Yulee High School



Comprehensive Guidance Plan

2023-2024

***Counselors***

Kara Benenhaley

Jennifer Helbert

Candace Hicken

Jackie LaVacca

**Guidance Advisory Committee**

Joy Reddick, School Social Worker

Lori Amos, Principal

Samantha Hilliker, ESE Department Head

Ashley Murray, MTSS Lead

Rachel Norfleet, Assistant Principal

***Mission Statement***

The mission of the Yulee High School Counseling Program, in collaboration with other educators, parents/guardians and community stakeholders is to provide a comprehensive, developmentally age-appropriate and sequential school counseling program that is aligned with the American School Counselor Association National Standards for School Counseling Programs. Our program will address the academic, social, and career development of all students to create self-directed, life-long learners who are college and career ready.

***Vision Statement***

The vision of Yulee High School’s School Counseling Program is that students will have acquired the knowledge, skills and attitudes to reach their fullest potential and successfully manage their lives as healthy, responsible, competent and productive citizens who respect themselves and others.

***Belief Statements***

* Students must have access to 21st century instruction to develop the skills to support their success and on-time graduation.
* In collaboration with students, parents/guardians, and community stakeholders to aide in the student’s educational progress with the assistance of a professional school counselor.
* In the professional mandates and guidelines proposed by the national and state school counselor association and shall continue to use this set of standards for the school counseling program.
* Education is a responsibility shared by students, parents, staff, and community and is based on an atmosphere of mutual respect.
* That the school counseling program should use data to drive program development and evaluation.
* All students have value, and we preserve dignity and promote the growth and success of all students without bias to cultural, religious, socioeconomic, gender, sexual orientation, special needs, or academic differences.
* Involving students in decisions that impact their lives promotes empowerment, commitment, ownership, a sense of value and pride.
* Every counselor will personify the highest level of ethical behavior and follow the guidelines as set forth by the American School Counseling Association

***Role of the Counselor***

High school counselors work with educators, parents/guardians and community stakeholders to aid students in making decisions regarding their current academic performance and postsecondary goals. The program encompasses the academic, social, and career development of all students to create self-directed, life-long learners who are college and career ready. The school counselor’s office is a safe environment where students can share their concerns pertaining to academic struggles, person and social concerns, and brainstorm solutions to resolve issues they are facing within their realm.

***COMPREHENSIVE GUIDANCE PROGRAM COMPONENTS***

**School Guidance Core Curriculum**

Yulee High School guidance curriculum is an integral part of the total educational program and consists of structured developmental experiences presented systematically through classroom and group activities. The comprehensive guidance program emphasizes decision-making, self-understanding, study skills, and career exploration, preparation, and planning. While counselor's responsibilities include the organization and implementation of the guidance curriculum, the cooperation of the entire faculty and staff are necessary for its successful implementation. The guidance curriculum is delivered through such strategies as:

**Classroom Guidance Activities:** Counselors facilitate, co-lead, or assist in the delivery of guidance curriculum activities. These activities may be conducted in the classroom, career center, or in other school facilities.

**Group Activities:** Counselors conduct small-group counseling sessions outside the classroom to respond to students' identified interests or needs.

**Parent Workshops and Instruction:** Counselors conduct workshops and information sessions for parents or guardians to address the needs of the school community and to reflect the school counseling and guidance curriculum.

 **Topics for guidance curriculum activities may include, but are not limited to:**

* Self-Concept
* Communication Skills
* Peer Relationships
* Substance Abuse Awareness
* Post-High School Planning (i.e. Speakers; Financial Aid Workshops)
* Career Awareness and Exploration (i.e. Career Fair)
* Study Skills
* Attendance Awareness
* Academic Advising
* Parent Engagement/Education
* Choice Making Skills
* Personal Safety (i.e. Bullying)
* Pre-Employment Skills (i.e. Interview Skills)
* Soft Communication Skills

**Individual Student Planning**

Each of the YHS professional counselors will provide individual student planning which includes counseling activities that supply every student with an opportunity to monitor, plan, and manage their academic, career, and personal/social development.

These activities will be delivered on an individual or group basis. Individual student planning is implemented through these strategies:

**Individual or Small Group Appraisal:** Counselors help students assess and interpret individual abilities, interests, skills, and achievements. The utilization of appropriate assessment information becomes an important characteristic of the individual development of immediate and long-term goals.

**Individual and Small Group Advisement:** Counselors help students to acquire the basic skills by encouraging them to find their academic, career, and personal/ social development to be used throughout their high school career. The counselor recognizes the importance of involving the student and the parent in helping to develop academic and career goals.

**Placement and Follow-up:** Counselors support students in making the transition from school to school, school to work, or school to additional educational and training.

**Topics for individual student planning activities may include, but are not limited to:**

* + Career Awareness and Exploration
	+ Career/Technical Education Programs
	+ Advisor/ Advisee Programs
	+ Career/Job Shadowing
	+ Post-Secondary Transition
	+ Four Year Educational Plan
	+ Honors and Awards Programs
	+ College and Career Readiness
	+ Financial Aid and Scholarship Advising
	+ Dual Enrollment/ Credit Advancement
	+ Role Playing
	+ Student Portfolios

**Responsive Services**

Responsive services include counseling or referral activities that meet the immediate needs and concerns of students. Responsive services include personal counseling, crisis counseling, problem solving, agency referral, and consultation. Examples of responsive services delivery options within this component may include:

**Consultation:** Counselors consult with parents, teachers, community agencies, and other educators regarding strategies to help students.

**Individual Counseling:** Counseling is provided on an individual or small group basis for students experiencing difficulties dealing with personal concerns (i.e. grief & loss, self-esteem, self-harm), relationships, or normal developmental tasks (i.e. on track academic core work). Individual counseling assists students identifying problems, causes, alternatives, and possible consequences so that appropriate action is taken.

**Small-Group Counseling:** Counselors provide counseling in a small group setting for students with specific needs such as: academic success, goal setting, and behavioral issues.

**Crisis Response:** Counseling and support services are provided to students and families facing emotional crises. Crisis counseling is normally short-term and temporary, using appropriate referral sources if necessary.

**Peer Facilitation:** Counselors may train students as peer mediators, tutors, conflict managers, and mentors.

**Referrals:** Counselors use referral sources to enhance the services provided through the school counseling and guidance program. These referrals may include:

* + - Employment and Training Programs
		- System of Care
		- Child Advocacy Center
		- Vocational Rehabilitation
		- Department of Juvenile Justice
		- School Resource Officers

**Indirect Services**

System Support includes indirect guidance management activities that establish, maintain, and enhance the total guidance program. This component is implemented through activities in the following areas:

**Curriculum Development Support:** Counselors are regularly involved in updating professional knowledge and skills.

**Professional Development and Leadership:** Counselors attend system and school-wide in-service training to ensure counseling skills are updated in the areas of curriculum development, data analysis, and teclu1ology.

**Consultation, Collaboration, and Teaming:** Counselors provide important contributions to the school system by consulting, partnering, collaborating, and teaming.

**Public Relations:** Counselors design activities to familiarize the staff and community regarding the comprehensive school counseling and guidance program. Some examples include but are not limited to: School Guidance

Website, Remind, and social media accounts.

**Community Outreach:** Counselors develop partnerships with local businesses, social service agencies, and industries to become knowledgeable about community resources and referral agencies.

**Advisory Committees:** Counselors form counseling and guidance advisory committees at the district and school level. This committee is designed to advise and ensure that the academic and personal/ social needs of the students are addressed. Counselors actively serve on community committees or advisory councils that influence other programs to generate support for system and individual school and guidance programs.

**Research and Evaluation:** Counselors participate in research and evaluation to include personnel guidance evaluations, program evaluations, data analysis, follow-up studies, updating of resources, and professional development.

**Fair-Share Responsibilities:** Counselor are assigned responsibilities that should not be above and beyond those of certified staff members and should not interfere with the delivery of guidance services.

**GOALS OF THE COMPREHENSIVE GUIDANCE PROGRAM\***

**Academic Development**

1. Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
2. Students will complete school with academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
3. Students will understand the relationship of academics to the world of work and to life at home and in the community.

**Career Development**

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

**Personal/Social Development**

1. Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.
2. Students will make decisions, set goals, and take necessary action to achieve

goals.

1. Students will understand safety and survival skills.

\*The ASCA National Model: *A* Framework for School Counseling Programs.

Alexandria, VA: Author.

YULEE HIGH SCHOOL GUIDANCE PROGRAM OBJECTIVES



**Expected Outcomes:**

* 1. Students will establish challenging academic goals in high school.
	2. Students will develop and implement an annual plan of study to maximize academic ability and achievement.
	3. Students will meet with counselors to review educational requirements for the upcoming year.

**Program Description:**

|  |  |  |
| --- | --- | --- |
| *Activities* | *Staff Assigned* | *Timeframe* |
| Individual academic review with students | School Counselors | Ongoing |
| Registration | School Counselors, administration | August DecemberMarch |
| Orientation of all students | School Counselors, administration | August  |
| ASVAB | School Counselors | October |
| PSAT Preliminary SAT/NationalMerit Scholarship Qualifying Test | School Counselors | October |
| Open House | All Staff | August  |
| College/Career Day | School Counselors | September |
| ASVAB Career Exploration Program | School Counselors,Military Recruiters | November |
|  | School Counselors |  |
|  |  | April |
| Academic Signing Day |  |  |
|  |  |  |
| Consultation | School Counselors, Administrators, Staff | Ongoing |
| Individual Counseling | School Counselors | Ongoing |
| Classroom Guidance | School Counselors | Ongoing |
| Group Guidance | School Counselors | Ongoing |
| Areas addressed in the classroom guidance/ group guidance/ individual counseling may include decision-making skills, goal setting, problem-solving skills, study skills, utilization of test data, academic concerns, personal issues, teacher/ administrator consultation, public relations, and coping with stress. |



**Expected Outcomes:**

1. Students will apply job readiness skills to seek employment opportunities.
2. Students will assess and modify their educational plan to support their chosen career.
3. Students will become more familiar with post high school educational opportunities, occupational opportunities, and financial aid.
4. Students will become more aware of the many options that exist after high school.
5. Students will be ready to take all necessary actions to apply to and gain acceptance into their college of choice, occupation, technical school, or military service.

 **Program Description**

|  |  |  |
| --- | --- | --- |
|  *Activities* | *Staff Assigned* | *Timeframe* |
| Maintain an updated social media page for students and parents that will include scholarship information, graduation information, calendar of events, testing info, college deadlines, and other pertinent information. | School Counselors | Ongoing |
| Dual Enrollment for academic core courses and Career Tech | School Counselors | Ongoing |
| Conduct College/ Career Planning Guide Workshop | School Counselors | September |
| Financial Aid Workshop | School Counselors/ Speaker | October/ December |
| Assist students with post high school College/Job Applications and write student recommendationletters | School Counselors | Ongoing |
| Conduct individual studentConferences to review current schedule, graduation requirements | School Counselors | Early Fall/ Spring |
| ASVAB Career Exploration Program | School Counselors  | November/ December |
| ACT/SAT | School Counselors | Ongoing |
| PSAT/NMSQT PreliminarySAT/National Merit Scholarship Qualifying Test | School Counselors | October |
| Analyze test data | School Counselors | Ongoing |
| Discuss high school/ post highplans when scheduling students for the following year | School Counselors Administrators | Spring |
| Coordinate college visits | School Counselors | Ongoing |
| Girls State/ Boys State | School Counselors | Ongoing |
| New student enrollment and schedule review | School Counselors | Ongoing |
| Encourage students to utilize the Career Center for their college search and application completion | School Counselors | Ongoing |
| Keep students current on scholarships and financial aidinformation | School Counselors | Ongoing |
| Assist military recruiters | School Counselors | Ongoing |
| Exit survey for seniors | School Counselors | Spring |
| Select career materials for Career Center for student use | School Counselors | Ongoing |
| College Admissions Planning | School Counselors | Ongoing |
| Scholarship Digital Binder | School Counselors | Ongoing |
| Senior Achievement Wall | School Counselors | Ongoing |



Expected Outcomes:

1. Students will communicate their feelings with impact and propriety to peers, adults and parents, and they will understand the importance of listening to others.
2. Students will improve their self-image, social relationships, school performance, and learn to accept the responsibility of their behavior.
3. Students will develop positive attitudes and learn to make healthy choices.
4. Students will learn and implement problem-solving skills.

 **Program Description**

|  |  |  |
| --- | --- | --- |
| *Activities* | *Staff Assigned* | *Timeframe* |
| Identify students in need of additional services. | School CounselorsTeachers, Administrators | Ongoing |
| Individual Counseling | School Counselors | Ongoing |
| Classroom Guidance | School Counselors | Ongoing |
| Group Guidance | School Counselors | Ongoing |
| Recommendation to specialized outside professional agencies | School Counselors | Ongoing |
| Schedule parent/ teacher conferences | School Counselors | Ongoing |
| Work with students on communication skills, interpersonaleffectiveness | School Counselors | Ongoing |
| Identifying responsible behavior techniques | School Counselors | Ongoing |
| Development of healthy self-concept | School Counselors | Ongoing |
| Development of adaptive and adjustive social behavior | School Counselors | Ongoing |
| Drug Awareness/Prevention Program | School Counselors, Speakers | October |
| Teen Dating Violence Training | Guidance Counselors,Community, Faculty /Staff | April |

**Yulee High School**

**Comprehensive Guidance and Counseling Plan**

**2023-2024**

We have reviewed and discussed this plan with the School Counseling Department.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

Lori Amos, Principal Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

Rachel Norfleet, Assistant Principal Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

Kara Benenhaley, Senior Counselor Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

Candy Hicken, Junior Counselor Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

Jennifer Helbert, Sophomore Counselor Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

Jackie LaVacca, Freshman Counselor Date