</p>	<p>Visual check of learning style assessments during class visits. Entrance and Exit slips for students to utilize for additional information or resources.</p>

combine counseling on career options and work-based learning with academic planning to assist students in completing high school planning and IGPs	career options are discussed and course planning is based on student interest, academic performance, and test data.	Test scores when applicable.	IGP process and the effectiveness of the procedures implemented during the process.
Increase student awareness of career options and career goals. Increase push for students to obtain program specific certifications and endorsements.	Counselors will coordinate career services and activities like career fairs with school-based career specialists, work-based learning coordinators, and other essential career guidance personnel.	Career Speakers from all areas. Handouts Names and information for career specialists, work-based learning coordinators, community job-shadowing possibilities, etc. Stanford Tree Assessment	Students, teachers, counselors, and parents will provide feedback on the effectiveness of all career awareness programs.
Students will be tested to determine their career aspirations and aptitude	Students will take the Win Career Readiness Assessment, The ASVAB test, and the Myers-Briggs Type Indicator Career Aptitude Test during their high school career	Testing materials, Testing schedules, Testing locations, Testing proctors and monitors, Advertisements and notifications for testing procedures.	Counselor reflection on the testing experience. Student participation in testing as well as student achievement.

GOAL: SOCIAL/EMOTIONAL DEVELOPMENT - The development of social/emotional and respect self, relate positively to others, make informed and safe decisions, cope effectively with change, and become responsible citizens.

Objectives	Activities	Key Materials, Resources, Technologies, Procedures, and/or Communications	Evaluation
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-community-school relationships in addressing academic needs (Brown, 1999)

RESPONSIVE SERVICES

immediate needs and concerns. This component of the counseling program is available to all students and may be initiated by students, teachers, school counselors, administrators, or parents.

Counseling is planned, goal-focused, and short-

	Classroom and small group, counselor directed, suicide prevention lessons	through their feelings of pain and doubt? Do students feel that there are those who care in the school?
BULLYING	Meet with and counsel all students who feel victimized by bullying. Conduct training sessions for students, teachers, administration, and staff on bullying behaviors and implement strategies, school-wide to reduce instances of bullying.	Counselors will conduct surveys/questionnaires to determine what students, teachers, parents, administrators, and staff think of our school-wide bullying program. Are the lessons and materials being used appropriately as part of the program? Do students know how to respond to bullying behavior? Do students who report bullying feel the concerns were listened to and taken seriously by the adults in the school?
CHILD ABUSE	Meet with and counsel all students who share that they are the victim of abuse, as well as students who are referred to the counseling office by a teacher, administrator, or by a member of the staff due to beliefs that abuse has taken place. Maintain a professional and working relationship with the Department of Social Services, Place, and	Counselors will conduct surveys/questionnaires to determine what students, teachers, parents, administrators, and staff think of our policies and plans implemented to address all instances of child abuse. Are the lessons and materials being used appropriately as part of the program? Do students, teachers, administrators, and staff know how to report personal experiences of abuse, or concerns for others who are being abused? Do students who report instances of abuse feel the concerns were listened to and taken seriously by the adults in the school?
SEVERE STRESS AND ANXIETY	Students will attend workshops on distressing, techniques to reduce stress and anxiety, what to look for in a panic attack. There will also be informational brochures and pamphlets in the counseling office.	Counselors will address their program with regard to anti-anxiety practices and programs for students feeling the pressures of school and life.

SUBSTANCE ABUSE

of drugs, alcohol, vaping, and addiction.

implemented to address substance abuse concerns. Are the lessons and materials being used appropriately as part of the program? Do students know how to respond to peer pressure and side effects associated with substance abuse? Do students who feel out of control, or who believe they have an issue with substances feel listened to and taken seriously by the adults in the school?

STRUCTURAL COMPONENTS

Materials, Supplies and Equipment

Materials are relevant to the program and appropriate for the community.

The school counselor consults with the advisory committee and the local school board policy concerning the evaluation and selection of program materials.

Materials, supplies and equipment are easily accessible and of sufficient quantity to support the program.

All school counselors have locking file cabinets, private telephone lines and computers with Internet access in their offices.

Facilities

All facilities are easily accessible and provide adequate space to organize and display school counseling materials.

to privacy and confidentiality.

Access is provided to facilities for meeting with groups of students.

Technology

School counselors use technology daily in their work, including the Internet, word processing, student database systems, and presentation software.

School counselors use technology to help students perform career and advanced educational searches for use in their education development plans.

School counselors register, withdraw and evaluate transcripts for students using the Parchment program.

School counselors use data regarding their school population to work with the principal, teachers, and the advisory committee in making recommendation

<p>applications/ letters of recommendation Schedule changes for 2nd semester. District High School counseling meeting. ACCTC Leadership Team Meeting.</p>			
APRIL	MAY	JUNE	JULY
<p>Master schedule (conflict resolution.) Junior conferences Senior credit checks. Cambridge orientation meeting Possible classroom guidance (9th- career exploration. Summer goals/camp planning ACCTC</p>	<p>Scholarship Breakfast Celebration Student survey (10th- 12th) Master schedule conflicts resolution (each Class schedule for caseloads End of the year check out for all grade levels Schedule changes (for following year) Graduation issues Senior Awards Day at home schools Mock Interview Night</p>	<p>ACCTC Completers Ceremony Graduation at home schools. Final transcript to colleges for seniors. District level grade reports/percentages, failures, graduation rates. State level reports on grades, percentages, failures, graduation rates. Report Cards Issued.</p>	<p>counseling program. students and transfers.</p>

Leadership Team Meeting. Interim Reports.			
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COUNSELING PROGRAM YEAR-ROUND ACTIVITIES
Jr./Sr. conferences 5-year plan presentations College applications and letters of recommendation TAP agreement coordination Industry Certifications CATE exploratory program NTHS Work-Based Learning

ACTION PLAN BASED ON COUNSELING PROGRAM GOALS

GOAL: ACADEMIC DEVELOPMENT The academic goal of the Aiken County Career and Technology Center is for ACCTC students to gain program-specific, technical and academic expertise in their area of study. Students will acquire the academic preparation necessary to choose from a wide variety of educational, training, and employment options upon completion of secondary school.

Program orientation and continued review. In class presentations. Upper grade-level students serving as mentors/ guides/aides. Classroom guidance lessons in select classrooms on best academic practices. PowerPoint presentation along with tips and practices available on the counseling website. Tips and strategies offered by successful senior students.

GOAL: CAREER DEVELOPMENT - Students will develop skills, explore career options, or choose an educational program that will lead to a career. Students will focus on obtaining program specific certifications and endorsements.

Students, counselors, and parents will meet annually to complete student IGP's where career options are discussed and course planning is based on student interest, academic performance, and test data. Counselors will coordinate career services and activities such as career fairs with school-based career specialists, work-based learning coordinators, and other essential career guidance personnel.

GOAL: SOCIAL/EMOTIONAL DEVELOPMENT -