

Fremont City Schools

Comprehensive Counseling and Guidance Plan

Counselors:

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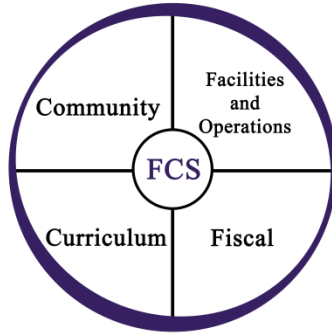
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Adopted by the Board of Education: August 13, 2018
Re-Adopted: July 22, 2019

Mission Statement: We are committed to delivering a means to live as high achieving students, high performing workforce members, community stakeholders, and diverse individuals.

Vision Statement: Develop individuals who will thrive as they find their place in their local and global world.



Description:

Counselors work with all students, school staff, and members of the community as an integral part of the education program. These services should be under the professional direction and coordination of qualified school counselors and the administrative leadership of the school’s principal(s).

The role of the school counselor is to promote school success through a focus on academic achievement, prevention, and intervention activities, advocacy, and social/emotional and career development.

Counseling Mission Statement

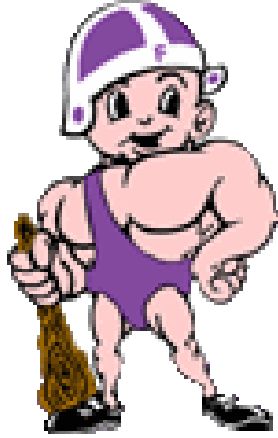
We are committed to delivering a means to live as high achieving students, high performing workforce members, community stakeholders, and diverse individuals.

Guidance and Counseling Beliefs

School counselors create a comprehensive school counseling program that focuses on student outcomes, teach students competencies, and are delivered with identified professional competencies. The mission of the Fremont City Schools Counseling Department is to develop well-educated, life-long learners prepared to be responsible, productive, and respectful members of their communities through a comprehensive school counseling program that addresses the academic, career, and personal/social development of all students. School counselors provide specific resources to students at appropriate grade levels.

The school counselors in Fremont City Schools believe:

1. All students can achieve at high levels.
2. Every student is valuable and is treated with dignity and respect.
3. All students will have access to high quality school counseling services, provided by a licensed, professional school counselor.
4. All students’ ethnic, cultural, racial differences are considered in the design and delivery of school counseling services.
5. All students can expect that school is a safe and nurturing environment.



Program Benefits

All stakeholders in Fremont City Schools share the benefits of this plan. School counseling and guidance programs have a positive impact on students, parent/guardians, postsecondary institutions, and student services personnel.

Benefits for Students

- Ensures every student access to the school counseling and guidance program
- Monitors and interprets data to facilitate student improvement and school success
- Provides strategies for closing the achievement gap
- Promotes the most challenging and appropriate academic curriculum for each student
- Advocates for student and promotes equitable access to educational opportunities

Benefits for Parents/Guardians

- Supports active partnerships for student learning and career planning
- Invites and coordinates access to school and community resources
- Advocates for student academic, career, and personal development
- Provides data for information on student progress

Benefits for Teachers

- Promotes an interdisciplinary team approach to address student needs and educational goals
- Increases collaboration with school counselors and teachers
- Supports development of classroom management skills
- Analyzes data to improve school climate and student achievement

Benefits for Administrators

- Develops and implements a school counseling and guidance plan to promote student success
- Utilizes data for school improvement
- Provides a proactive school guidance curriculum that address student needs and enhances school climate

Benefits for Boards of Education

- Provides data that support the implementation of a standards-based school counseling and guidance program
- Ensures equity and access to a quality school counseling and guidance program for every student
- Articulates appropriate credentials and staffing ratios
- Informs the community about school counseling and guidance program success
- Provides data about improved student achievement

Benefits for School Counselors

- Defines responsibilities within the context of a school counseling and guidance program
- Supports access to every student
- Provides a tool for program management, implementation, and accountability
- Recognizes school counselors as leaders, advocates, and agents of change
- Ensures the school counseling and guidance program contributes to the school's mission

Benefits for Communities

- Builds collaboration with businesses and industries and enhances the potential for every student's postsecondary success
- Provides a workforce with a stronger academic foundation
- Promotes equity and access to the workforce

Benefits for Postsecondary Education

- Enhances articulation and transition of the student to postsecondary institutions
- Encourages and supports rigorous academic preparation that prepares every student for the most appropriate postsecondary educational opportunities
- Attempts to seek a wide range of substantial postsecondary options, including college
- Promotes equity and access to postsecondary education for every student

Benefits for Student Services Personnel

- Defines the school counseling and guidance program
- Maximizes collaboration teaming to ensure individual student success
- Uses school counseling and guidance program data to maximize benefits for individual student growth
- Increases collaboration for utilizing school and community resources

Functions of the Guidance Plan:

- An integral part of the total educational process of Fremont City Schools.
- Is planned, coordinated, managed, and evaluated by the school counselors.
- Is available to all students to assist them with personal, social, educational, and career counseling needs.
- Stimulates student learning.
- Encourages supportive, positive parent involvement in the schools.
- Helps build a positive school environment by encouraging collaboration among all stake holders.
- Refined through systematic review and evaluation of student performance data.

Program Delivery Components

Fremont City School's comprehensive school counseling and guidance program will ensure that every student has multiple opportunities to acquire competencies in the three domains of Academic Development, Career Development, and Personal/Social Development. A combination of four program delivery components (School Guidance Curriculum, Individual Student Planning, Responsive Services, and System Support) should be utilized in assisting students to achieve these competencies.

Fremont City Schools Guidance Curriculum

The District's guidance curriculum will include structured experiences presented systematically through classroom and group activities from kindergarten through twelfth grade. The curriculum emphasizes decision making, self-understanding, study skills, and career exploration. Examples of school guidance curriculum delivery options within this component may include, but are not limited to:

- **Classroom Guidance Activities:** Counselors facilitate, co-lead, or assist in the delivery of guidance curriculum activities. These activities may be conducted in the classroom, in the guidance center, or in other school facilities.
- **Group Activities:** Counselors conduct small group counseling sessions outside of the classroom to respond to the students' identified interests or needs. Small group counseling may be either immediate or over a period of time.
- **Interdisciplinary Curriculum Development:** At the elementary level, counselors participate on interdisciplinary teams to develop and refine curriculum in content areas. These teams develop classroom units that integrate subject matter with the school guidance program and the Little Giant Pathway. Counselors assist teachers in the delivery of classroom units that lead to acquisition of competencies in the domains of affective, social, and employability skills for every student in developmentally appropriate ways.
- **Parent Workshop and Instruction:** Counselors conduct workshops or information sessions for parents or guardians to address the needs of the school community and to reflect the school counseling and guidance program.

Topics for school guidance curriculum activities can be found on pages 9-14.

Individual Student Planning

Individual student planning includes counseling activities that provide every student with an opportunity to plan, monitor, and manage their academic, career, and personal/social development.

- **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 aspect of individual development of immediate and long range goals.
- **Individual or Small Group Advisement:** Counselors help students acquire self-appraisal skills and personal and social development skills. The counselors also help students acquire educational, career, and labor market information. Counselors recognize the critical need to enlist teachers and parents/guardians in helping students make academic and career choices.

- **Placement and Follow Up:** Counselors advise students in making transitions by providing information and by assisting in the access of resources.

Topics for school guidance advisement activities can be found on pages 9-14.

Responsive Services

Fremont City Schools has services that include counseling or referral activities that meet the immediate needs and concerns of the 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 but are not limited to:

- **Consultation:** School counselors serve as advocates by consulting with students, parents or guardians, educators, and community agencies regarding strategies to help students and families. Advocacy may include participation in Student Assistance Teams (SATs).
- **Personal Counseling:** Counseling is provided in small group or individual settings for students experiencing difficulties dealing with relationships, personal concerns, or developmentally appropriate tasks. Personal counseling assists students in identifying problems, causes, alternatives, and consequences leading to informed decision making.
- **Crisis Counseling:** Counseling and support services are provided to students and families facing emotional crisis as outlined in the school crisis management plan. Crisis counseling is normally short term and temporary. The counselors may provide appropriate referral sources if necessary.
- **Referrals:** Counselors use referral sources to enhance the services provided through the school counseling and guidance program. Possible referral sources can be found on pages 15-16.

System Support

Fremont City School's support system includes indirect guidance management activities that maintain and enhance the total counseling and guidance program. Responsibilities in this area may include staff relations, community relations, task forces, professional development, support teams, test interpretation, data analysis, and curriculum development. This component provides appropriate support to academic programs. Examples of system support delivery may include but are not limited to:

- **Professional Development:** Counselors are regularly involved in updating professional knowledge and skills. This may involve participating in regular school in service training, attending professional meetings, completing postgraduate coursework, and contributing to professional journals.
- **In-Service:** Counselors attend system and school in-service training to ensure counseling skills are updated in the areas of curriculum development, technology, and data analysis. Counselors may provide in-service instruction in school guidance curriculum and areas of special concern to the school and community.
- **Consultation, Collaboration, and Teaming:** Counselors provide important contributions to the school system by consulting, partnering, collaborating, and teaming.
- **Public Relations:** Counselors design activities to orient the staff and community about the comprehensive school counseling and guidance program.

- **Community Outreach:** Counselors forge partnerships with local businesses, industries, and social service agencies. Community outreach requires counselors to be knowledgeable about community resources, employment opportunities, and local labor market information.
- **Consultation with Staff:** Counselors consult regularly with teachers and professional staff members in order to receive feedback on emerging needs of students and to provide information and support to staff.
- **Curriculum Development Support:** Counselors participate in the ongoing review and revision of academic curriculum materials as related to data analysis, student advocacy, postsecondary education, and career/technical education planning.
- **Advisory Committee:** Counselors form counseling and guidance advisory committees at both the system and individual school level. Counselors actively serve on community committees or advisory councils that influence other programs to generate support for the system and individual school counseling and guidance programs.
- **Program Management and Operations:** Planning and management tasks include the support of activities conducted in the school counseling and guidance program and responsibilities expected of a member of the school staff. Budget, facilities, policies and procedures, and research and resource development are elements of management activities.
- **Research and Evaluation:** Some examples of counselor research and evaluation include personal guidance evaluations, program evaluations, data analysis, follow up studies, professional development, and updating of resources.
- **Fair-Share Responsibilities:** Fair-share responsibilities may include such tasks as bus duty, playground duty, class/club sponsorship, and taking tickets at sporting events. Non-guidance responsibilities assigned to counselors should not be above and beyond those of other certified staff members, and should not interfere with the delivery of guidance services.

Role of the Principal(s)

Administrative support is critical to full implementation of the comprehensive counseling and guidance program. Principals are ultimately responsible for the success of all instructional programs, including the school counseling and guidance program. Principals understand the role of the school counselor and provide the necessary support for counselors to fulfill that role. Such support includes the provision of adequate facilities, materials, and clerical staff to allow counselors to use their specialized training to an effective manner. Principals provide input into program development and encourage and support participation of all school personnel in the implementation of the counseling and guidance program.

Role of the School Counselor

Counselors assume the leadership role for managing and implementing the comprehensive counseling and guidance program in their school(s). Counselors are responsible for the systematic delivery and evaluation of structured developmental counseling and guidance services to all students. Counselors work directly with students, individually, and in small groups, to deal with unique or problem-centered concerns that require more privacy or attention that can be accommodated in structured guidance activities. Counselors serve students indirectly by acting as consultants to administrators, teachers, parents, and others to help them understand and respond to the developmental, emotional, and social needs of the students. Counselors coordinate various activities within the school that are related to student welfare. Appropriate referrals, placements, and follow-ups are activities that are particularly pertinent to counseling.

The following is a list of professional standards which serve as an overview of the knowledge and expectations of school counselors.

Standard 1: Comprehensive Plan

- School counselors collaboratively envision a plan for a comprehensive school counseling program that is developmental, preventative, responsive, and in alignment with the school's goals and mission.

Standard 2: Direct Services

- School counselors develop a curriculum, offer individual student planning, and deliver responsive services to assist in developing and applying knowledge, skills and mindsets for academic, career, and social/emotional development.

Standard 3: Indirect Services

- School counselors collaborate and consult with school personnel, parents/guardians, community partners, and agencies/organizations to coordinate support for all students.

Standard 4: Evaluation and Data

- School counselors collaboratively engage in a cycle of continuous improvement using data to identify needs, plan and implement programs, evaluate impact and adjust accordingly.

Standard 5: Leadership and Advocacy

- School counselors lead school efforts and advocate for policies and practices that support an equitable, safe, inclusive, and positive learning environment for all students.

Standard 6: Professional Responsibility, Knowledge

- School counselors adhere to the ethical standards of the profession, engage in ongoing professional learning, and refine their work through reflective analysis.

Elementary (K-5)

Elementary school years are the entry level for students to participate in the school counseling program. Learning is focused on:

- Increasing Self-Awareness
- Increasing Social Skills
- Learning Safety Skills
- Developing Self-Efficacy

1. Each semester the school counselor will meet with each student in his/her assigned grade level(s), either individually or as a group, to provide instruction in self-awareness, social skills, safety skills, and self-efficacy. The school counselor will use the Second Step Curriculum to address these skills. Activities may include:

- Role play/model classroom helper jobs
- Illustrate with words or pictures what I want to be when I grow up
- Create a career web
- Complete College and Career Plan cover
- Review PBIS standards
- Model successful implementation of group work
- Interest inventories
- Provide local banking information/brochures
- A-Z Careers

2. Each semester the school counselor will update each student's Little Giant Pathway to record progress for each student in these areas:

- Identify likes and dislikes about home and school (K)
- Identify and describe 3 careers in the community (K)
- Understand the importance of practicing habits of a successful learner (K)
- Identify and describe 5 careers in the school and community (1)
- Understand the link between school and the future (1)
- Understand the importance of practicing habits of a successful learner now (1)
- List personal interests and hobbies (2)
- Name and describe 7 careers in the community and school
- Career interests of the child (2)
- Explain connection between school and career (2)
- Know financial planning options – saving for college (2)
- List personal interests and hobbies and how interests relate to possible careers (3)
- Name and describe 10 careers in the school and community (3)
- Career interests of the child (3)
- Demonstrate goal setting (3)
- Know financial planning options – saving for college (3)
- Demonstrate and utilize proper grammar strategies (4)
- Identify various conflict resolution skills to solve a problem in their future career (4)
- Career interests of the child (4)
- Demonstrate goal setting skills (4)
- Gain understanding of how to advance within a career (promotion, transfers, salary increase) (5)

- Identify and list important personal factors necessary for successful career (location, salary/benefits, schedule, working conditions) (5)
- Identify 3 emerging careers (STEM, robotics, CAD) (5)
- Career interests of the child (5)
- What Will I be When I Grow Up (PowerPoint presentation) (5)
- Gain understanding of scheduling options for FMS (5)

Middle School (6-8)

Middle school years allow students to continue awareness activities, and learning is focused on:

- Improving Academic Self-Efficacy
- Understanding Self and the Career Exploration Process
- Respecting Self and Others
- Establishing Effective Relationships

1. Each semester the school counselor will meet with each student in his/her assigned grade level(s), either individually or as a group, to provide instruction in self-efficacy, career exploration, respecting self and others, and establishing effective relationships. Activities may include:
 - Ohio Means jobs Backpack
 - DARE
 - Student Success Plan
 - Introduction to Career Pathways
 - College Credit Plus meetings
 - Utilizing Course Description Guide
 - Vanguard Career Center presentation/visit
 - Century Die Mold-Maker for a Day
 - Discuss and utilize the Course Description Guide
2. Each semester the school counselor will update each student's Little Giant Pathway to record progress for each student in these areas:
 - Identify interests about academic and technical education (6)
 - Identify and perform leadership roles at school (6)
 - Become familiar with Ohio Means Jobs website and be able to log on (6)
 - Identify clubs, activities, and athletic opportunities for your child (6)
 - Research opportunities to be involved at FMS
 - Assess and analyze personal, ethical, and work habit skills as they relate to individual student success (6)
 - Identify the entrance requirements and application procedures for College Credit Plus (6)
 - Encourage students to place a portion of earned income into a savings account (6)
 - Understand the importance of organizing school work to be a successful learner (6)
 - Apply interests about academic and technical education when making decisions for the future (7)
 - Identify and perform leadership roles at school (7)
 - Continue building Ohio Means Jobs backpack (7)
 - Identify clubs, activities, and athletic opportunities (7)
 - Encourage appropriate use of social media (7)
 - Explore and identify colleges and universities aligned with program interests (7)
 - Recognize the relevance of all work and workers and their existence in a global society (7)
 - Identify the entrance requirements and application procedures for College Credit Plus (7)
 - Apply appropriate use for social media (8)
 - Research and identify opportunities at Ross High School (8)
 - Continue Ohio Means Jobs backpack (8)
 - Identify the information and skills necessary to transition to high school (8)
 - Begin to explore college payment options (8)

- Explore various degree options at colleges and universities (8)
- Identify the entrance requirements and application procedures for College Credit Plus (8)
- Gain knowledge of tuition costs (8)
- Explore high school graduation requirements (8)

High School (9-12+)

High school years encourage continued awareness and exploration activities, learning is focused on skill development and planning activities, and learning is focused on:

- Transitioning to Post-secondary Education
- Improving Academic Self-Efficacy
- Respecting Self and Others
- Relating School to Life

1. Each semester the school counselor will meet with each student in his/her assigned grade level(s), either individually or as a group, to provide instruction in transition, improving academic self-efficacy, respecting self and others, and situations relating preparing for independent living.
 - College Credit Plus informational meeting (9-12)
 - College and career planning (9-12)
 - Discuss and utilize the Course Description Guide (9-12)
 - Student Drug Testing (9-12)
 - Develop student success plans (9-12)
 - Ohio Means Jobs budgeting (9)
 - Ohio Means Jobs backpack (9-12)
 - Explore Vanguard options (9-11)
 - Studentaid.ed.gov (12)
2. Each semester the school counselor will meet with each student in his/her assigned grade individually to provide college and career readiness counseling. This counseling may also include post-secondary training options.
3. Each semester the school counselor will meet with each student individually to provide counsel on graduation requirements, college application process, scholarship application.
4. Each semester the school counselor will update each student's Little Giant Pathway to record progress for each student in these areas:
 - Identify job availability upon graduation (9)
 - Identify volunteer opportunities within the community (9)
 - Explore Career Tech options (9)
 - Understand the impact of making good choices (9)
 - Identify support systems available to this grade level (9)
 - Understand the importance of building leadership responsibilities and how that relates to college applications (9)
 - Explore college and career opportunities (9)
 - Organize four year plan to obtain credits necessary for graduation (9)
 - Self-monitor academic progress (9)
 - Encourage students to explore options to build leadership capacity (9)
 - Assist students in placing money in a college fund (9)
 - Understand career interests (10)
 - Investigate and pursue part-time employment options (10)
 - Understand the impact of making good choices (10)

- Assist student in identifying career interests and local career options (10)
- Explore career tech options (10)
- Identify support systems available to the grade level (10)
- Review and build a self-management system and adjust to increased academic demands (10)
- Apply knowledge to self to make informed decisions about post-secondary options (10)
- Organize a 4 year plan to obtain credits necessary for graduation (10)
- Self-monitor academic/discipline/attendance progress (10)
- Reflect on current college/university costs in comparison to current educational savings (10)
- Research job opportunities consistent to the area that will lead to career (11)
- Consider alternative career options located within Ohio, and obligations necessary to relocating (11)
- Understand the impact of making good choices (11)
- Reinforce career soft skills in the home (11)
- Support the making of good choices as they relate to responsibility (11)
- Identify support systems available at this grade level (11)
- Understand the importance of building leadership responsibilities and how that relates to college application s(11)
- List top 5 college choices and the associated entrance requirements (11)
- Assist students with the registration process for the ACT/SAT (11)
- Identify adults who may write a letter of recommendation (11)
- Assist in the practicing college applications (11)
- Revisit college savings account (11)
- Schedule college visits (11)
- Know and understand the levels of training/education required to achieve a career goal (12)
- Assist students with identifying possible character references for job applications who can speak to work habits/skills (12)
- Revisit the impact of making good choices (12)
- Compare potential career salaries with monthly household budget (12)
- Develop understanding of genuine interest careers and economic enhancing careers (12)
- Identify support systems available to the grade level (12)
- Monitor final academic progress review (12)
- Assist the student in writing and submitting college applications (12)
- Assist the student in the retake ACT/SAT process if necessary (12)
- Assist in the process of completing and submitting scholarship applications (12)
- Review graduation requirements (12)
- Schedule college visits (12)

Area Counseling Services

Bayshore Counseling

Sandusky Offices

1634 Sycamore Line, Sandusky, OH

419-626-9156

Port Clinton Offices

201 Madison Street, Port Clinton, OH

419-734-5535

Firelands Counseling and Recovery Services

**Accepts: Medicaid, private insurance, sliding scale – fees based on income*

Fremont Offices

675 Bartson Road, Fremont, OH

419-332-5524 *(Spanish Interpreter available)*

Bellevue Offices

290 Progress Drive # B, Bellevue, OH

419-483-616

Port Clinton Offices

335 Buckeye Blvd, Port Clinton, OH

419-734-2942

ProMedica

**Accepts private insurance and Medicaid*

715 South Taft Avenue

Fremont, OH

419-332-7321 *(Spanish Interpreter available)*

NAMI

428 Croghan Street

Fremont, OH

419-334-8021

Family Services Counseling of Northwest Ohio

1084 South Main Street A

Bowling Green, OH

419-352-4624

Lutheran Social Services (all are welcome)

**Accepts private insurance, Medicaid, sliding scale – fees based on income*

512 East State Street, Fremont, OH

419-334-3431

Cornerstone Psychological Affiliates

**Accepts private insurance or 50/30 program, NO MEDICAID/MEDICARE*

234 Castalia Street, Bellevue, OH

419-483-9411

Harbor Behavioral Healthcare, Inc.

Toledo, OH

419-475-4449

Comprehensive Behavioral Health Services, LLC

2770 Centennial Road, Toledo, OH

419-794-0567

University of Toledo Medical Center/Kobacker Hall
3130 Glendale, Ave., Toledo, OH
419-383-3815/1-800-321-8383

Local Agencies

WSOS Stricker Family Development Center

765 S. Buchanan Street, Fremont, OH
419-334-8511

Child Protective Services

2511 Countryside Drive, Suite A, Fremont, OH
419-334-8708

WSOS Community Action Inc.

109 South Front Street, Fremont, OH
419-334-8911

United Way First Call for Help

103 S. Front Street, Fremont, OH
419-334-2720 (24/7 on-call)

Center for Excellence in Autism

University of Toledo
3000 Arlington Ave MS 1161, Toledo, OH
419-383-3030

Hospice

Promedica Hospital

715 Taft Ave, Fremont, OH
419-332-7321

Stein Hospice

1848 E. Perry Street, Port Clinton, OH
419-732-1787