

**Section D: Planning a Comprehensive Career Guidance and  
Counseling Program**



## **Establish, Promote, and Evaluate Career Guidance and Counseling Program**

Every school must have a guidance plan that encompasses program aspects deemed necessary and appropriate for a particular school system. The counselor is responsible for implementing the guidance plan. If that plan is no longer current, the counselor must develop an appropriate written school-based plan with relevant competencies based on student needs. The school-based guidance plan should be broad enough to cover the various procedures available to the school counselor and be consistent with the policies of the school and school system. The school-based plan includes a needs assessment, goals, objectives, activities, and evaluation procedures. Sample forms to conduct needs assessment and schedule activities are included at the end of this section. Effective procedures for developing a plan include the following:

- Seek input and gather data from students, school staff, parents, and community in assessing student needs.
- Gather school system data to determine guidance and counseling requirements in school.
- Gather data from questionnaires; from student needs as expressed to counselors, to teachers, or to parents; and from input from parent association meetings, community representatives, faculty discussions, and guidance advisory committees.
- Develop goals (strategic directions and objectives) related to individual needs.
- Specify steps to work with support personnel in the school and community.
- Specify classroom guidance for socialization skills training through collaboration with teachers.

The guidance counselor should also implement an individual plan of action to be accomplished for each school year that is related to the goals and objectives of the school plan. The individual plan may be based on either previously determined school needs or emergent needs. The focus should be on the greatest identified needs and the most effective and efficient ways to meet those needs. Individual plan samples and schedules are included at the end of this section. Effective practices to develop and implement an individual plan include the following:

- Specify a program of group counseling for students at risk.
- Specify a program of planned individual counseling.
- Conduct specified tasks as planned and make revisions as necessary.
- Adhere, as much as possible, to planned activities.
- Revise format of classroom guidance plan if found to be inappropriate for the level intended.
- Present information about the results of individual or school-based guidance plan to students, school staff, parents, and the community, where appropriate.
- Utilize a guidance newsletter to disseminate information.
- Send information to a local newspaper.
- Distribute information sheets to students, teachers, and parents.



**Sample Materials to Establish, Promote, and Evaluate Career  
Guidance and Counseling Program**





## I. Objectives For Students

### A. Students Are Assisted in Participating Effectively in the Learning Experiences of School.

Students need guidance program assistance to:

- 1 2 3 ? 1. Improve their skills and habits for studying and time management.
- 1 2 3 ? 2. Increase their commitment to remain in school and not to drop out.
- 1 2 3 ? 3. Improve their regular attendance in school.
- 1 2 3 ? 4. Participate more frequently in extracurricular school activities.
- 1 2 3 ? 5. Become better oriented to the school when arriving as a new student.
- 1 2 3 ? 6. Better understand the services and personnel of the guidance program.
- 1 2 3 ? 7. Change their behaviors that interfere with own classroom learning.
- 1 2 3 ? 8. Improve their use of classroom teachers as learning resources.
- 1 2 3 ? 9. Receive greater satisfaction from being a student and increase their feeling of being accepted and belonging in school.
- 1 2 3 ? 10. Improve their understanding of and commitment to their own learning goals.
- 1 2 3 ? 11. Increase their respect for the value of education and personal responsibility for learning.
- 1 2 3 ? (Additional Need)

### B. Students Are Assisted in Progressing in Their Own Career Development.

- 1 2 3 ? 12. Improve their ability to work cooperatively with others in accomplishing a task.
- 1 2 3 ? 13. Increase their respect for the value and dignity of all forms of work and better understand how various workers affect the quality of life in a community.
- 1 2 3 ? 14. Strengthen their belief that they are capable and productive.
- 1 2 3 ? 15. Better understand that any individual can have a satisfying career in a variety of ways.
- 1 2 3 ? 16. Better understand why people work.
- 1 2 3 ? 17. Increase their awareness that each person needs to plan and be responsible for his/her own career.
- 1 2 3 ? 18. Increase their knowledge about a variety of occupations and how these occupations are categorized into major areas of work (job families).
- 1 2 3 ? 19. Better understand the occupations held by family members, relatives, or other significant individuals.

- 1 2 3 ? 20. Better understand and appreciate their work roles and responsibilities at home and school.
- 1 2 3 ? 21. Reduce their own stereotyping of people and occupations.
- 1 2 3 ? 22. Improve their ability to identify and use various resources for obtaining occupational information.
- 1 2 3 ? 23. Increase their awareness of the changing nature of the world of work.
- 1 2 3 ? 24. Improve their ability to identify and clarify goals that are desirable and attainable through a productive career.
- 1 2 3 ? 25. Identify and increase their knowledge about those occupations that are related to their personal goals, values, abilities, and interests.
- 1 2 3 ? 26. Increase their participation in career exploratory experiences.
- 1 2 3 ? 27. Improve their ability to apply decision-making process in planning and being responsible for their career development.
- 1 2 3 ? 28. Have a plan for their career development.
- 1 2 3 ? 29. Improve employability skills needed to obtain employment.
- 1 2 3 ? 30. Improve their work adjustment skills and understandings that are helpful for functioning as an employee in a work setting.
- 1 2 3 ? (Additional Need)

C. Students Are Assisted in Increasing Their Self-Understanding and Self-Esteem.

Students need guidance program assistance to:

- 1 2 3 ? 31. Strengthen their belief that they are significant and worthy persons.
- 1 2 3 ? 32. Identify and increase their knowledge about the personal characteristics and life experiences of people who serve as role models.
- 1 2 3 ? 33. Increase their understanding of the various kinds of abilities, interests, values, feelings, and personal traits that people have.
- 1 2 3 ? 34. Improve their ability to identify and describe their present abilities, interests, values, feelings, and personal traits.
- 1 2 3 ? 35. Understand the variety of potentials that a person has for growth and believe that they can change and be responsible for that change.
- 1 2 3 ? 36. Increase their acceptance and appreciation of their own bodies.
- 1 2 3 ? 37. Improve their ability to identify, describe, and value their own accomplishments and competencies.
- 1 2 3 ? (Additional Need)

D. Students Are Assisted in Increasing Their Ability To Relate Effectively to Others.

Students need guidance program assistance to:

- 1 2 3 ? 38. Increase their understanding and respect for individual differences among people.
- 1 2 3 ? 39. Increase their respect for the rights, worth, and dignity of others.
- 1 2 3 ? 40. Increase their understanding of the various roles and relationships that a person can develop with other individuals, family, peer groups, organizations, and society.
- 1 2 3 ? 41. Improve their ability to interact with others in a positive way.
- 1 2 3 ? 42. Improve their ability to cooperate with others in a positive way.
- 1 2 3 ? 43. Improve their ability to resolve conflicts with other people.
- 1 2 3 ? 44. Improve their ability to anticipate the consequences of their relationships with others.
- 1 2 3 ? 45. Improve their ability to be assertive at appropriate times.
- 1 2 3 ? 46. Increase their integrity and reliability in relationships with others.
- 1 2 3 ? 47. Better understand how their behavior affects other people.
- 1 2 3 ? 48. Increase their feeling of being accepted and recognized by other people.

1 2 3 ? 49. Increase their understanding and acceptance of the rights and responsibilities of being a member of the school, home, and community.

1 2 3 ? (Additional Need)

E. Students Are Assisted in Selecting and Entering Appropriate School Courses and Student Activities.

Students need guidance program assistance to:

1 2 3 ? 50. Better understand the school courses that students may select.

1 2 3 ? 51. Better understand the student activities that students may select.

1 2 3 ? 52. Become more knowledgeable about occupational careers and educational opportunities beyond high school that are related to each school course and student activity.

1 2 3 ? 53. Increase their knowledge about requirements for being promoted, graduating, and receiving special recognitions or diplomas.

1 2 3 ? 54. Improve identification of their personal needs and goals for selecting school courses and student activities.

1 2 3 ? 55. Have an appropriate written plan for scheduling a total program of school courses and student activities.

1 2 3 ? 56. Increase their ability to make informed decisions about school courses and student activities and assume responsibility for those choices.

1 2 3 ? (Additional Needs)

F. Students Are Assisted in Selecting and Entering Appropriate Educational Opportunities Beyond High School.

Students need guidance program assistance to:

- 1 2 3 ? 57. Increase their awareness of the importance for continued learning after high school.
- 1 2 3 ? 58. Better understand the various kinds of continuing education opportunities beyond high school.
- 1 2 3 ? 59. Improve their ability to locate and use information about educational opportunities beyond high school.
- 1 2 3 ? 60. Identify their own purposes and goals for continuing their education.
- 1 2 3 ? 61. Identify the institutions and programs of study that would be most appropriate in meeting their personal goals for continuing education.
- 1 2 3 ? 62. Increase their knowledge about the abilities, requirements, and resources needed to enter and function effectively in the continuing educational programs they are considering.
- 1 2 3 ? 63. Have a plan for selecting, preparing for, and entering an appropriate educational experience beyond high school.
- 1 2 3 ? 64. Increase their knowledge about admissions procedures for educational opportunities beyond high school.
- 1 2 3 ? 65. Identify and obtain financial aid when needed for continuing their education.
- 1 2 3 ? 66. Better understand the vocabulary, opportunities, difficulties, and sources of help that they may encounter in continuing education settings.
- 1 2 3 ? 67. Improve their ability to make decisions and assume responsibility for their choice of continuing education beyond high school.
- 1 2 3 ? (Additional Need)

G. Students Are Assisted in Solving or Coping With Problems That Affect School Learning or Future Life.

Students need guidance program assistance to:

- 1 2 3 ? 68. Cope with that which are beyond their control, such as losses resulting from death or separation, dysfunctional family, divorce or separation of parents, or physical disabilities.
- 1 2 3 ? 69. Solve individual personal problems related to personal abuse of alcohol or drugs, abuse by others, pregnancy, court orders, risk of suicide, or lack of adequate clothing, food, or shelter.
- 1 2 3 ? 70. Avoid abusing drugs and alcohol.
- 1 2 3 ? 71. Avoid having an unplanned pregnancy.
- 1 2 3 ? 72. Avoid being abused or harmed by others.
- 1 2 3 ? 73. Avoid the risk of suicide.
- 1 2 3 ? 74. Avoid committing criminal offenses.
- 1 2 3 ? 75. Reduce or manage stress, anger, fear, depression, or other strong feelings.
- 1 2 3 ? 76. Become more aware of available school and community resources that can help individuals or families with problems.
- 1 2 3 ? 77. Become more willing to seek and accept help from other people in solving personal problems.
- 1 2 3 ? 78. Improve their ability to apply problem-solving techniques to their personal problems.

II. Objectives for Parents

A. Parents Are Assisted in Understanding the Guidance Accomplishments and Needs of Their Children.

Parents need guidance program assistance to:

- 1 2 3 ? 79. Increase their knowledge of their child's special efforts and accomplishments toward meeting guidance objectives.
- 1 2 3 ? 80. Better understand their child's special nonconfidential problems and/or needs that create barriers to accomplishing guidance objectives.
- 1 2 3 ? 81. Better understand their child's current status in meeting one or more guidance objectives such as career planning, course selection, or post-high school educational plans.
- 1 2 3 ? 82. Better understand their child's standardized test results and cumulative record information.
- 1 2 3 ? (Additional Need)

B. Parents Are Assisted in Participating With the School To Help Their Children Accomplish Guidance Objectives.

Parents need guidance program assistance to:

- 1 2 3 ? 83. Share with the counselor helpful information about their child's guidance accomplishments and needs.
- 1 2 3 ? 84. Collaborate with the counselor in identifying ways that the school and parents can work together to help their child with special problems or needs.
- 1 2 3 ? 85. Create additional home activities or conditions that help their child accomplish guidance objectives.
- 1 2 3 ? (Additional Need)

C. Parents Are Assisted in Understanding, Using, and Supporting the Guidance Program.

Parents need guidance program assistance to:

- 1 2 3 ? 86. Better understand the objectives, philosophy, activities, and ethics of the school's guidance program.
- 1 2 3 ? 87. Increase their recognition and knowledge of the counselor who serves their child and become aware of the professional competencies of that counselor.
- 1 2 3 ? 88. Increase their participation in guidance events and services planned for parents.
- 1 2 3 ? 89. Provide additional time, skills, and resources that improve the quality of guidance services given to students.

### III. Objectives For School Staff

A. School Staff Members Are Assisted in Obtaining Helpful Information About Students With Whom They Work.

Teachers need guidance program assistance to:

- 1 2 3 ? 90. Better understand the abilities, interests, achievements, goals, and needs of individual students.
- 1 2 3 ? 91. Better understand students' standardized test results and cumulative record information.
- 1 2 3 ? 92. Better understand the special nonconfidential problems or needs that affect students' performance in class.

Administrators need guidance program assistance to:

- 1 2 3 ? 93. Better understand the general characteristics and needs of the school's total student population.
- 1 2 3 ? 94. Better understand the special nonconfidential problems or needs of individual students that require administrative action.

Other staff members need guidance program assistance to:

- 1 2 3 ? 95. Increase their information about selected students so that special services can be provided effectively.
- 1 2 3 ? (Additional Need)

**B. School Staff Members Are Assisted in Helping Students To Accomplish Guidance Objectives.**

Teachers need guidance program assistance to:

- 1 2 3 ? 96. Provide additional classroom activities that infuse the learning of guidance objectives with subject matter being taught.
- 1 2 3 ? 97. Provide additional ways for infusing guidance objectives with the goals of extracurricular student activities.
- 1 2 3 ? 98. Provide additional help to individual students who have guidance needs.
- 1 2 3 ? 99. Increase collaboration with the counselor in identifying ways that the counselor and teacher can work together to help individual students.

Administrators need guidance program assistance to:

- 1 2 3 ? 100. Increase collaboration with the counselor in identifying ways to help individual students who have guidance needs.
- 1 2 3 ? 101. Initiate and improve school programs, activities, or policies that help students accomplish guidance objectives.

Other staff members need guidance program assistance to:

- 1 2 3 ? 102. Increase collaboration with the counselor in identifying ways that the counselor and other staff members can work together to help individual students.
- 1 2 3 ? (Additional Need)

**C. School Staff Members Are Assisted To Understand, Use and Support the Services of the Guidance Program.**

Teachers need guidance program assistance to:

- 1 2 3 ? 103. Increase understanding of the objectives, philosophy, activities, and ethics of the school's guidance program.
- 1 2 3 ? 104. Increase use of resources and services available from the guidance program.
- 1 2 3 ? 105. Identify and provide information to the counselor concerning students who have special needs for guidance assistance.
- 1 2 3 ? 106. Provide additional information to the counselor concerning the curriculum being taught in the classroom.

1 2 3 ? 107. Provide additional information to the counselor concerning special student activities that are scheduled.

1 2 3 ? 108. Make additional time available in the classroom for group guidance activities conducted by the counselor.

Administrators need guidance program assistance to:

1 2 3 ? 109. Increase collaboration with the counselor in defining, organizing, evaluating, and improving the guidance program.

1 2 3 ? 110. Improve ways to communicate to others the accomplishments and needs of the guidance program.

1 2 3 ? 111. Provide additional ways for counselors to improve their own professional competencies in the delivery of guidance services.

Other staff members need guidance program assistance to:

1 2 3 ? 112. Increase consultation with the counselor concerning students with guidance needs.

1 2 3 ? (Additional Need)

After responding to each item, please go back over the list and place a check mark beside the 20 guidance needs that have the highest priority as guidance objectives in this school.

## Elementary Student Survey

TO: County Elementary School Students

FROM: County Student Services Committee

In an effort to improve services to the students in our county's schools, the Student Services Committee would appreciate your completing the following form.

Please circle the number for the grade you are in:

K      1      2      3      4      5

How much importance do you believe your school should give to each of the following? Indicate your answers by placing a check in the appropriate column next to each item.

	Much Importance	Some Importance	Little Importance
Learning To Understand Myself			
Learning To Study			
Learning To Make Decisions			
Learning To Set Goals			
Learning To Take Tests			
Learning About the World of Work			
Getting Along With Others			
Help With Personal Problems			
Help With School Problems			
Information for 4th Graders			

Thank you for completing this form. Return the form to your teacher when you finish.

## Counseling Needs Assessment for Middle and High School Students

The Guidance and Counseling Department would like your assistance in an important project to help us provide better service for the students. As a first step in our project, we are asking you to complete the questionnaire below. **Please check each statement that is important to you.**

Circle your grade: 6 7 8 9 10 11 12      Circle one:    Male      Female

I. Place a checkmark beside each statement that is important to you.

As a student, I would like to know how to:

1. Solve problems and make good decisions.
2. Improve my study skills and test-taking skills.
3. Set goals for myself and carry them out.
4. Explore future career choices.
5. Select the most appropriate courses in school.
6. Get information about educational options after high school.
7. Get financial aid information for postsecondary education.
8. Manage my time better.
9. Manage conflict with others.
10. Cope with pressures from school, home, friends, and myself.
11. Better understand my abilities, interests, and aptitudes.
12. Ask for what I want in an acceptable and assertive manner.
13. Get along better with others (teachers, parents, friends).
14. Accept criticism better.
15. Better understand people who are different.
16. Become less shy and nervous about others.
17. Make friends.
18. Be more comfortable about speaking up in class.
19. Better understand myself.
20. Get help when I need it.

II. From the list above, place the numbers of the five most important topics for you in the spaces below.

- |                          |                          |
|--------------------------|--------------------------|
| 1. ____ (most important) | 4. ____ (next important) |
| 2. ____ (next important) | 5. ____ (next important) |
| 3. ____ (next important) |                          |

III. What are some other ways in which the counselors can help you?

## Counseling Program Needs Assessment for Parents

The Guidance and Counseling Department would like your help in determining priorities for student and parent services. Please fill out this survey, and return the form to your school. Use the back for additional comments. Thank you!

I. Please circle the appropriate number according to the following scale:

1. No Need   2. Little Need   3. Needed   4. Very Needed   5. Extremely Needed

- |   |           |
|---|-----------|
| A) INDIVIDUAL STUDENT COUNSELING<br>(personal/school problems)      | 1 2 3 4 5 |
| B) PARENT SUPPORT GROUPS<br>(parent-effectiveness training)         | 1 2 3 4 5 |
| C) INTERPERSONAL SKILLS<br>(helping students communicate/get along) | 1 2 3 4 5 |
| D) PARENT CONSULTATION<br>(meet with parents concerning students)   | 1 2 3 4 5 |
| E) CAREER EXPLORATION<br>(exploring student career goals/interests) | 1 2 3 4 5 |
| F) PERSONAL GROWTH<br>(building self-esteem and understanding)      | 1 2 3 4 5 |
| G) STUDY SKILLS<br>(helping students to do better in school)        | 1 2 3 4 5 |
| H) IMPROVING TEST SCORES<br>(improving standardized test scores)    | 1 2 3 4 5 |
| I) PEER TUTORING<br>(opportunities for students to help each other) | 1 2 3 4 5 |
| J) OTHER _____  | 1 2 3 4 5 |

Please rank the above areas in order of their importance to you, with 1 being the most important and 10 being the LEAST important. Place the LETTER of the area in spaces below.

1st\_\_ 2nd\_\_ 3rd\_\_ 4th\_\_ 5th\_\_ 6th\_\_ 7th\_\_ 8th\_\_ 9th\_\_ 10th\_\_

## School Counselor Report of Needs

System: \_\_\_\_\_

Name: \_\_\_\_\_

### Activity

Indicate Number of Sessions

- Program Planning \_\_\_\_\_
- Public Relations \_\_\_\_\_
- Individual Counseling \_\_\_\_\_
- Group Counseling \_\_\_\_\_
- Classroom Guidance \_\_\_\_\_
- Group Testing \_\_\_\_\_
- Career Development \_\_\_\_\_
- Staff Consultation \_\_\_\_\_
- Parent Consultation \_\_\_\_\_
- Referrals \_\_\_\_\_
- Professional Development \_\_\_\_\_

Needs Categories Indicate Number of Cases

- Abuse \_\_\_\_\_
- Academic \_\_\_\_\_
- Absenteeism \_\_\_\_\_
- Death \_\_\_\_\_
- Delinquency \_\_\_\_\_
- Discipline \_\_\_\_\_
- Dropout \_\_\_\_\_
- Family \_\_\_\_\_
- Illness \_\_\_\_\_
- Substance Abuse \_\_\_\_\_
- Suicide \_\_\_\_\_
- Suspension/Expulsion \_\_\_\_\_
- Other \_\_\_\_\_

## **High School Guidance Goals and Objectives**

The guidance program at our high school is designed for grades nine through twelve. The guidance program for this school term will encompass the following broad goals that have been developed as result of an assessment of student needs.

### **Goals**

Students will develop appropriate learning skills, such as study habits, reading, test taking, writing, and speaking.

Students will develop career awareness, knowledge, and skills that will enable them to make an adequate transition into their postsecondary pursuits.

Students will develop human-relations skills that will enable them to manage themselves appropriately in their various environments.

Students will be able to manage themselves in a manner that will promote physical, emotional, and mental well-being.

Students will be able to make decisions commensurate with their knowledge of values, interests, and attitudes.

### **General Content Areas**

Activities from the following content areas will be designed to meet the above listed goals and specific objectives as outlined below.

#### **Study Skills And Habits**

- To evaluate one's study skills and habits.
- To develop effective time-management plans.
- To learn and practice classroom learning skills.
- To identify various tests and test-taking situations.
- To learn to cope with test anxiety.
- To understand grade-point average (GPA) and report cards.
- To discuss school success skills.

#### **Communication Skills**

- To identify and practice interpersonal skills.
- To learn how to be sensitive and “tune in” to others.
- To learn how to be a careful listener.
- To learn how to clarify and explore ideas.

- To learn how to ask and respond to thoughtful questions.
- To learn ways to compliment and confront others.
- To identify behaviors that block effective communications.
- To learn how to be an effective group participant.
- To learn how one's behavior affects others.

### **Career Development**

- To examine the effect of changing times in the world of work.
- To recognize job opportunities and their value to society.
- To identify how jobs, careers, and occupations are related to one's interests, needs, skills, and opportunities.
- To identify tentative job goals.
- To become aware of the factors that influence job choice.
- To recognize how job skills are related to success in school.
- To identify how job tasks relate to skills learned in school.

### **Student Relationship**

- To examine roles and stereotypes in society.
- To develop positive ways of interacting with peers.
- To recognize the power of peer pressure.
- To assess one's self and peer relationships.
- To learn how to develop friendships.
- To learn ways to resist undesirable peer pressure.
- To increase awareness of how personal need and interests affect relationships.

### **Wellness**

- To identify common health problems in our society.
- To identify positive aspects of living a healthy life.
- To discuss how exercise, nutrition, positive attitudes, and personal living habits can affect one's life.
- To be aware of the characteristics of such "high-risk" people as alcohol and drug abusers, potential suicides, and potential drop-outs.
- To examine the long-range consequences of abusive behavior.
- To develop and practice effective ways of coping with stress.

## High School Local Plan for Guidance, Counseling, and Career Development

System \_\_\_\_\_

<p><b>Need Addressed:</b> Through a formal needs assessment, students indicated a continued need for assistance in recognizing and acquiring those traits and qualities deemed necessary for gaining employment as well as succeeding in one's career.</p>			
<p><b>Goal:</b> Students will become aware of career skill and gain confidence as they understand how to apply for and keep a job.</p>			
Developmental Objectives	Activities to Accomplish Objective and Personnel Responsible	Time Frame Begin/End	Evaluation Procedures
<p>Students will participate in small group workshops on applying for and keeping a job.</p>	<p>Workshops</p>		
	<p><i>Resume Writing</i> led by Career System</p>	Oct. 1/2 day	Student evaluation Completed resumes.
	<p><i>Dress for Success</i> led by Career Systems</p>	Nov. 1/2 day	Student evaluation Employer feedback
	<p><i>Interviewing Skills</i> led by Business Education Department</p>	Nov. 1/2 day	Student evaluation Employer feedback
	<p><i>Work Attitudes</i> led by the Delra Industries</p>	Dec. 1/2 day	Student evaluation Employer feedback
	<p><i>Minority Employment Concerns</i> led by Delra Industries and Careers Systems</p>	Jan. 1/2 day	Student evaluation Employer feedback
	<p><i>What Employers Value</i> led by Delra Industries</p>	Feb. 1/2 day	Student evaluation Employer feedback

## Middle School Local Plan for Guidance, Counseling, and Career Development

System\_\_\_\_\_

<b>Need Addressed:</b> Our dropout rate is 20 percent.			
<b>Goal:</b> Students who enter this school system will continue their education until they graduate or until they transfer to another educational setting.			
Developmental Objectives		Time Frame Begin/End	Evaluation Procedures
Students will develop broad life goals and preliminary plans for achieving them.	Counselor will lead staff development on life career planning for students.	August	Each student will plan a course of study based on his/her life career plans.
	Teachers/counselors will conduct classroom guidance sessions on life career planning during advisement sessions.	Sept. and May	
Students will express an understanding of and appreciation for their strengths and abilities	Counselors/teachers will assist students individually in planning their high school course of study based on their career goals. Eighth grade only.	April-June	Each student will complete a resume, including at least five areas he or she has strengths in and five skills he or she possesses.
	Students will be provided an advisement folder. They will keep records of their grades, major test results, work experiences, honors activities, etc.	Sept.-June	
	Eighth-grade English teachers will have students write a paper on "Why I Can Be a Success."	March	
	Counselors will lead small groups for students experiencing failure and/or who have poor self-concepts.	Nov.-Dec. and Feb.-March	

## Elementary School Local Plan for Guidance, Counseling, and Career Development

System \_\_\_\_\_

<b>Need Addressed:</b> Students need help developing effective study techniques and in applying these skills in the classroom.			
<b>Goal:</b> To provide students with instruction on effective study skills and motivation to apply these skills.			
Developmental Objectives	Activities to Accomplish Objective and Personnel Responsible	Time Frame Begin/End	Evaluation Procedures
After a unit on study skills, 80 percent of participating students will enter into a peer contract that specifies an effective study technique to be applied regularly to improving classroom performance.	<p>Counselor/teacher will conduct study skills unit.</p> <p>Counselor/teacher will assist students with these activities:</p> <ul style="list-style-type: none"> <li>Review of study-skills unit.</li> <li>Identification of a study skill they wish to apply.</li> <li>Development of a peer contract with one or more classmates.</li> <li>Follow-up with class on progress of the peer contracts and the study skills application.</li> </ul>	October	<p>Completion of unit</p> <p>Completion of students' peer contracts.</p> <p>Written evaluations of results from participating students, teachers, and counselors.</p>

## Elementary School Guidance Sample Calendar of Individual Plan of Action

- I.     Preschool activities
  - A.     Register new students.
    - 1.     Interview students and parents.
    - 2.     Assist in the identification of special needs for individual students.
    - 3.     Review incoming student records with teachers.
    - 4.     Contact other school personnel such as nurse, special services teacher, remedial teachers, gifted and talented teacher, and school psychologist or examiner as the need is indicated by incoming records.
  - B.     Organize kindergarten screening.
    - 1.     Plan with nurse and other staff members.
    - 2.     Organize place, procedures, and personnel.
  - C.     Review and revise guidance goals, objectives, curriculum, and evaluation plan.
  - D.     Develop and carry out placement activities.
  - E.     Schedule and advertise parenting classes.
  - F.     Hold teacher orientation.
- II.    First and second week of school
  - A.     Continue registration.
    - 1.     Consider class/subject placement.
    - 2.     Refer students requiring special placement.
  - B.     Screen kindergarten students.
  - C.     Monitor and observe students having adjustment problems; intervene as needed.
  - D.     Consult with parents as needed.
  - E.     Meet with teachers by grade level.
    - 1.     Discuss classroom guidance schedules.
    - 2.     Discover specific needs of children.

*Process is continued throughout the school year.*

## **Middle School Guidance Sample Calendar of Individual Plan of Action**

- I.     Preschool activities
  - A.     Register new students.
    - 1.     Interview students and parents.
    - 2.     Assist in the identification of special needs for individual students.
    - 3.     Review incoming student records with teachers.
    - 4.     Contact other school personnel such as nurse, special services teacher, remedial teachers, gifted and talented teacher, and school psychologist or examiner as the need is indicated by incoming records.
  - B.     Organize peer guides.
    - 1.     Plan with students, parents, teachers, and other staff members.
    - 2.     Organize place, procedures, and personnel.
  - C.     Review and revise guidance goals, objectives, curriculum, and evaluation plan.
  - D.     Develop and carry out placement activities.
  - E.     Schedule and advertise parenting classes.
  - F.     Hold teacher orientation.
- II.    First and second week of school
  - A.     Continue registration.
    - 1.     Consider class/subject placement.
    - 2.     Refer students requiring special placement.
  - B.     Screen students.
  - C.     Monitor and observe students having adjustment problems; intervene as needed.
  - D.     Consult with parents as needed.
  - E.     Meet with teachers by grade level.
    - 1.     Discuss classroom guidance schedules.
    - 2.     Discover specific needs of children.

*Process is continued throughout the school year.*

## High School Guidance Sample Calendar of Individual Plan of Action

Grade	Timeline	Activities	Delivery System	Goals
11	Sept.	Disseminate information bulletin to juniors emphasizing study skills and time management skills and techniques.	English classes	
		Show study skills and test-taking video.	Group guidance	
		Provide schedule information for PSAT/NMSQT.	Guidance bulletin and news media	
		Have group and/or individual guided review of students' educational and career plans.	Group guidance	
		Hold individual and group personal-social counseling as requested.	Guidance	
12	Sept.	Post and disseminate SAT information.	English classes	
		Guide group and/or individual sessions to help students clarify and specify their career and postsecondary plans.	Group guidance	
		Provide and publish schedule for conferring with parents concerning graduation status and postsecondary planning.	News media and school bulletin	
		Counsel individuals and groups as requested.	Counselor	

*Process is continued throughout the school year.*

## **Implement, Facilitate, and Evaluate Delivery of Counseling Services**

The counselor is responsible for counseling students in areas of need, conducting individual counseling, and conducting group counseling on educational, career or personal needs. Documentation is vital to the delivery of counseling services. When scheduling time to provide opportunities for counseling, the counselor should include a log or schedule to record counseling sessions. To further facilitate student needs, arrange your appointments and post a schedule with specific times for individual counseling. The counselor must at all times adhere to established system policies and procedures in scheduling appointments and obtaining parental permission for students to participate in group counseling. Sample forms for the delivery of counseling services are included at the end of this section.

Individual counseling of students involves active listening, identifying and defining problems, discussing alternative solutions, and formulating a plan of action. Active listening is the process of hearing the feelings and concerns behind the words, trying to hear what the student might have difficulty expressing, and allowing time for students to express themselves fully. Identifying and defining problems help the student to focus feelings that concern specific issues; the issues can be examined broadly.

Student and counselor should become partners in discussing possible alternative solutions to problems. Students then feel that they have been heard, that their problems are real, and that there are possibilities for change. Several sessions may be needed to proceed through this process. Developing a plan of action should also be a collaboration between the student and the counselor. An action plan is particularly important to students who feel powerless and have difficulty envisioning change. Counselors can help students understand the decision-making process and see numerous possible solutions to a given problem, how to prioritize goals, and how to develop time plans using step-by-step mini-goals.

Group counseling through a structured guidance program helps students find support among others and explore such areas as interpersonal communication, building friendships, encouraging physical fitness and health maintenance, and developing a career plan. Support groups offer students a safe place to deal with issues or situations with others who share their concerns. Sample forms for scheduling, outlining, and evaluating sessions are included at the end of this section. As with individual counseling, evaluation and revision are necessary components of any comprehensive program. To evaluate sessions, use short surveys for students to answer at the end of sessions, use school data (attendance records, grades, number of office referrals), observe behavioral changes, and solicit parental feedback. Revise length or duration of sessions, number of students involved, or group composition based on your evaluation.



**Sample Materials to Implement, Facilitate, and Evaluate Delivery of  
Counseling Services**

## Weekly Report of Counseling Services

Week of:

Name of School:

Name of Counselor:

Type of Service	Number	Comments
Individual Counseling		
Small Groups		
Classroom Guidance		
Teacher Conferences		
Parent Conferences		Only includes those conferences scheduled at school.
Telephone Conferences		Includes parents, teachers, other schools, etc.
Drop-In Counseling		
S.S.T. Meeting		
Crises		
Referrals Made to Outside Agencies		
Conference with Administrator(s)		
Other: (Conferences attended/taught, seminars, other duties)		

## Elementary School

To: Classroom Teachers  
From: Elementary Counselors  
Subject: Referral Services

Your use and support of guidance services with your students can increase the learning potential in your classroom. The teacher is the key person in the recognition of needs for each child. Only through a combined team effort can the school's teaching goals be pursued.

The follow should be considered emergency referrals and referred immediately:

- Suspected evidence of child abuse, physical or mental.
- A child who cries or gets sick daily.
- A child who becomes unable to function in a normal way.
- Any behavior change in a child that is sudden or unusual.
- A child undergoing a traumatic family experience.
- Indications of mounting hostility between a child and a teacher or his or her peer group.

Teachers may refer:

- Any child who requests to see the counselor.
- Students who need individual help beyond the time permitted in the classroom.
- Students with learning difficulties.
- Academically talented students.
- Students having difficulty with special relationships.
- Students demonstrating observable changes in behavior that cannot be accounted for by the teacher.
- Children whose parents request counseling.
- Children who are antisocial.
- Children who are constantly late to school or with their work.
- Children with frequent complaints of hurts or aches.
- Children who are fearful or nervous.
- Children who seem to seek only negative attention.
- Children unable to follow rules.
- The "class clown."
- Children who are often absent from school.

Referrals are advisable for the following:

- Children who have experienced a death in the family or of a close friend.
- Children experiencing a divorce or separation in the family.
- Students moving to a new community.
- Children entering a new or special learning class.
- Children who exhibit excessive aggressive behavior.
- Students needing precounseling before a parent-counselor conference.
- A group of children who are unable to resolve a conflict.
- Children living in a broken home.

Children of migratory families.

## Elementary School

### Referral for Counseling/Evaluation

Date \_\_\_\_\_

From \_\_\_\_\_ At \_\_\_\_\_

Student \_\_\_\_\_ Grade \_\_\_\_\_ Room \_\_\_\_\_

Requested by \_\_\_\_\_ Teacher \_\_\_\_\_ Parent \_\_\_\_\_ Self \_\_\_\_\_

### Areas of Concern

Scholastic Ability \_\_\_\_\_

Work Habits \_\_\_\_\_

School Adjustment \_\_\_\_\_

Social Adjustment \_\_\_\_\_

Personal/Unknown \_\_\_\_\_

### Action Requested

Evaluation/Data Gathering \_\_\_\_\_

Counseling \_\_\_\_\_

Group Discussion \_\_\_\_\_

Observation \_\_\_\_\_

Consultation \_\_\_\_\_ Teacher \_\_\_\_\_ Parent \_\_\_\_\_

**Level of Performance:** Below Grade \_\_\_\_\_ At Grade \_\_\_\_\_ Above Grade \_\_\_\_\_

Priority

Emergency \_\_\_\_\_ ASAP \_\_\_\_\_ Before This Date \_\_\_\_\_

Have you discussed this with the parents? Yes \_\_\_\_\_ No \_\_\_\_\_

Comments: (include work samples, anecdotal reports, and/or any personal observation)

\*\*\*\*\*

Received:

Initial Action:

## Middle/High School

### Appointment To See Counselor

Name \_\_\_\_\_ Date \_\_\_\_\_

Grade \_\_\_\_\_

Homeroom Teacher \_\_\_\_\_

Schedule

1st period

2nd period

3rd period

4th period

5th period

6th period

7th period

Reason:      Academic      Personal      Other (Please circle one)

Emergency      Nonemergency      (Please circle one)

## Parent Letter: Elementary/Middle/High School

Dear Parents:

The Counseling Department offers a variety of small group guidance and counseling programs for students. Each group program is voluntary and limited in the number of participants. The groups will typically meet once a week during the school day on a rotating schedule, so that students do not regularly miss the same subject. Since the number of sessions may range from six to twelve, no subject will be missed more than once or twice. Students are responsible for make-up work, and we expect them not only to maintain but also to improve their academic performance.

Your child has expressed an interest in, and been interviewed for, the \_\_\_\_\_ group. The attached sheet provides details about the specific group program in terms of goals and objectives, meeting schedule, group leader, and so forth. If you have any questions, please contact the counselor who will lead the group.

Most groups have a waiting list, and students cannot participate without parental consent. If you would like for your child to have the opportunity to participate in this program, please sign and return the bottom portion of this form as soon as possible.

Your comments and suggestions are always welcome as we plan our guidance and counseling program each year. Thank you for your continuing support.

---

### Group Counseling Program Parental Consent Form

I hereby grant permission for my son/daughter to participate in the \_\_\_\_\_ group program at our school.

Student \_\_\_\_\_ Date \_\_\_\_\_

Parent \_\_\_\_\_ Phone \_\_\_\_\_

## Elementary/Middle School Small Group Counseling Request

Class \_\_\_\_\_ Date \_\_\_\_\_

To: Classroom Teachers

From: Counselor

Please list any student you would like to have included in small group counseling. Self-referrals are welcome. Suggested topics are: shyness, poor self-image, communication problems, responsibility, ability to relate to others, and making friends.

Name	Teacher Referral	Self Referral	Subject	Comments

--	--	--	--	--

## **High School**

### **The M.A.L.E. Group: Counseling Teenage Fathers**

Attempts to address the problems of teenage pregnancy have focused almost exclusively on the female, often leaving her partner with the feeling of guilt, anxiety, confusion, and fear. As school counselors, we must overcome the prevalent myths about teenage fathers and assume a more equitable position in providing services for these students. Goals of the M.A.L.E. Program (Maximizing A Life Experience) are to help teenage fathers:

- Learn more about themselves and understand their feelings in relation to their present situations.
- Understand their legal and emotional rights and responsibilities.
- Recognize that pregnancy cannot be dismissed as an accident.
- Obtain information about contraception.
- Identify and explore their present and future options.
- Learn to make sound decisions.
- Realize which community agencies and resources are available to them.

This program stresses rights, responsibilities, and resources. The presenters will describe the development and implementation of the M.A.L.E. Program in a suburban public high school. An outline of the group sessions and a bibliography will be available.

# Sample Group Counseling Plan

## First Time Fighters, Session 1

### Introduction

You are here because you were involved in a fight, and that is not an acceptable way of resolving conflicts while attending school. We will meet for two sessions, each one lasting for about 40 minutes. Topics we will talk about include: 1) why we have a rule against fighting; 2) some situations that often lead to fights; and 3) what we can do to resolve arguments without fighting and still feel good about ourselves. Later on we will role play some situations to give us some practice in working out problems.

### Ground Rules

First of all, there are some ground rules we need to follow in our discussion, so everyone who cares to will be able to share his or her ideas. The rules are simple, really just good manners.

1. One person speaks at a time.
2. It's OK to disagree—even with me.
3. It's not OK to put someone down because he or she disagrees with your opinion.
4. Everyone's opinion is equally important.

Can we all agree to stick with these guidelines? Fine. One more thing: if I feel the discussion is getting off track, or we're not following our guidelines, I'll raise my hand like this. That means everyone stops and looks at me to see what comes next. I'll try to get back on track again.

### Warm-Up

Let's begin with a warm-up activity to help us feel more comfortable with each other. I will begin by saying my name and something I like to do. The person next to me will repeat my name and what I enjoy doing. Then he or she will say his or her name and favorite activity. Let's give everyone a turn for this.

### Discussion

Let's begin our discussion. Why does our school have a no-fighting rule? Do you feel this is a fair rule?

What would it be like here if there were no rule against fighting? How do your parents feel about your fighting? So we have a problem—parents want you to be able to take care of yourselves, and the principal says you can't fight. Sounds like we need to figure out some alternatives, at least for getting along in school.

People who study human behavior have interviewed many kids your age and have found that fights seem to fall into four categories. Listen to these and see if you have ever found yourself in one of these situations:

**ATTENTION:** Some kids need to be noticed a lot, and they will do things to get you to pay attention to them. If they annoy you long enough, it could lead to a fight. Examples: knocking books off your desk, sticking gum in your hair, hiding your things, etc.

**POWER:** Some kids like to be boss all the time. They insist you do things their way or they won't be your friends anymore. Sometimes they try to tell you who you can or cannot hang around with.

**REVENGE:** Some students fight to get even. They want revenge because they feel the other person did something to them first.

**HELPLESSNESS:** Some kids feel unable to look out for themselves. These folks get themselves into situations where they get picked on or bullied a lot. Often they will tease someone until a fight starts, and then they'll say, "My friend is going to get you for hurting me."

Do any of these situations seem familiar to you?

Now we're going to practice recognizing these four categories or goals of fighters. I'm going to repeat statements some fighters have made. Using these four cards as reminders, hold up the card that tells what one of the fighters was demonstrating. (Give a set of cards to each person.)

1. He pushed me, so I pushed him back! (revenge)
2. He keeps on bothering me. He's always hiding my books, or taking my pencils, or pulling my hair. (attention)
3. She keeps telling me what to do, and if I don't do it, she spreads rumors about me. (power)
4. They keep calling my friend bad names, and she's afraid of them; so I stuck up for her. (helplessness)

Listen to the following situation and imagine yourself as the person who is about to get into a fight. Choose the goal from your cards that this situation demonstrates and decide what you could do to avoid a fight and still feel good about yourself.

Randy (use a group member's name) is about to walk into his math class. Before he can enter the room, two of his friends grab his books and run down the hall. He chases after them only to find they have thrown his books into the large trash can in the hallway. As Randy bends over the container to retrieve his books, his friends begin chanting, "Trash-picker, trash-picker." Other kids begin to laugh and join in. Randy leaves his books and stomps over to his friends.

What are Randy's feelings?

What category would this fight be?

How can Randy avoid a fight and still feel OK about himself?

(Emphasize: The more attention given to negative behavior, the more often it will occur; it takes more courage not to let others control what you do.)

Here is another situation:

Jennifer was in a bad mood when she came to school because her baby sister had torn up her homework. As she is gathering her books from her locker, a passing student trips and accidentally knocks her down. Jennifer jumps up ready to slap her classmate.

What is Jennifer feeling?

What would be the goal for a fight? (revenge)

How could she help herself and avoid a fight?

(Emphasize: Being aware of how our moods affect our behavior; when we feel angry, we often take it out on others not involved; imagine a STOP sign in our minds before we react impulsively.)

Our time is running out. Before we end, let's look at this chart and remember some ideas we have discussed. Who would like to complete one of these sentence starters first?

## Evaluation Sheet for Group Counseling

Please answer the following questions by placing a checkmark in the yes or no column.

	Yes	No
1. Was the time spent in our group helpful?		
2. Did you learn anything about yourself by being in this group?		
3. Did you learn anything about being a good student?		
4. Would you choose to be in another group?		
5. Were you happy with the way the counselor led the group?		
6. Did you ever talk to anyone outside of the group about the group?		
7. Have you ever talked about our group with your parents?		
8. Do you look forward to our meetings?		
9. Has there been any change in your work since being in our group?		

## **Implement, Facilitate, and Evaluate Delivery of Guidance Services**

Classroom guidance activities related to students' educational, career, and personal needs are part of the total guidance plan of any school system. These activities range from helping students with test preparation and interpreting standardized test scores to helping students ensure personal safety and deal with violence. Such activities demand a collaborative approach that brings all personnel into the collective guidance role and should take place as early in the school year as possible. Counselors should work with teachers to determine instructional and guidance goals and objectives to identify preventive approaches in areas such as health and safety, and to coordinate with staff for developmental guidance over several years. The counselor should present or help classroom teachers present guidance information related to the identified goals and objectives. As with all guidance activities, evaluation to determine effectiveness is necessary. Sample activities and recordkeeping and evaluation forms are included at the end of this section.

Providing test-taking preparation and interpreting test scores is another dimension of guidance service delivery. The counselor can provide classroom activities on test preparation or individual guidance to reduce test anxiety and publicize dates, times, and locations for various tests. Sample logs and schedules for test preparation are included at the end of this section. Some effective practices include the following:

- Conduct or assist with staff development for teachers to improve test score interpretation skills.
- Provide opportunities to help students understand the relationship of test scores to interests, grades, fears, and future plans.
- Answer requests from parents to discuss their students' scores.

Career development, encompassing self-awareness and assessment, career awareness and exploration, decision-making skills, and career planning and placement, is one of the counselor's most important contributions. Career development refers to more than a future occupation; it refers to a lifelong continuous process of personal, social, familial, educational, and occupational choices and personal growth. The counselor is in a unique position to collaborate with others, both in and out of school settings, who have roles in a student's career development, such as parents and community, business, and government leaders.

It is the counselor's role to help students integrate information from their test scores, school records, interests, and achievements to guide them toward career/life development. The counselor should develop and maintain a career information center, conduct classroom guidance sessions on identifying personal strengths, provide information in a newsletter to parents about educational planning, conduct group guidance with career exploration as a focus, and arrange for students to see various careers through direct observation. Sample information forms are included at the end of this section.

## The Career Guidance Curriculum

- Contains components that can be integrated into regular classroom competencies.
- Emphasizes self-understanding through the exploration of personal aptitudes, interests, abilities, and physical traits.
- Focuses on interpersonal contexts, fostering attitudes and skills that enhance physical and mental health.
- Promotes effective participation in the learning process through self-expression, listening, speaking, reading, and writing.
- Promotes understanding of how society's needs influence the nature and structure of work.
- Explores individual rights and responsibilities in major life roles.
- Stresses decision making and the skills to gather and use information for life and career planning.
- Stresses personal interests and abilities for goal setting.
- Emphasizes problem solving and the relevance of school-based learning to future choices.

The Comprehensive Guidance Competencies on the following pages are based on National Career Development guidelines that represent a major nationwide effort to foster career development at all levels. The guidelines are a competency-based approach to career development that addresses personal, social, familial, educational, and occupational choices. The competencies are organized around three competency areas: self-knowledge/self-awareness; educational and occupational exploration; and career planning and decision making.

The self-knowledge/self-awareness competency area is addressed through career awareness and career orientation. Career awareness is provided during the elementary school years to help students develop and acquire self-awareness, identification with workers, respect for people and their work, and the concept of work as a valued institution. Career orientation is provided during the elementary/middle school years to allow students to acquire knowledge about a wide variety of occupational fields.

The educational and occupational exploration competency area is addressed through career exploration. Career exploration is provided during the middle school years to allow students opportunities to observe and learn about a variety of occupations and work sites through field trips, class visits from workers, job shadowing, and related instruction.

The career-planning and decision-making competency area is addressed through career preparation and career specialization. Career preparation is provided in high school, once a six-year career program of study has been chosen, to allow students to develop occupational skills, apply core academic content in real work situations, master the basics of the workplace, and explore career ladder opportunities, including internships, co-ops, apprenticeships, and postsecondary education options. Career specialization is provided for students entering postsecondary education or apprenticeships to emphasize lifelong learning, the need for continual upgrading of skills, and the value of training for shifting workplace conditions. The following chart shows the specific areas of growth and development that a comprehensive guidance program addresses from the elementary school to adulthood.

Comprehensive Career Guidance Competencies

Elementary	Middle/Junior High School	High School	Adult
------------	------------------------------	-------------	-------

*Self-Knowledge*

Knowledge of the importance of self-concept.	Knowledge of the influence of a positive self-concept.	Understanding the influence of a positive self-concept.	Skills to maintain a positive self-concept.
Knowledge of personal characteristics.	Knowledge and exploration of personal characteristics.	Choices and goal setting based on personal characteristics.	Adaptability based on personal characteristics.
Knowledge of all aspects of wellness.	Knowledge and exploration of all aspects of wellness.	Skills to make healthy choices.	Skills to maintain healthy lifestyles in all aspects.
Confidence in the ability to express oneself.	Exploration in self-expression.	Skills to express oneself adequately.	Understanding the importance of self-expression in varying life roles.
Skills to interact positively with others.	Skills to interact positively with others.	Skills to interact positively with others.	Skills to maintain effective behaviors.
Awareness that individuals have specific rights and responsibilities.	Understanding and clarifying rights and responsibilities of self and others.	Application and acceptance of rights and responsibilities of self and others.	Evaluation and adaptation of rights and responsibilities of self and others.
Awareness of the importance of growth and change.	Knowledge of the importance of growth and change.	Understanding of the impact of growth and development.	Understanding developmental changes and transitions.

*Educational and Occupational Exploration*

Awareness of the benefits of educational achievement.	Knowledge of the benefits of educational achievement to career opportunities.	Understanding the relationship between educational achievement and career planning.	Skills to enter and participate in education and training.
Awareness of the relationship between work and learning.	Understanding the relationship between work and learning.	Understanding the need for positive attitudes toward work and learning.	Skills to participate in work and lifelong learning.
Skills to understand and use career information.	Skills to locate, understand, and use career information.	Skills to locate, evaluate, and interpret career information.	Skills to locate, evaluate, and interpret career information.
Awareness of the importance of personal responsibility and good work habits.	Knowledge of skills necessary to seek and obtain jobs.	Skills to prepare to seek, obtain, maintain, and change jobs.	Skills to prepare to seek, obtain, maintain, and change jobs.
Awareness of how work relates to the needs and functions of society.	Understanding how work relates to the needs and functions of the economy and society.	Understanding how societal needs and functions influence the nature and structure of work.	Understanding how societal needs and functions influence the nature and structure of work.

## Comprehensive Career Guidance Competencies, continued

### *Career Planning*

Understanding how to make decisions.	Skills to make decisions.	Skills to make decisions.	Skills to make decisions.
Awareness of the interrelationship of life roles.	Knowledge of the interrelationship of life roles.	Understanding of the interrelationship of life roles.	Understanding the impact of work on individual and family life.
Awareness of different occupations and changing male/female career roles.	Knowledge of different occupations and changing male/female career roles.	Understanding of the continuous changes in male/female career roles.	Understanding of the continuous changes in male/female career roles.
Awareness of the career planning process.	Understanding the process of career planning.	Skills in career planning (six-year program of study).	Skills to make career transitions.

---

Counselors must also assist students in their transitions from one educational/occupational level to the next and lead skill-building groups in self-improvement. Skill-building groups could include topics on listening skills, test taking, academic planning, study skills, making friends, or violence prevention.

Sample forms for scheduling, recordkeeping, and registration are included at the end of this section. Some suggested practices to ease transitions include the following:

- Coordinate school visitations and orientations before the beginning of school for incoming students.
- Conduct skill-building groups and classroom guidance sessions at transition grades where students move from having one to having several different teachers.
- Arrange with school and community to provide internships for high school students.
- Provide guidance for students being placed in and taken out of special education classes, including the gifted program.

# **Sample Materials to Implement, Facilitate, and Evaluate Delivery of Guidance Services**

## Elementary School Classroom Guidance

As part of the Guidance Program this year, I would like to conduct three 30-45 minute classroom guidance lessons in each homeroom class. I have planned to block the hours of 9-10:30 a.m. daily to be in the classrooms. Please indicate below the day and time that is best for you. If these times will not work into your schedule, please indicate the time and day that will.

___ Monday	___ 9-9:45
___ Tuesday	___ 9:45-10:30
___ Wednesday	___ Other _____
___ Thursday	
___ Friday	

\_\_\_\_\_

Teacher's Name Grade Taught

Should either of us ever have a time conflict, I will be glad to reschedule your class for another day and time.

A variety of topics can be presented in these sessions, and I will be happy to work with you in any area of special concern. If a particular need arises during the year, we can plan a special guidance lesson together pertaining to that need. If you have a topic you particularly want covered in your classroom, please indicate below. If you do not have a specific request, I will choose the lesson.

Topics I am interested in:

---

---

---

I am really looking forward to being in your classroom and working with each of you again this year. If I can be of any help, please do not hesitate to call on me, and always feel free to offer your suggestions or ideas.



## Elementary/Middle/High School Classroom Guidance

Teacher \_\_\_\_\_

Year \_\_\_\_\_

Grade \_\_\_\_\_

Subject \_\_\_\_\_

<b>Content Area</b>	<b>Goal</b>	<b>Objective</b>	<b>Date Taught</b>	<b>Comments</b>
Self-Understanding				
Interpersonal Relations				
Expressing Ideas				
Gathering and Processing Information				
Rights and Responsibilities				
Valuing and Decision Making				
Achievement Motivation				
Problem Solving				
Career Development				

## Elementary/Middle/High School

### How to Study

Do you want to get better marks in classes? Almost everyone is interested in keeping his or her grades high or in raising them. By following these general suggestions on how to study, you can become a better student.

1. Be sure that you know exactly what to do.
2. Write the assignment in a regular notebook that you keep for that purpose. Do not trust your memory.
3. Reduce to a minimum the distractions for study. Study in a quiet room.
4. Have a well-lighted desk cleared of all unnecessary objects and with the necessary study material at hand.
5. Have a planned program of work. Know that to do and how you are going to do it. Focus your attention on the completion of the assignment and work toward that goal.
6. Try not to have distractions. They make it more difficult to keep your mind on your work.
7. Avoid interruptions. They are a waste of time and energy. (Have your friends call before or after study hours.)
8. Form the habit of studying in one particular place.
9. Keep a daily study schedule. By studying at a regular time each day, you can develop good study habits.
10. Begin your study by working on something fairly easy, and then move on quickly to harder assignments.
11. Keep studying once you start by reminding yourself of what you will gain when you finish. It is all right to take a few minutes out to relieve fatigue, but long periods of rest result in wasted time.
12. Develop the right attitudes. They can help you. Try to find some reason for liking a subject that you are required to study.
13. Take a farsighted attitude toward learning. The shortsighted attitude that the only value in learning the subject is to pass the course will prevent you from obtaining much from your education for your later life.

# Elementary/Middle/High School Evaluation of Classroom Group Guidance

Date \_\_\_\_\_  
\_\_\_\_\_

Class

Topic of Session:

Summary of Session:

Significant Interpersonal Reactions:

Suggestions for Future Sessions:

Teacher and/or Counselor's Observation:

---

## Teacher's Evaluation of Classroom Group Guidance

Date \_\_\_\_\_  
\_\_\_\_\_

Teacher

Topic(s) of Session:

Overall Evaluation :      Excellent                      Fair                      Poor

Significant Interpersonal Reactions:

Comments:

---

## Student's Evaluation of Classroom Group Guidance

Date \_\_\_\_\_

Teacher \_\_\_\_\_

Like It:                      \_\_ Very Much                      \_\_ OK                      \_\_\_\_ Not at All

Comments and Suggestions:

---

Please place in counselor's mailbox.

## High School Guidance Bulletin: Taking the SAT

### Admission tickets

If your admission ticket doesn't arrive by Wednesday of the week that you are scheduled to take the SAT, call the College Board ATP at 609/771-7600. The hours to call are from 8:30 a.m. to 9:30 p.m. They will notify the center for which you registered to add your name to the list.

### Missing the Test

If for some reason you miss the test on Saturday, you will be able to get back a portion of the fee you paid if you request it. Sign the back of your admission ticket and return it to the College Board ATP, CN 6200, Princeton, N.J. 0854171-6200, Attn. Candidate Refunds. You will be refunded \$3.00.

### School Code

Be sure your high school code number appears on your registration ticket. Our code number is \_\_\_\_\_. If this number is not on your ticket, fill in the Correction Form that came with your admission ticket. Mail it immediately to the address listed on the top of the Correction Form.

### Test Day

Be at your center no later than 8:30 a.m. The test will end at approximately 12:30 p.m. Be sure to take your admission ticket, some identification such as a driver's license or a photo ID card, two #2 pencils, and an eraser. If you do not have an ID, a brief physical description of you on school stationery signed by you in the presence of your principal or counselor will do. You might want to take a sweater or jacket in case the room is cool.

### Tips for Taking the SAT

1. Plan your time carefully. Spending too much time on the question can be detrimental as a wrong answer.
2. Answer the questions you know first. Then if you have time, return to the unanswered questions.
3. There is only one right answer. If you identify it, don't waste time working through the other possibilities.
4. Pay particular attention to words such as "but," "not," "however," and "therefore." They are often key words that signal major thoughts.
5. Memorize basic math formulas, such as  $\text{Area} = \text{Length} \times \text{Width}$  for the area of a rectangle.
6. Don't panic when you find you can't answer a particular question. Even if you get only half the questions correct, you're still doing above average.
7. Get a good night's sleep before the test.

8. Bring a watch to the test. It is important to be aware of the time allotted for each section. When practicing the test, time yourself with the watch.
9. Be aware at all times of the number of the item on the answer sheet.
10. Remember that all test items have the same value. You receive the same number of points for the easy answers as you do for the hard ones.

Be sure and check your admission ticket for the test center you are to attend. You may not have received the test center you requested. Check with your counselors if you did not receive your requested center.

***Get Plenty of Sleep the Night Before the Test and GOOD LUCK.***

## High School Testing

October 4, 5, and 6

### Graduation Assessment

All eleventh- and twelfth-graders who need to take the Graduation Assessment will be tested in the lunchroom.

### ASVAB

All eleventh- and twelfth-graders who are not taking the Graduation Assessment will take the ASVAB.

### Supervisors

October 4 and October 5

ASVAB package in the library;

7-7:30 a.m.

teachers are to sign for tests.

Pick up

After test

Take all ASVAB tests to the library and sign

that tests were returned

### ASVAB

ASVAB will be given over the intercom.

Armed Services men and women will help monitor the ASVAB.

All test materials will be picked up in the library and signed for by each supervisor.

All test materials will be returned to the library and signed for by each supervisor.

## Middle/High School Student Test Interpretation Worksheet

Name \_\_\_\_\_

Date \_\_\_\_\_

1. What is your favorite (or best) subject? \_\_\_\_\_

2. What is your worst (or hardest) subject? \_\_\_\_\_

3. Circle the words that best describe you as a student:

above average	average	
below average		
good worker	try sometimes	lazy
enjoy school	school's ok	
hate school		
good listener	remember sometimes	forgetful
help others	work alone	
need special help		

4. According to my \_\_\_\_\_ achievement test:

My highest score is \_\_\_\_\_ in \_\_\_\_\_

subject

My lowest score is \_\_\_\_\_ in \_\_\_\_\_

subject

My composite score is \_\_\_\_\_

5. How do you feel about your test results? \_\_\_\_\_

Why?

Do they accurately describe your classroom work?

In what way?

6. How can you improve your school work?

7. What do you enjoy outside of school?

8. What can you do especially well?

## Elementary School Parent Invitation to Test Interpretation

Dear Parents,

The results of the annual April test are available. They include State Minimum Performance Tests (Grades 3 and 6), Metropolitan Achievement Tests (Grades 1 to 6) and Metropolitan Readiness Test (kindergarten). The information from these tests is used by teachers and administrators to plan our educational programs.

An explanation of the meaning and use of these tests will be given at the meeting listed below. You will receive a copy of your child's test results prior to the meeting.

Conferences may be requested to further discuss individual students' results after you attend one of the general meetings.

The meeting will be held on \_\_\_\_\_ at \_\_\_\_\_.

Please call if you have any questions.

[Counselor's name and phone number]



## High School Letter to Parents

Dear Parents,

Three new services to help students and school officials better understand and interpret scores on the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) have been introduced by the College Board.

The three services are:

A Summary of Answers Report, which indicates how many students in each school, district, or state chose each answer to each question on the test, as compared to all students taking the test nationally.

State Summary Reports of Sophomores, which show career choices, intended college majors, ethnic background, and similar demographic data—identical to information currently provided for juniors.

A Counselor's Guide to Helping Students Learn from the PSAT/NMSQT, a new publication designed for counselors to help students more clearly grasp the general nature of the tests and the implications of their test results.

Students also receive, before taking the test, a Student Bulletin containing a complete test with an answer key and scoring instructions; a Report of Student Answers, in December, including the corrected answer and their own responses and scores; and a booklet, *About Your PSAT/NMSQT Scores*, that helps them to interpret their test results and plan for college.

The PSAT/NMSQT is cosponsored by the College Board and the National Merit Scholarship Corporation. Since 1959 more than 25.5 million students have taken the test, which measures verbal and mathematical abilities. It will be given on \_\_\_\_\_.

By taking the test, students discover how they rank among juniors (or sophomores or seniors) across the country. It also provides a preview of the College Board's Scholastic Aptitude Test (SAT), which many seniors take when they apply for college. The PSAT/NMSQT is also the qualifying test for students wishing to participate in competitions of the National Merit Scholarship Corporation.

Counselors

---

SUPV \_\_\_\_\_

\_\_\_\_\_ has my permission to take the PSAT/NMQST on \_\_\_\_\_.

Parent's Signature \_\_\_\_\_

---

## Elementary/Middle/High School Letter to Parents for Career Development

Dear Parents,

We are planning a series of career awareness and exploration sessions in your child's classroom. We are asking parents and others to share with us the kind of work you do by answering your child's career interview questions. It is important for students to understand the variety of jobs and occupations and to see the connection between school and work. Please take a few moments to help your child complete the survey.

We would also welcome visits from parents or other special guests to talk to the class about work. If you can come and speak to our students or can suggest someone who can, please fill out the section below and have your child return it to his or her teacher.

Counselor's/Teacher's Name: \_\_\_\_\_

---

Parent's Name: \_\_\_\_\_ Student's Name: \_\_\_\_\_

Yes, I can come to your class on \_\_\_\_\_ at \_\_\_\_\_.

I cannot come, but I suggest that you contact \_\_\_\_\_ at \_\_\_\_\_.

## **Elementary/Middle/High School Questions for Career Interview**

1. What is your occupation?
2. What kind of training did you have for this occupation?
3. Did you have other jobs before this one?  
  
How many?  
  
Why did you leave each job?
4. How do you feel about the work you do now?  
  
How does this job make you feel about yourself?
5. What are some of the special skills, talents, interests that you possess that help you to do this job well or that cause you to enjoy doing this job?
6. What kind of lifestyle does this occupation allow you to have?  
  
Are you happy with this lifestyle?
7. What are some of the positive and negative things about your job?
8. If you could do it all over again, what career would you choose?

## Middle/High School Transitions

Memorandum

To: Faculty  
From:  
Subject: Orientation Program

The needs assessment conducted last year with parents, faculty, and students identified the need for a more comprehensive orientation program for students. One of the most effective means to facilitate the transition of students is through the use of peer leaders. Using faculty recommendations, we have identified and trained the students listed below to lead small groups in orientation sessions. The meetings will be scheduled through the physical education classes and will require that peer leaders miss three class periods. When possible, we have scheduled them during an elective period; however, that was not always an option. Each peer leader has parental permission to participate in the program and is expected to make all class assignments. Please excuse them at the times listed below.

We are confident that the influence of these young people as positive role models will benefit not only the new students but also the total school program. Thank you for your support.

Wednesday, September \_\_\_\_\_

Period	Teacher	Peer Leaders
1		
2		
3		
4		
5		
6		

Wednesday, September \_\_\_\_\_

Period	Teacher	Peer Leaders
1		
3		
5		

## **Middle/High School Orientation Groups**

### **1st Session**

1. Welcome and introduce yourself.
2. Do introductory activity. Have students pair up and tell their partners:
  - A. Name or nickname.
  - B. One thing they like about their school.
  - C. One thing they would change about their school.
  - D. One thing they are interested in (hobby).
3. Answer any questions.
4. Begin review of student handbook.

### **2nd Session**

1. Do introductory activity. Go around the circle, letting everyone state his/her name and his/her favorite TV show and favorite food. Leader goes first.
2. Answer any questions.
3. Complete review of student handbook.
4. Begin discussion of school rules and regulations. Stress importance of making good choices and recommend to whom they can talk for help in making decisions (parents, counselors, teachers, peer leaders, etc.).

### **3rd Session**

1. Do introductory activity. Go around the circle letting everyone state his/her goal in life and why he/she chose that goal. Leader goes first.
2. Answer any questions.
3. Complete discussion of school rules and regulations. Discuss ways to work to change rules if students do not think they are fair. Example: changing rule about wearing shorts.
4. Ask students to complete Student Evaluation Form and take the forms up.

5. Answer any final questions. Tell students that you will continue to be available to help them even though the orientation program is over. Let them know how to reach you.

## **Consult With School or System Staff, Parents, or Community**

Staff consultation on student educational, social, and emotional progress is essential to the delivery of school guidance services. The counselor-as-consultant reinforces the idea that the counselor is available to other school personnel to provide specialized assistance in working with students. As a consultant, the counselor's basic goal is to create a facilitative climate for student development. In order to initiate necessary changes, the counselor must have knowledge of the school and system organizational structure, high visibility, and a good working relationship with other personnel.

While maintaining student confidentiality is of utmost importance, it is often necessary that members of the school staff be made aware of problems that might affect a student's classroom behavior or performance. By communicating with school or system staff, the counselor can help staff members understand how to help the student or improve the student's situation. Sample contact, conference, and referral forms are included at the end of this section. Some effective practices include the following:

- Request that a teacher note certain behavioral characteristics that a target student displays over a period of time.
- Inform teachers that a child is in special circumstances that may affect class performance.
- Participate in student support-team discussions that involve a student with whom the counselor has worked.

The counselor should work with school staff to devise a strategy for improving the learning environment. Such a strategy should be specific to student needs at the particular school and arrived at through collaboration with staff, students, parents, and administration. It is also essential that counselors follow up referrals and consultative sessions so that other school staff feel that their concerns are being taken seriously. Follow-up further enables the counselor to determine which practices to continue, which to modify, and which to eliminate. Sample forms for follow-up activities are included at the end of this section.

Consultation with parents is a central guidance and counseling function that provides opportunities for parents and school staff to work together to prevent or improve problem situations. Parent consultation about issues, problems, and concerns involving students should be initiated as needed or requested. Background information can help the counselor get to the heart of the problem more rapidly and lets parents know the school is interested in their child's welfare. Parent contacts and consultations should be recorded and filed. Sample contact and referral forms are included at the end of this section.

Parent education, in the form of presentations, conferences, or discussion groups, focused on assisting parents to develop knowledge and skills needed to work with their children, is another avenue for the counselor to provide parents with educational information, management skills, and an opportunity to share views and concerns about their children. The counselor should be sensitive to a parent's right to information about a student and should understand the ethical and legal responsibilities in sharing information with parents and others. Sample information forms and letters are included at the end of this section.

Counselors, in the role of liaisons, should enlist the cooperation of the community in providing services and experiences for student development. Since many family and home situations are the result of community influence, community resources can often be used to resolve these situations. Community resources can be used as informational aids to provide data on needs of local business employment, careers, or work/study programs, or for individual interventions, community resources may provide help with mental health services, mentor programs, tutors, or family services. School-system policies and procedures must be followed in making referrals to community agencies, and referrals must be followed up. Sample contact and referral forms are included at the end of this section.

**Sample Materials to Consult with School or System Staff, Parents, or  
Community**





## Elementary School Student Progress Report

To \_\_\_\_\_

Subject \_\_\_\_\_

As a follow-up to our conference, please give a progress report on \_\_\_\_\_  
by answering the following items below and sharing any additional comments and information.

\_\_\_\_\_  
Counselor

How well does this student:

1. Bring necessary materials to your class?
2. Listen to and follow directions?
3. Concentrate?
4. Use class time efficiently?
5. Participate in class activities?
6. Complete assignments?
7. Show evidence of studying outside of class?
8. Behave in class?

What is this student's conduct grade?

What is this student's grade or grades as of now?

Comments:

## Elementary/Middle/High School Preconsultation Form

Please give this office a report on \_\_\_\_\_

about the following:

1. Attendance
2. Conduct
3. Attitude
4. Ability
5. Progress
6. Grades
7. Abnormal Behavior

Thank you, \_\_\_\_\_

<b>Teacher</b>	<b>Period</b>	<b>Subject</b>	<b>Comments</b>

## Middle/High School Postconsultation Form

Teachers:

Please report below regarding the academic progress, conduct, and attendance for \_\_\_\_\_ during the period that he/she has been enrolled in your class.

Date \_\_\_\_\_

Use back of page if additional space is needed. Please initial your comment(s).

Period	Subject	Grade Point	Teacher Comment	Teacher's Signature



If you feel that additional comments are needed, please use other side.

## Elementary/Middle/High School Teacher/Parent Conference Form

Student:

Grade:

Conference requested by:

Date:

Present: Parents \_\_\_ Guardian \_\_\_ Teacher \_\_\_ Remedial Teacher \_\_\_

Principal \_\_\_ Counselor \_\_\_ Others \_\_\_\_\_

Rapport:

Conclusions:

Commitments:

---

Grade

Date

Conference requested by:

Present : Parents \_\_\_ Guardian \_\_\_ Teacher \_\_\_ Remedial Teacher \_\_\_

Principal \_\_\_ Counselor \_\_\_ Others \_\_\_\_\_

Rapport:

Subject:

Conclusions:

## Elementary/Middle/High School Parent Contact Form

Month \_\_\_\_\_

<b>Teacher's Name</b>	<b>Date of Contact</b>	<b>Reason for Contact</b>	<b>Follow-up Date</b>	<b>Comments</b>

## Elementary School Parent-Teacher Conference Letter

Dear Parent,

Thank you for helping to make our Parent-Teacher Conference Day successful. We are happy to be able to talk with you. We feel your child is special to the teacher and the rest of the staff. We realize that each child comes to us with unique needs and talents. You are an important influence in your child's life. In fact, we cannot do our job of education without your help and understanding.

The teacher has been requested to be as honest as possible when discussing your child's strengths and needs. Please understand, the teacher is on your side. The recommendations that the teacher offers are meant to help you, your child, and the teacher. We like to feel that we can join sides as members of a team.

We, your child's school counselors, are available to help you in any way we can. If you are dissatisfied with your child's progress or if you have questions, we will be glad to talk with you. No concern is too small; no question should go unanswered.

The school-wide achievement testing, which is part of the statewide testing program, will be conducted the third week of April for grades K through 6. You will be notified of the results.

[Name]

[Phone]

## Middle/High School Parent's Letter

Dear Parents,

In conference with parents we frequently hear, “There is no homework.” The point needs to be made that just because no specific homework has been assigned, there is still homework: it is called study time. We strongly recommend that all students spend a minimum of one half hour of homework/study time (five days a week) on each academic subject pursued. If your son or daughter has no studying to do, in order to complete this 2 and 1/2 hour time frame, he or she should read a good book.

With school and parents working together, we need to stress to our young people that study, in contrast to specified homework, includes but is not limited to:

1. Rewriting classroom lecture notes or lab reports.
2. Checking lecture notes while they are still fresh in the student's mind. In terms of understanding material, one hour spent as soon after a lecture as possible is worth several hours a few days later.
3. Outlining an English or science chapter to use to review for a quiz or chapter test.
4. Rethinking items such as foreign language vocabulary words by making up English sentences and transcribing them into the foreign language.
5. Reviewing problems such as theorems in geometry so one knows them verbatim and can apply them to problems not previously assigned.
6. Getting a good night's sleep before a test—no cramming! Research indicates that sleep aids in “sealing in” information.
7. If there isn't any studying to do—READ!

## 8. Elementary/Middle/High School Social Work Referral Form

For Office Use Only

Referral No. \_\_\_\_\_

Date Received \_\_\_\_\_

Date \_\_\_\_\_

Student Name \_\_\_\_\_ Parent/Guardian Name \_\_\_\_\_

School \_\_\_\_\_ Teacher \_\_\_\_\_ Home Room \_\_\_\_\_

Date of Birth \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_

Home Address \_\_\_\_\_

Telephone \_\_\_\_\_

Home

Father-Work

Mother-Work

Emergency Phone No. \_\_\_\_\_ Name \_\_\_\_\_ Relationship \_\_\_\_\_

Special Services MIMH \_\_\_\_\_ BD \_\_\_\_\_ SLD \_\_\_\_\_ Others \_\_\_\_\_

Areas of Concern

Attendance

Academic

Out of Area

Economic

Personality/Behavior

Dropout

Health

Family

Other

Attendance by Month

Number of Absences

Attendance by Month			Number of Absences				
Excused		Unexcused	Tardy	Excused		Unexcused	Tardy
Sept.				Feb.			
Oct.				Mar.			
Nov.				Apr.			
Dec.				May			
Jan.				June			

Action Before Referral to Social Worker: Dates of action

Phone Calls \_\_\_\_\_

Letter Mailed \_\_\_\_\_  
Letter sent home by student \_\_\_\_\_  
Conference with parent/guardian \_\_\_\_\_  
Unable to contact parent by phone \_\_\_\_\_ Reason \_\_\_\_\_

---

Reason for Referral: (State anticipated result of social-work intervention.)

Comments:

---

\_\_\_\_\_  
Person Making Referral  
Principal, Asst. Principal, Counselor

## Elementary/Middle/High School Agency Contact Form

Month \_\_\_\_\_

Agency	Date of Contact	Name of Person Contacted	Reason for Contact or Person Referred	Follow-Up Date	Action Taken

## Elementary/Middle/High School Community Resource Survey

Name of Source: \_\_\_\_\_ Type of Agency: \_\_\_\_\_

Name and Title of Contact Person: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

1. Material resource (textural materials, kits, audiovisual material).
2. Human resources (persons to visit the school and describe the products and jobs related to their firms or agencies).
3. Organizational resources (visitations and field trips, cooperative programs placement, work study, or specific training programs).
4. Facilitative Resources

Equipment: Any equipment such as copying equipment, transportation, chairs, tables, office equipment, or office supplies (paper, pencils, dittos) that you might consider donating or lending to the career guidance program.

Space: Give address of any space that might be available for use by the career guidance program. Indicate size of rooms. List any recreational facilities that might be used; indicate whether indoor or outdoor facilities are available.

Financial: Any scholarship programs, foundations, grants, or cash awards that might be available to the career guidance program for purposes of enrichment of the program and students within the program.

Complete the accompanying survey sheets (one for each resource that would be available to the school's career guidance program). Be sure to list all persons who would be contacted to obtain the resource.

## **Elementary/Middle/High School Community Resource Survey, cont.**

### **Materials Resource Survey Sheet**

Name of source

Name or title of contact person

Address

Phone

Title of Resource

Description

Grade levels

Equipment or space required

When available

Group size

Instructions for obtaining resource

Cost

Time limits