



# TO AND THROUGH:

## ADVISEMENT PROCESSES AND RESOURCES

# INTRODUCTION

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Advisement is the process in which students are assisted in understanding learning readiness, lifelong readiness, and career readiness. Advisement is one of many direct services from school counselors or advisors for students and families. Advisement is one facet in college/career readiness and academic readiness domains in the services that school counselors provide. Advisement can occur at any level, however, the term advisement is mainly used in high school. High school is an exciting time and the decisions made in high school can have positive outcomes. The choices made regarding a student's course of study or pathway to complete requirements for a high school diploma are the gateway to post-secondary options. The Advisement process outlines graduation requirements specified by the Georgia Department of Education and Henry County Public Schools, providing comprehensive information for planning the high school course of study or pathway. Advisement guidance should be used by students, counselors, administrators, teachers, and parents/guardians to help prepare a four-year program and identify postsecondary goals. As future goals change and are refined, the high school program may be adjusted. It is important that students plan courses of study or pathways and allow the flexibility for change in those plans.

## Strategic Plan Alignment

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### Strategic Action 1:

Advance PreK-12 learning opportunities and experiences for all students

### Strategic Action 4.1:

Establish a comprehensive school-wide counseling, academic, and career coaching and advisement program.

### Priority Student Outcome 3:

We will advance opportunities, access, and outcomes for every student group in College, Career, and Life Ready Skills-post graduation.

## Advisement Defined

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The ongoing systematic process in which schools work with students to comprehensively apply the results of test data and other inventories in combination with students' career, learning, and lifelong goals. During advisement, the schools make recommendations to the student and parents/guardians that support course enrollment, programs of study, individual graduation plans, and post-high school plans. Comprehensive advisement includes labor market information to assist students in making truly informed post-high school decisions. Examples of advisement delivery options include, but are not limited to:

- **Individual Graduation Planning**
- **Post-High School Planning**
- **Reviewing Program of Study Documents**
- **Utilizing Career Development Software**
- **Transition Activities (i.e. school-to school, school-to-career)**
- **Course Selection and Registration**

One of the primary goals of Henry County Schools is to prepare students to be college, career, and life ready. The Henry County Student Advisement Program is designed to assist students in acquiring the knowledge and skills needed to make decisions that enable them to take full advantage of the well-balanced curriculum offered in our secondary schools. Advisement occurs through the presentation of current information concerning career/pathway selection, graduation requirements, and course offerings during individual and group advisement sessions. The following topics are covered during advisement in Henry County Schools, coordinated by our school counselors. Our advisement sessions foster a seamless post-secondary transition. Schools have the flexibility to hold individual or group advisement sessions.

## Elementary School Counselors' Role

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School Counselors help all students apply achievement strategies, manage emotions and apply interpersonal skills, and plan for postsecondary options (higher education, military, workforce). Elementary School Counselors help to develop students' college/career aspirations and dreams as early as kindergarten. They build the foundation for encouraging students to engage in college/career exploration activities so

that they make informed decisions when selecting a postsecondary school or career that enables them to pursue their future aspirations. Elementary school counselors meet these goals by providing:

- Individual student academic planning and goal setting.
- School Counseling classroom lessons based on standards.
- Short-term counseling to students.
- Collaboration and communicate with families/teachers/administrators/community for student success.
- Advocacy for students at individual education plan meetings and other student-focused meetings.
- Data analysis to identify student issues, needs and challenges.
- Awareness and understanding of accelerated math guidelines
- Awareness and understanding of promotion & retention guidelines
- Effective and comprehensive transition activities

## **Elementary Administrator's Role**

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School counselors, administrators, and educators need to work together to ensure that a career and college-going (4-year, 2-year, or technical colleges) culture is promoted and integrated into their school climate. Students who feel supported, empowered, knowledgeable, and motivated are more likely to pursue enrollment in post-secondary institutions and are more prepared for their future careers. Elementary School administrators are an integral part of the partnership with school counselors because they:

- Help to set and communicate student expectations because high school graduation is a K-12 initiative.
- Support the comprehensive school counseling program by working collaboratively with school counselors to ensure college/career exploration is a school-wide initiative, which requires involvement from all stakeholders.
- Support career lessons/activities delivered by school counselors via classroom lessons and/or schoolwide career day events.
- Encourage and participate in school cluster meetings to help build relationships/partnerships with feeder schools.
- Emphasize the importance of family engagement and involvement.

Creating a college-going/career focused culture is dually beneficial for students and educators as it enhances the morale of the school, improves graduation rates and student performance, and instills higher expectations for both educators and students alike.



## **Middle School Counselors' Role**

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Middle school students are characterized by rapid physical growth, curiosity about their world and an emerging self-identity. Middle school counselors have an impact on these years by implementing a comprehensive school counseling program and collaborating with school staff, parents and the community to create a safe, respectful learning environment whereby young adolescents can maximize personal and academic achievement. Middle school counselors enhance the learning process and promote academic, career and social/emotional development. School counseling programs are essential for students to achieve optimal personal growth, acquire positive social skills and values, set informed career goals and realize full academic potential to become productive, contributing members of the world community. Middle School Counselors help students to meet these goals by providing:

- Individual student academic planning and goal setting.
- School Counseling classroom lessons based on standards.
- Short-term counseling to students.
- Collaboration and communication with families/teachers/administrators/community for student success.
- Advocacy for students at individual education plan meetings and other student-focused meetings.
- Data analysis to identify student issues, needs and challenges.
- Awareness and understanding of accelerated math guidelines
- Awareness and understanding of promotion & retention guidelines
- Effective and comprehensive transition activities

## **Middle School Administrator Role**

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School counselors, administrators, and educators need to work together to ensure that a career and college-going (4-year, 2-year, or technical colleges) culture is promoted and integrated into their school climate. Students who feel supported, empowered, knowledgeable, and motivated are more likely to pursue enrollment in post-secondary institutions and are more prepared for their future careers. Middle School administrators are an integral part of the partnership with school counselors because they:

- Help to set and communicate student expectations.
- Support the comprehensive school counseling program by working collaboratively with school counselors to ensure advisement/registration is a school-wide initiative, which requires involvement from all stakeholders.
- Emphasize the importance of family engagement and involvement in the advisement process.
- Increase access and opportunities to advanced level course offerings using several data points to identify students. This should be a school-wide initiative.
- Encourage and participate in school cluster meetings to help build relationships/partnerships with feeder schools.
- Foster and form post-secondary partnerships/networking by encouraging campus tours (virtual and in-person), career fairs, and/or any additional opportunities to increase post-secondary/career exposure for students.
- Ensure teachers are aware of their course sequencing and/or pathway sequence

Creating a college-going/career-focused culture is dually beneficial for students and educators as it enhances the morale of the school, improves graduation rates and student performance, and instills higher expectations for both educators and students alike.

## High School Counselors' Role

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High School Counselors play an integral role in preparing high school students to pursue their post-secondary goals. School counselors work to help students engage in college and career exploration, enroll in rigorous courses, such as honors, advanced placement, and/or dual enrollment, and they encourage student participation in extracurricular activities, so that all students are seen as competitive candidates when graduating from high school. One of the most important aspects involves assisting students in appropriate course selection, as these choices impact their overall preparedness and readiness for post-secondary endeavors. More specifically, high school counselors can help to foster postsecondary opportunities, readiness, and access for students, as they provide academic, wellness, and career counseling services on a regular basis. High school counselors meet these goals by providing:

- Individual student academic planning and goal setting.
- School Counseling classroom lessons based on standards.
- Short-term counseling to students.
- Collaboration & Communication with families/teachers/administrators/community for student success.
- Advocacy for students at individual education plan meetings and other student-focused meetings.

- Data analysis to identify student issues, needs and challenges.
- Awareness and understanding of advanced content coursework
- Awareness and understanding of promotion, retention, and graduation requirements/ guidelines
- Comprehensive transition to post-secondary options

## High School Administrator's Role

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School counselors, administrators, and educators need to work together to ensure that a career and college-going (4-year, 2-year, or technical colleges) culture is promoted and integrated into their school climate. Students who feel supported, empowered, knowledgeable, and motivated are more likely to pursue enrollment in post-secondary institutions and are more prepared for their future careers. High School administrators are an integral part of the partnership with school counselors because they:

- Help to set and communicate student expectations.
- Support the comprehensive school counseling program by working collaboratively with school counselors to ensure advisement/registration is a school-wide initiative, which requires involvement from all stakeholders.
- Emphasize the importance of family engagement and involvement in the advisement process.
- Increase access and opportunities to advanced level course offerings (honors and AP) using several data points to identify students. This should be a school-wide initiative.
- Foster and form college partnerships and networking between the high school and postsecondary institutions, holding college/career fairs and inviting post-secondary and military representatives into the school building to meet with students/parents.
- Ensure teachers are aware of their course sequencing and/or pathway sequence

Creating a college-going/career focused culture is dually beneficial for students and educators as it enhances the morale of the school, improves graduation rates and student performance, and instills higher expectations for both educators and students alike. The Advisement & Counseling Department has designed videos and presentations for schools and families to create consistent sharing of information. The Advisement Presentations can be located [here](#).

## **Standards for Learning**

The ASCA National Model Provides standards in the following three domains: (1) Academic; (2) Social-Emotional; and (3) Career/College. The ASCA Student Standards: Mindsets & Behaviors for Student Success K-12 College, Career, and Life Readiness outlines the knowledge, attitudes and skills students need to achieve academic success, college and career readiness and social emotional development. Moreover, the Counselor Keys Effectiveness System (CKES) aligns with the HCS Comprehensive School Counseling Program Framework. CKES is an evaluation system that improves the quality of school counseling services by ensuring accountability for school counselor effectiveness and optimizes student learning and growth. The Mindsets and Behavior standards in alignment with CKES and the HCS School Counseling Program Framework provides the essential framework for how effective advisement impacts student success.

[HCS Naviance Scope and Sequence](#)  
[Sample Advisement Lesson Plan](#)



## ELEMENTARY STANDARDS

### KINDERGARTEN & 1ST GRADE CAREER EXPLORATION (ADVISEMENT)

#### Career Clusters

**Agriculture, Food & Natural Resources**

**Transportation, Distribution, & Logistics**

**Law, Public Safety Corrections & Security**

**Optional Career Lesson: [CTAERN Counselor Resources](#)**

Category 1: School Counselor Mindset Standards School Counselors encourage the following mindsets for all students.	M3: Positive attitude toward work and learning; M4: Self-confidence in the ability to succeed; M6: Understanding that postsecondary education and lifelong learning are necessary for long-term success
Category 2: Behavior Standards: School Counselors provide culturally sustaining instruction, appraisal, and advisement, and counseling to help all students demonstrate:	B-LS 7 Long and Short Term Academic, Career and Social/Emotional goals
CKES Performance Standards	Standard 1: Professional Knowledge (Define); Standard 2: Instructional Planning (Define/Manage); Standard 3: Instructional Strategies (Manage/Deliver); Standard 4: Individualized Instruction (Deliver); Standard 5: Data Collection (Manage) Standard 6: Data Evaluation (Manage/Assess); Standard 8: College and Career Readiness Environment (Manage/Deliver); Standard 10: Communication (Define/Manage/Deliver)

## 2ND GRADE CAREER EXPLORATION (ADVISEMENT)

### Career Clusters

Arts, A/V Technology & Communications

Health Science

Education & Training

Optional Career Lesson: [CTAERN Counselor Resources](#)

Category 1: School Counselor Mindset Standards  
School Counselors encourage the following mindsets for all students.

M3: Positive attitude toward work and learning;  
M4: Self-confidence in the ability to succeed;  
M6: Understanding that postsecondary education and lifelong learning are necessary for long-term success

Category 2: Behavior Standards:  
School Counselors provide culturally sustaining instruction, appraisal, and advisement, and counseling to help all students demonstrate:

B-LS 7 Long and Short Term Academic, Career and Social/Emotional goals

CKES Performance Standards

Standard 1: Professional Knowledge (Define);  
Standard 2: Instructional Planning (Define/Manage);  
Standard 3: Instructional Strategies (Manage/Deliver);  
Standard 4: Individualized Instruction (Deliver);  
Standard 5: Data Collection (Manage)  
Standard 6: Data Evaluation (Manage/Assess);  
Standard 8: College and Career Readiness Environment (Manage/Deliver);  
Standard 10: Communication (Define/Manage/Deliver)

### 3RD GRADE CAREER EXPLORATION (ADVISEMENT)

#### Career Clusters

Hospitality & Tourism

Human Services

Energy

Optional Career Lesson: [CTAERN Counselor Resources](#)

Category 1: School Counselor Mindset Standards School Counselors encourage the following mindsets for all students.	M3: Positive attitude toward work and learning; M4: Self-confidence in the ability to succeed; M6: Understanding that postsecondary education and lifelong learning are necessary for long-term success
Category 2: Behavior Standards: School Counselors provide culturally sustaining instruction, appraisal, and advisement, and counseling to help all students demonstrate:	B-LS 7: Long and Short Term academic, career and social/emotional goals B-LS 8: Engagement in challenging coursework; B-LS 10: Participation in enrichment and extracurricular activities B-SMS 10: Ability to manage transitions & adapt to change
CKES Performance Standards	Standard 1: Professional Knowledge (Define); Standard 2: Instructional Planning (Define/Manage); Standard 3: Instructional Strategies (Manage/Deliver); Standard 4: Individualized Instruction (Deliver); Standard 5: Data Collection (Manage) Standard 6: Data Evaluation (Manage/Assess); Standard 8: College and Career Readiness Environment (Manage/Deliver); Standard 10: Communication (Define/Manage/Deliver)

## 4TH GRADE CAREER EXPLORATION (ADVISEMENT)

### Career Clusters

Science, Technology, Engineering, & Mathematics

Manufacturing

Business Management & Administration

Architecture & Construction

Optional Career Lesson: [CTAERN Counselor Resources](#)

Category 1: School Counselor Mindset Standards School Counselors encourage the following mindsets for all students.	M3: Positive attitude toward work and learning; M4: Self-confidence in the ability to succeed; M6: Understanding that postsecondary education and lifelong learning are necessary for long-term success
Category 2: Behavior Standards: School Counselors provide culturally sustaining instruction, appraisal, and advisement, and counseling to help all students demonstrate:	B-LS 7: Long and Short Term academic, career and social/emotional goals B-LS 8: Engagement in challenging coursework; B-LS 10: Participation in enrichment and extracurricular activities B-SMS 10: Ability to manage transitions & adapt to change
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## 5TH GRADE CAREER EXPLORATION (ADVISEMENT)

### Career Clusters

Finance

Information Technology

Marketing

Government & Public Relations

Optional Career Lesson: [CTAERN Counselor Resources](#)

Category 1: School Counselor Mindset Standards School Counselors encourage the following mindsets for all students.	M3: Positive attitude toward work and learning; M4: Self-confidence in the ability to succeed; M6: Understanding that postsecondary education and lifelong learning are necessary for long-term success
Category 2: Behavior Standards: School Counselors provide culturally sustaining instruction, appraisal, and advisement, and counseling to help all students demonstrate:	B-LS 7: Long and short term academic career goals; B-LS 8: Engagement in challenging coursework; B-LS 10: Participation in enrichment and extracurricular activities B-SMS 10: Ability to manage transitions & adapt to change
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## Middle School Standards

### 6TH GRADE ADVISEMENT

#### Naviance Scope and Sequence

**Complete one career interest inventory, add 3 careers to favorites list, create an electronic career profile (Achieveworks Learning & Productivity Assessment), and search for scholarships**

**Optional Naviance Curriculum Lesson: 6.3 Defining My Dreams**

Category 1: School Counselor Mindset Standards School Counselors encourage the following mindsets for all students.	M4: Self-confidence in the ability to succeed; M6: Understanding that postsecondary education and lifelong learning are necessary for long-term success
Category 2: Behavior Standards: School Counselors provide culturally sustaining instruction, appraisal, and advisement, and counseling to help all students demonstrate:	B-LS 7: Long and short term academic career goals; B-LS 8: Engagement in challenging coursework
CKES Performance Standards	Standard 1: Professional Knowledge (Define); Standard 2: Instructional Planning (Define/Manage); Standard 3: Instructional Strategies (Manage/Deliver); Standard 4: Individualized Instruction (Deliver); Standard 5: Data Collection (Manage) Standard 6: Data Evaluation (Manage/Assess); Standard 8: College and Career Readiness Environment (Manage/Deliver); Standard 10: Communication (Define/Manage/Deliver)

## 7TH GRADE ADVISEMENT

### Naviance Scope and Sequence

**Complete one additional career interest inventory, explore at least two career clusters, search for scholarships**

### **Naviance Curriculum Lesson: 7.5 Habits for Success**

Category 1: School Counselor Mindset Standards School Counselors encourage the following mindsets for all students.	M4: Self-confidence in the ability to succeed; M5: Belief in using abilities to their fullest to achieve high quality results and outcomes; M6: Understanding that postsecondary education and lifelong learning are necessary for long-term success
Category 2: Behavior Standards School Counselors provide culturally sustaining instruction, appraisal, and advisement, and counseling to help all students demonstrate:	B-LS 7: Long and short term academic career goals; B-LS 8: Engagement in challenging coursework; B-SS 8: Advocacy skills for self and others and ability to assert self, when necessary
CKES Performance Standards	Standard 1: Professional Knowledge (Define); Standard 2: Instructional Planning (Define/Manage); Standard 3: Instructional Strategies (Manage/Deliver); Standard 4: Individualized Instruction (Deliver); Standard 5: Data Collection (Manage) Standard 6: Data Evaluation (Manage/Assess); Standard 8: College and Career Readiness Environment (Manage/Deliver); Standard 10: Communication (Define/Manage/Deliver)

## 8TH GRADE ADVISEMENT

### Naviance Scope and Sequence

Complete a career aptitude inventory, receive information on the Dual Enrollment program, complete IGP in Infinite Campus, and search and apply for scholarships

### Naviance Curriculum Lesson:

8.6 My Career Path

8.9 Facing Fears About College

8.14 My High School Preview

### 8th Grade Advisement Presentation

Category 1: School Counselor Mindset Standards School Counselors encourage the following mindsets for all students.	M3: Positive attitude toward work and learning; M4: Self-confidence in the ability to succeed; M5: Belief in using abilities to their fullest to achieve high quality results and outcomes; M6: Understanding that postsecondary education and lifelong learning are necessary for long-term success
Category 2: Behavior Standards School Counselors provide culturally sustaining instruction, appraisal, and advisement, and counseling to help all students demonstrate:	B-LS 7: Long and short term academic career goals; B-LS 8: Engagement in challenging coursework; B-LS 10: Participation in enrichment and extracurricular activities B-SMS 10: Ability to manage transitions & adapt to change
CKES Performance Standards	Standard 1: Professional Knowledge (Define); Standard 2: Instructional Planning (Define/Manage); Standard 3: Instructional Strategies (Manage/Deliver); Standard 4: Individualized Instruction (Deliver); Standard 5: Data Collection (Manage) Standard 6: Data Evaluation (Manage/Assess); Standard 8: College and Career Readiness Environment (Manage/Deliver); Standard 10: Communication (Define/Manage/Deliver)

## High School Standards

### 9TH GRADE ADVISEMENT

#### Naviance Scope and Sequence

Complete an interest profiler, explore at least three (3) careers, receive information on the Dual Enrollment program, review and revise IGP, if necessary, search and apply for applicable scholarships

Review Academic Planner (i.e. transcript, course credit, progress monitoring)

#### Optional Naviance Curriculum Lesson(s):

9.6 Setting Goals

9.8 My High School Resume

9.9 Working with My Teachers

9.13 Beginning My College Search

9.15 Anatomy of College Application

#### 9th Grade Advisement Presentation

Category 1: School Counselor Mindset Standards School Counselors encourage the following mindsets for all students.	M3: Positive attitude toward work and learning; M4: Self-confidence in the ability to succeed; M5: Belief in using abilities to their fullest to achieve high quality results and outcomes; M6: Understanding that postsecondary education and lifelong learning are necessary for long-term success
Category 2: Behavior Standards School Counselors provide culturally sustaining instruction, appraisal, and advisement, and counseling to help all students demonstrate:	B-LS 7: Long and short term academic career goals; B-LS 8: Engagement in challenging coursework; B-LS 10: Participation in enrichment and extracurricular activities B-SMS 5: Perseverance to achieve long & short term goals B-SS 8: Advocacy skills for self and others and ability to assert self, when necessary
CKES Performance Standards	Standard 1: Professional Knowledge (Define); Standard 2: Instructional Planning (Define/Manage); Standard 3: Instructional Strategies (Manage/Deliver); Standard 4: Individualized Instruction (Deliver); Standard 5: Data Collection (Manage) Standard 6: Data Evaluation (Manage/Assess); Standard 8: College and Career Readiness Environment (Manage/Deliver); Standard 10: Communication (Define/Manage/Deliver)

## 10TH GRADE ADVISEMENT

### Naviance Scope and Sequence

**Complete an interest and aptitude inventory, receive information on the Dual Enrollment program, review and revise IGP, if necessary, search and apply for applicable scholarships**

**Review Academic Planner (i.e. transcript, course credit, progress monitoring)**

**Optional Naviance Curriculum Lesson(s):**

**10.6 Connecting My Courses and Careers**

**10.9 Enhancing My Resume**

**10.11 Support Networks**

**10.12 Anatomy of a College Website**

### 10th Grade Advisement Presentation

<p>Category 1: School Counselor Mindset Standards School Counselors encourage the following mindsets for all students.</p>	<p>M3: Positive attitude toward work and learning; M4: Self-confidence in the ability to succeed; M5: Belief in using abilities to their fullest to achieve high quality results and outcomes; M6: Understanding that postsecondary education and lifelong learning are necessary for long-term success</p>
<p>Category 2: Behavior Standards School Counselors provide culturally sustaining instruction, appraisal, and advisement, and counseling to help all students demonstrate:</p>	<p>B-LS 7: Long and short term academic career goals; B-LS 8: Engagement in challenging coursework; B-LS 10: Participation in enrichment and extracurricular activities B-SS 3: Positive Relationships with Adults to Support Success B-SS 8: Advocacy skills for self and others and ability to assert self, when necessary</p>
<p>CKES Performance Standards</p>	<p>Standard 1: Professional Knowledge (Define); Standard 2: Instructional Planning (Define/Manage); Standard 3: Instructional Strategies (Manage/Deliver); Standard 4: Individualized Instruction (Deliver); Standard 5: Data Collection (Manage) Standard 6: Data Evaluation (Manage/Assess); Standard 8: College and Career Readiness Environment (Manage/Deliver); Standard 10: Communication (Define/Manage/Deliver)</p>



## 11TH GRADE ADVISEMENT

### Naviance Scope and Sequence

Save three (3) possible choices for post-secondary options, research at least one additional state or local workforce development initiative, receive information on the Dual Enrollment program, review and revise IGP, if necessary, complete postsecondary plan survey, search and apply for applicable scholarships

Review Academic Planner (i.e. transcript, course credit, progress monitoring)

### Optional Naviance Curriculum Lesson (s):

11.8 My College Fit

11.13 Financial Aid Options

11.15 My Senior Year

### 11th Grade Advisement Presentation

Category 1: School Counselor Mindset Standards School Counselors encourage the following mindsets for all students.	M3: Positive attitude toward work and learning; M4: Self-confidence in the ability to succeed; M6: Understanding that postsecondary education and lifelong learning are necessary for long-term success
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CKES Performance Standards	Standard 1: Professional Knowledge (Define); Standard 2: Instructional Planning (Define/Manage); Standard 3: Instructional Strategies (Manage/Deliver); Standard 4: Individualized Instruction (Deliver); Standard 6: Data Evaluation (Manage/Assess); Standard 8: College and Career Readiness Environment (Manage/Deliver); Standard 10: Communication (Define/Manage/Deliver)

## 12TH GRADE ADVISEMENT

### Naviance Scope and Sequence

Complete career interest survey, complete “Next Step” information, complete graduate /post-secondary options survey

#### Optional Naviance Career Lesson (s):

12.1 My College Applications

12.2 My Personal Brand

12.3 Being Career Ready

12.4 National Scholarship Search

12.5 My Resume

12.7 Leaving Home

12.9 Choosing the Right School

12.11 Beyond the Acceptance Letter

### 12th Grade Advisement Presentation

Category 1: School Counselor Mindset Standards School Counselors encourage the following mindsets for all students.	M3: Positive attitude toward work and learning; M4: Self-confidence in the ability to succeed; M5: Belief in using abilities to their fullest to achieve high quality results and outcomes; M6: Understanding that postsecondary education and lifelong learning are necessary for long-term success
Category 2: Behavior Standards School Counselors provide culturally sustaining instruction, appraisal, and advisement, and counseling to help all students demonstrate:	B-LS 7: Long and short term academic career goals; B-LS 8: Engagement in challenging coursework; B-LS 10: Participation in enrichment and extracurricular activities B-SMS 10: Ability to manage transitions & adapt to change B-SS 8: Advocacy skills for self and others and ability to assert self, when necessary
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## Advisement Processes Timeline

### School Counseling Advisement Timeline

Month	Topic	Topic Description/Resource	Recommended Audience	Level	Person(s) Responsible
July (Summer)	Meet the School Counselor Sessions (Face-to-Face/Virtual)	Meet the School Counselor Sessions are designed for school counselors to introduce their school counseling program and role to stakeholders.	<ul style="list-style-type: none"> <li>Parents/Students</li> </ul>	Middle/High	<ul style="list-style-type: none"> <li>MS/HS School Counselors</li> <li>Administrators</li> </ul>
July (Open House)	Meet the School Counselor Sessions and/or disseminating HCS' Advisement and Counseling brochure	<a href="#">HCS' Advisement and Counseling Brochure</a>	<ul style="list-style-type: none"> <li>Parents/Students</li> </ul>	All Levels	<ul style="list-style-type: none"> <li>Counselors All Levels</li> <li>Administrators</li> </ul>
August	Meet the School Counselor Sessions (Introduction to School Counseling Services)  <i>(Repeat these sessions in January)</i>	Meet the School Counselor Sessions are designed for school counselors to introduce their school counseling program and role to stakeholders.	<ul style="list-style-type: none"> <li>Students</li> </ul>	All Levels	<ul style="list-style-type: none"> <li>School Counselors (All Levels)</li> <li>Administrators</li> </ul>
August-October	<ul style="list-style-type: none"> <li>11th &amp; 12th Grade Advisement</li> <li>11th &amp; 12th Grade Parent Nights</li> </ul>	<p>Student advisement is designed to prepare students for successful entry into a desired post-secondary option (4-year college, 2-year college, technical college, military, apprenticeship, or workforce). Advisement meetings also include discussing a student's 4-year academic plan.</p> <p>Advisement presentations are available to be used as a resource during advisement sessions:  <a href="#">11th Grade Advisement Presentation</a>  <a href="#">12th Grade Advisement Presentation</a> </p>	<ul style="list-style-type: none"> <li>Juniors/Seniors</li> <li>Students/Parents</li> </ul>	<p>High</p> <p>High</p>	<ul style="list-style-type: none"> <li>HS Counselors/Advisors</li> <li>Graduation Coaches</li> <li>Administrators</li> </ul>
September	District Henry Futures/Naviance Parent Workshop ( <i>District level</i> )	This parent workshop is designed to provide an overview of the Naviance college and career platform.	MS/HS Students and Parents	MS/HS	<ul style="list-style-type: none"> <li>District Advisement and Counseling Director/Coordinator</li> <li>MS/HS Counselors</li> </ul>

October	District Super Scholarship Saturday ( <i>District level</i> )	This event is held for students and parents to learn about scholarship opportunities and tools to help with the scholarship process. The event is usually held virtually.	Students/Parents	Middle (8th grade)/High	<ul style="list-style-type: none"> <li>District Advisement and Counseling Director/Coordinator</li> <li>HS Counselors</li> </ul>
October-December	<ul style="list-style-type: none"> <li>9th &amp; 10th Grade Advisement</li> </ul>	Student advisement is designed to prepare students for successful entry into a desired post-secondary option (4-year college, 2-year college, technical college, military, apprenticeship, or workforce). Advisement meetings also include discussing a student's 4-year academic plan.	<ul style="list-style-type: none"> <li>Students</li> </ul>	High	<ul style="list-style-type: none"> <li>HS Counselors/Advisors</li> <li>Graduation Coaches</li> <li>Administrators</li> </ul>
	<ul style="list-style-type: none"> <li>9th &amp; 10th Grade Parent Nights</li> </ul>	Advisement presentations are available to be used as a resource during advisement sessions and/or parent nights: <a href="#">9th Grade Advisement Presentation</a> <a href="#">10th Grade Advisement Presentation</a>	<ul style="list-style-type: none"> <li>Students/Parents</li> </ul>		
	<ul style="list-style-type: none"> <li>Dual Enrollment Advisement for Spring semester</li> </ul>	Dual enrollment advisement is required for students who are anticipating enrolling in courses for the spring semester. Students are required to meet with their school counselor <i>prior</i> to enrolling in DE courses.	<ul style="list-style-type: none"> <li>Students/Parents</li> </ul>	High	<ul style="list-style-type: none"> <li>HS Counselors</li> </ul>
October-February	Financial Aid Workshop/FAFSA Completion Night ( <i>School level</i> )	Completing the Free Application for Financial Aid (FAFSA) is the first step in applying for financial aid in college. High schools will offer a financial aid workshop(s) to assist students and parents in navigating the process. Schools have the option to begin offering workshops in October.	<ul style="list-style-type: none"> <li>Students/Parents</li> </ul>	High	<ul style="list-style-type: none"> <li>HS Counselors College Advisor (select schools)</li> </ul>
November	Henry Futures College Awareness Week	A district-wide (K-12) promotion of "The Future Starts in Henry" to promote college/post-secondary awareness. We challenge all district employees, school personnel, and students to participate as we promote and celebrate college/post-secondary awareness in Henry County Schools.	<ul style="list-style-type: none"> <li>District-wide</li> </ul>	Counselors All Levels	<ul style="list-style-type: none"> <li>Counselors All Levels</li> <li>Administrators All Levels</li> <li>Schools All Levels</li> </ul>
November-March	High School Transition Processes (Rising 9th grade)	School counselors support students in successfully transitioning to middle school, high school, and beyond. By collaborating with families, school staff, and community members, school counselors can help students gain the attitudes, knowledge, and skills to reduce their anxiety and improve their self-efficacy when moving on to whatever comes next.	<ul style="list-style-type: none"> <li>Students/Parents</li> </ul>	Middle/High	<ul style="list-style-type: none"> <li>MS/HS Counselors</li> <li>MS/HS Graduation Coaches</li> <li>Administrators</li> </ul>

January	District Dual Enrollment Night ( <i>District level</i> )	This event is held for students and parents to learn about the dual enrollment opportunities in Georgia. The district's partner colleges (Clayton State Univ, Gordon State, Georgia State, Georgia Military College, and Southern Crescent Technical College) are usually in attendance to speak about their programs and admission requirements. The event is usually held virtually.	<ul style="list-style-type: none"> <li>Students/Parents</li> </ul>	Middle (8th grade)/High	<ul style="list-style-type: none"> <li>District Advisement and Counseling Director/Coordinator</li> <li>HS Counselors</li> </ul>
January-March	<ul style="list-style-type: none"> <li>Individual Academic Advisement and course registration meetings</li> </ul>	<p>School counselors meet individually with students each year to discuss their academic plans and selecting/registering for courses.</p> <p>Schools can also review the AP potential report to identify students who may be good candidates for advanced level courses, such as AP courses.</p>	<ul style="list-style-type: none"> <li>Students</li> </ul>	High	<ul style="list-style-type: none"> <li>HS Counselors</li> <li>Teacher Advisors</li> <li>HS Graduation Coaches</li> <li>Administrators</li> </ul>
	<ul style="list-style-type: none"> <li>Parent Advisement Information Night (Including Rising 9th grade)</li> </ul>	Successful partnerships with students' families are crucial to student achievement. It is important for parents/guardians to be a part of the team helping to ensure students are making informed post-secondary choices and decisions.	<ul style="list-style-type: none"> <li>Students/Parents</li> </ul>	MS/HS	<ul style="list-style-type: none"> <li>MS/HS Counselors</li> <li>Teacher Advisors</li> <li>MS/HS Graduation Coaches</li> <li>Administrators</li> </ul>
	<ul style="list-style-type: none"> <li>8th Grade Individual Graduation Plans (IGP)</li> </ul>	<p>A student specific plan developed detailing the courses necessary for a high school student to graduate from high school and to successfully transition to postsecondary education and the workforce.</p> <p><a href="#">IGP Guidance</a></p>	<ul style="list-style-type: none"> <li>Students</li> </ul>	Middle	<ul style="list-style-type: none"> <li>MS Counselors</li> <li>MS Graduation Coaches</li> </ul>
January-May	<ul style="list-style-type: none"> <li>Middle School Transition Processes (Rising 6th grade)</li> </ul>	School counselors support students in successfully transitioning to middle school, high school, and beyond. By collaborating with families, school staff, and community members, school counselors can help students gain the attitudes, knowledge, and skills to reduce their anxiety and improve their self-efficacy when moving on to whatever comes next.	<ul style="list-style-type: none"> <li>Students/Parents</li> </ul>	ES/MS	<ul style="list-style-type: none"> <li>ES/MS Counselors</li> <li>MS Grad Coach</li> <li>Administrators</li> </ul>
February	District Financial Aid Workshop ( <i>District level</i> )	Completing the Free Application for Financial Aid (FAFSA) is the first step in applying for financial aid in college. High schools will offer a financial aid workshop(s) to assist students and parents in navigating the process. This event is held virtually at the district level.	Students/Parents	High	<ul style="list-style-type: none"> <li>District Advisement and Counseling Director/Coordinator</li> <li>HS Counselors</li> </ul>



<b>Feb-Apr</b>	MS Large group advisement	School counselors support students in successfully transitioning to middle school, high school, and beyond. By collaborating with families, school staff, and community members, school counselors can help students gain the attitudes, knowledge, and skills to reduce their anxiety and improve their self-efficacy when moving on to whatever comes next.	Students	MS	<ul style="list-style-type: none"> <li>MS Counselors</li> </ul>
<b>February-June</b>	Advisement for Dual Enrollment students taking summer/fall courses	Dual enrollment advisement is required for students who are anticipating enrolling in courses for the summer/fall semester(s). Students are required to meet with their school counselor <i>prior</i> to enrolling in DE courses.	Students	High	<ul style="list-style-type: none"> <li>HS Counselors</li> </ul>
<b>May-June</b>	Advisement for summer learning opportunities	Schools will advise students on opportunities to support them in obtaining credit for failed courses.	Students/Parents	Middle/High	<ul style="list-style-type: none"> <li>MS/HS Counselors</li> <li>MS/HS Graduation Coaches</li> </ul>

## Ongoing Advisement Processes

Month	Topic	Description	Recommended Audience	Level	Person Responsible
<b>August-May (ongoing)</b>	<ul style="list-style-type: none"> <li>Small Groups (<i>at least two per school year</i>)</li> </ul>	Group counseling services are based on individual student, school and community needs, which are assessed through student data, a referral process or other relevant data.	Targeted Students	Counselors All Levels	Counselors All Levels
	<ul style="list-style-type: none"> <li>Individual Student Counseling/ Planning/ Advisement</li> </ul>	Individual Counseling is available for all students. Students can be referred by themselves, teachers, or parents. During individual counseling, students are empowered to create their own goals and to build on their strengths in order to make positive changes. Topics covered during individual counseling will vary based on the student's needs.	Students	Counselors All Levels	Counselors All Levels
	<ul style="list-style-type: none"> <li>Career Lessons</li> </ul>	School Counseling Core Curriculum Lessons allow the School Counselor to work with a large group of students. School Counseling Core Curriculum Lessons can include whole-group instruction, discussion, working in groups, art activities, and role-playing.	Students	Elementary	ES Counselors
	<ul style="list-style-type: none"> <li>Classroom/ Core Curriculum Lessons</li> </ul>			Counselors All Levels	Counselors All Levels
<b>September-May (ongoing)</b>	6th-12th Grade College/Career Advisement Begins (Henry Futures/Naviance platform)	Henry Futures (Naviance) is a web-based technology program that students in grades 6 <sup>th</sup> -12 <sup>th</sup> can use to research colleges and careers, take assessments and surveys, create goals and to-do lists. Students must complete required tasks to meet the state BRIDGE law requirements.	Students	Middle/High School	<ul style="list-style-type: none"> <li>MS/HS Counselors/ Advisors</li> <li>Administrators</li> </ul>

# Advisement Communication Plan

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Student Services has developed this communication plan for the **required** advisement processes (K-12), along with recommended timelines and communication methods in an effort to create consistent communication for advisement processes.

## Suggested Strategies for Family and Student Engagement

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### Primary Methods

Used as initial notification and is sent at least 10 days prior to event

Choose at least three (3) Methods of Communication

Communication Tool	Method of Communication
<b>Event Flyer</b>  (i.e. Curriculum Night, Financial Aid Night, Naviance Sessions, Career/Truck Day, Advisement Infographic)	<ul style="list-style-type: none"><li>• Hard copy available in the front office and/or parent resource center</li><li>• Spanish translation required</li><li>• Additional languages for families as needed</li><li>• Sent home with all students</li><li>• Includes details of event as well as virtual meeting or registration link (QR code)</li><li>• Save the Date flyer</li></ul>
<b>Electronic Notifications</b>  (Advisement appointments, classroom sessions, Advisement Guide, Naviance access and information sessions)	<ul style="list-style-type: none"><li>• Event flyer (including translated copy) with event details including meeting links/QR code shared one or all of these ways:<ul style="list-style-type: none"><li>○ Infinite Campus (email, text, and voice)</li><li>○ Remind/Class Dojo</li><li>○ Google classrooms (parent/guardian preference)</li><li>○ School Newsletters</li></ul></li></ul>

<b>School Website</b> (i.e. Career Day, Family Engagement, Naviance, Advisement Guide Link)	<ul style="list-style-type: none"> <li>• Details of event with meeting links</li> <li>• If posted directly on website, translation option is available</li> </ul>
<b>Social Media</b> (Facebook, Twitter, Instagram)	<ul style="list-style-type: none"> <li>• Details of event with meeting links</li> <li>• Flyer (English &amp; Spanish)</li> </ul>
<b>Personal Invites</b>	<ul style="list-style-type: none"> <li>• Direct email to families</li> <li>• Typed invitations</li> </ul>
<b>Principal's Weekly Message</b> (Advisement, Career Lessons, Family Engagement)	<ul style="list-style-type: none"> <li>• More personable</li> <li>• Can be more descriptive</li> </ul>

## Secondary Methods

Sent after primary notifications as a reminder of event (1-3 days prior)

Choose at least two (2) Methods of Communication

Communication Tool	Method of Communication
<b>Visual Reminders</b>	<ul style="list-style-type: none"> <li>• School Marquee (showing date of event)</li> <li>• Postings of flyers on front door, copies in main office and after school area</li> <li>• Posted on message boards in car rider lane</li> </ul>

Infinite Campus & Google Classroom (reminder)	<ul style="list-style-type: none"> <li>• 2nd reminder message on IC</li> <li>• 2nd reminder message in google classrooms</li> <li>• Can include copy of flyers, registration links, and event details</li> </ul>
Second Flyer	<ul style="list-style-type: none"> <li>• Can be included with another correspondence</li> <li>• Include translations</li> </ul>
Social Media (Facebook, Twitter, Instagram)	<ul style="list-style-type: none"> <li>• Details of event with meeting links</li> <li>• Flyer (English &amp; Spanish)</li> </ul>

## School Level Family Communication Plan Considerations

When communicating advisement with your families, please ensure you have met with your **leadership team** to determine the following:

- What does advisement mean for families?
- When will you send out information on the Advisement Guide (i.e. links, etc.)
- When can they expect advisement to occur for their student?
  - 8th grade (November)
  - 9th grade (November)
  - 10th grade (October)
  - 11th grade (September)
  - 12th grade (August)
- Are appointments available?
- When are the parent nights (PSAT results, curriculum, registration)?
- Course Recommendation Forms: How are students/parents aware of courses offered at each grade level?
- How will you communicate or advertise/communication of course programming to Students, Parents, Teachers and other stakeholders
  - How do students/families know which Accelerated/AP/Honors courses are offered?
  - How do students/families know which CTAE, Fine Arts, and World languages courses are offered?

## Advisement Best Practices

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Advisement can be an exciting time for students and families as they navigate middle school and high school. Listed below are *Advisement Best Practices* to ensure that students and families are well informed and knowledgeable about their opportunities.

Advisement Topic	Advisement Best Practices
College Visitations	College Visitations are encouraged. College Representatives/military recruiters are encouraged to visit schools coordinated by the school counseling office. If funding is available, school counselors are encouraged to coordinate & facilitate college visits.
College/Career Fairs	<p>College/Career Fairs are encouraged. The district hosts the PROBE College Fair every year in the fall rotating at one of our high schools.</p> <p>The PROBE College Fair provides an opportunity for 11<sup>th</sup>/12<sup>th</sup> grade students to speak to college/university admission representatives throughout the country.</p> <p>Many K-12 schools in the district host college/career fairs at their site inviting college/university admission representatives and/or members of the business community to speak with their students regarding post-secondary and career options.</p>
Financial Aid/FAFSA Completion Night	Financial Aid/FAFSA Completion Nights are required. School counselors coordinate Financial Aid/FAFSA Completion nights with Georgia Student Finance Commission and/or local college/university financial aid offices.



**Processes/Plan for  
School Counselor  
Introduction and  
Awareness of the  
Advisement Timeline**

- School Counseling Department Welcome Letter and/or flyer to Students and Families
- School Counselor Introduction Videos & webpage
- School counseling presentation to faculty, staff, students, and parents (in-person and virtual)
- Student caseload breakdown posted above the counselors' doors and throughout the counseling office.
- Cohort Google Classrooms created by the counseling office.
- Infinite Campus Messenger emails to Parents/Students
- Outlook Booking or other appointment scheduling tools (Google, Sign-Up Genius, Calendly) to schedule an appointment with the school counselor.
- Posters with school counselor assignments, along with QR codes to contact their assigned school counselor are posted around the school building and in every classroom.
- Cohort/Grade level class meetings
- Cohort/Grade level family meetings
- Monthly newsletters
- E-mail Blasts to Students and Parents with the school counselors' email signature.
- REMIND messages
- Classroom Lessons/Large Group Advisement
- Individual student meetings/Advisement
- Teachers post school counseling information in Google Classroom.
- [Advisement Guide](#): Teachers post in google classroom, school counselors to post to website, schools send via IC Messenger the link

## Advisement

High school counselors review individual graduation plans (checklists) at least twice a year, which includes transcript review and audits to determine student's graduation status and ensure correct course selection. Group advisement sessions can include the following:

1. Graduation requirements
2. High School GPA
3. Reviewing course offerings and career pathway selections using CTAE pathway videos and CTAE showcase nights.
4. Post-secondary options
5. Dual enrollment information
6. HOPE information
7. Scholarships/Financial Aid
8. Early graduation requirements.
9. Communication Tools
10. IC Portal
11. Val/Sal requirements
12. Credit recovery options, if necessary
13. Individual Graduation Plans (IGPs)- *8<sup>th</sup>-12<sup>th</sup> grades via Infinite Campus Academic Planner*

Initial advisement should occur in large group classroom sessions by grade level and/or then call students out individually to meet with their individual school counselor.

Use of Outlook bookings/Google and/or Sign-Up Genius to schedule appointments with students and/or parents regarding scheduling/advisement.

**Henry Futures  
(Naviance)  
(College/Career  
Management System)  
(6<sup>th</sup>-12<sup>th</sup> Grade Students)**

School Counselors meet with students in classroom or small group sessions to facilitate completion of assigned grade level college/career exploration. Follow the Henry Futures (Naviance) Scope and Sequence Guide. [Henry Futures Information](#)

# High School Advisement Grade Level Topics

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Grade Level	Advisement Agenda Summarized
<b>8<sup>th</sup>/9<sup>th</sup> Grade</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Bridge Bill:</li> <li><input type="checkbox"/> Explore and save at least 3 Careers/Occupations</li> <li><input type="checkbox"/> Review/Update IGP</li> <li><input type="checkbox"/> Receive notification of Dual Enrollment program by February 1<sup>st</sup></li> <li><input type="checkbox"/> General advisement:</li> <li><input type="checkbox"/> Study skills</li> <li><input type="checkbox"/> Diploma requirements</li> <li><input type="checkbox"/> Importance of GPA</li> <li><input type="checkbox"/> HOPE GPA</li> <li><input type="checkbox"/> PSAT</li> <li><input type="checkbox"/> Pre-ACT</li> <li><input type="checkbox"/> College entrance exams</li> <li><input type="checkbox"/> College admissions</li> <li><input type="checkbox"/> Extracurricular activities</li> <li><input type="checkbox"/> Community service</li> <li><input type="checkbox"/> Class rank</li> <li><input type="checkbox"/> College fairs/tours (PROBE)</li> <li><input type="checkbox"/> Advanced Content Coursework</li> <li><input type="checkbox"/> 9th grade students receive a copy of their transcript and review their Academic Planner</li> </ul>
<b>10<sup>th</sup> Grade</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Bridge Bill:</li> <li><input type="checkbox"/> Complete a Career Interest/Aptitude Survey</li> <li><input type="checkbox"/> Review/Update IGP</li> <li><input type="checkbox"/> Receive notification of Dual Enrollment program by February 1<sup>st</sup>.</li> <li><input type="checkbox"/> General Advisement: Applying for scholarships</li> <li><input type="checkbox"/> Study skills</li> <li><input type="checkbox"/> Choosing a career path</li> <li><input type="checkbox"/> Diploma requirements</li> <li><input type="checkbox"/> Importance of GPA</li> </ul>

	<input type="checkbox"/> HOPE GPA <input type="checkbox"/> PSAT <input type="checkbox"/> Pre-ACT <input type="checkbox"/> College entrance exams <input type="checkbox"/> Class rank <input type="checkbox"/> College admissions <input type="checkbox"/> Extracurricular activities <input type="checkbox"/> Community service <input type="checkbox"/> College fairs/tours (PROBE) <input type="checkbox"/> Advanced Content Coursework <input type="checkbox"/> Students receive a copy of their transcript and review their Academic Planner
<b>11<sup>th</sup> Grade</b>	<input type="checkbox"/> Bridge Bill: <input type="checkbox"/> Save 3 possible post-secondary options <input type="checkbox"/> Review/Update IGP <input type="checkbox"/> Research at least one additional state or local workforce development initiative <input type="checkbox"/> Dual Enrollment updates <input type="checkbox"/> Applying to college <input type="checkbox"/> Applying for scholarships <input type="checkbox"/> Financial Aid <input type="checkbox"/> National Merit <input type="checkbox"/> Study skills <input type="checkbox"/> Importance of GPA <input type="checkbox"/> HOPE GPA <input type="checkbox"/> PSAT <input type="checkbox"/> Pre-ACT <input type="checkbox"/> College entrance exams <input type="checkbox"/> Class rank <input type="checkbox"/> College admissions <input type="checkbox"/> Extracurricular activities <input type="checkbox"/> Community service <input type="checkbox"/> College fairs/tours (PROBE) <input type="checkbox"/> <a href="#">FAFSA Completion</a> <input type="checkbox"/> Advanced Content Coursework <input type="checkbox"/> Students receive a copy of their transcript and review their Academic Planner

## 12<sup>th</sup> Grade

- ☐ Bridge Bill:
- ☐ 12th graders will complete "Next Step" information.
- ☐ General Advisement:
- ☐ Study skills
- ☐ Applying to college
- ☐ College recommendations
- ☐ Importance of meeting deadlines
- ☐ Financial Aid
- ☐ Applying for scholarships
- ☐ [Completing the FAFSA](#)
- ☐ Importance of GPA
- ☐ Class rank
- ☐ HOPE GPA
- ☐ College admissions
- ☐ College fairs/tours (PROBE)
- ☐ Advanced Content Coursework
- ☐ Students receive a copy of their transcript and review their Academic Planner

# Best Practices For Maximizing School Counselor Impact

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In order to implement an effective Comprehensive School Counseling Program that will impact the overall school climate and culture, the following best practices are advised:

**A. Ensure the Comprehensive School Counseling Framework is thoroughly reviewed at the beginning of year.**

- a. Review the Comprehensive School Counseling Action Plan, Annual Calendar, and goals of the school counseling department
- b. Ensure the time of the School Counseling Department or School Counselor is protected as follows:
  - i. 80% Direct Services: Direct services are face-to-face or virtual interactions between school counselors and students and include the following: Instruction, Appraisal and Advisement, Counseling
  - ii. 20% Indirect Services: Indirect services are provided on behalf of students as a result of the school counselors' interactions with others including: Consultation, Collaboration, Referrals. Remove the following barriers to Comprehensive School Counseling Service; Fair share responsibilities should be no more than 1 hour per day (ES/MS)

**c. Non-Counseling Duties**

- i. Lunch Duty: This is a critical time for facilitating groups and meeting with students during non-instructional time (i.e. confidential conversations or academic advising)
- ii. Master Scheduling/FTE: Increase involvement and strengthen the role of the Data Clerk and ensure the Data Clerk receives and attends all Professional Development. Reduce the involvement of school counselors in Master Schedule Building with the exception of college/career readiness advisement & course selection/requests
- iii. Ensure school counselors attend Professional Development on the Academic Planner (MS/HS) and Naviance
- iv. Ensure school counselors are re-delivering Professional Development on the Academic Planner and Naviance to the school staff
- v. Ensure elementary school counselors are not on the specials rotations to allow flexibility in presenting career lessons and other school counseling



**d. Tools for College Success/High School Transition IV Courses**

- i. These courses are ideal for teachers to serve as advisors to students on their post-secondary options.
- ii. These courses are ideal courses to implement and advise students on post-secondary options using Naviance

## **Level Specific Advisement Practices**

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### **Elementary**

- Ensure grades K-5 have access to a career lesson or explore careers through an interactive Truck Day or Career Day
- Ensure there are transition activities & parent communication for ES->MS
- Ensure school counselors are not on Specials Rotation to ensure there is an effective Comprehensive School Counseling Program to include college & career readiness
- Work collaboratively with personnel regarding transition from Pre-K to K (i.e. Title I Family Engagement Liaison, Instructional Specialist, Media Specialist, PTO President, etc.)

### **Secondary**

- Ensure grades 6-12 have received advisement (MS by April; HS by December) and there is time allotted for ongoing advisement
- Ensure the scheduling team has met with the feeder school by the end of the Fall semester
- Ensure grades 6-12 have completed Henry Futures/Bridge Bill Scope & Sequence by the end of May & follow the timeline
- Ensure parents/guardians have received access codes to Henry Futures (Naviance) from the registrar or administrative assistant.
- Ensure there is a course Registration Calendar/Timeline (collaborative with Assistant Principal or Supervising Administrator)
- Ensure there are transition Activities for Students/Families MS->HS
- Ensure there is a transition meeting (s) between feeder schools (ES to MS and MS to HS) to plan the registration timeline and activities (sample provided).
- Consider how you will complete Course Planning- course offerings, Strategic Plan considerations
- Ensure teachers have effective recruitment practices of students for Advanced Coursework (ID process and AP Potential)--see the google file on AP/Honors & CTAE Pathways

- Ensure the school counselors attend applicable Professional Development (i.e. Academic Planner, Advanced Content Coursework)

### **All levels**

- Ensure the school counselor is involved in transition planning for the new school year
- Ensure the school counselors serves on the leadership team
- Ensure the data clerk and registrar completes FTE, transcript entry, and other necessary data entry tasks

# Monitoring and Implementation

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In order to ensure effective & consistent advisement, please utilize the following rubric when facilitating observations and monitoring advisement. This rubric can be used for grades 8th-12th.

## [Advisement Rubric Document](#)

### College and Career Robust Management System: Naviance

#### To and Through: Advisement Resources

#### OVERVIEW

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The ongoing systematic process in which schools work with students to comprehensively apply the results of test data and other inventories in combination with students' career, learning, and lifelong goals. During advisement, the schools make recommendations to the student and parents/guardians that support course enrollment, programs of study, individual graduation plans, and post-high school plans. Comprehensive advisement includes labor market information to assist students in making truly informed post-high school decisions. Examples of advisement delivery options include, but are not limited to: (1) Individual Graduation Planning; (2) Post-High School Planning; (3) Reviewing Program of Study Documents; (4) Utilizing Naviance-College/Career Management System; (5) Transition Activities (i.e. school-to school, school-to-career); and (6) Course Selection and Registration

- **Comprehensive School Counseling Program Framework:** Provides the components and domains of a comprehensive school counseling program.
- **Comprehensive School Counseling Action Plan:** The data-driven Action Plan is aligned to the SMART goals in the CSIP and/or Strategic Plan. Action plan includes results and implications for the following year.
- **Annual Calendars:** Outlines the various school wide and departmental events that occur throughout the year.

#### RESOURCES FOR PLANNING

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- [Advisement Communication Plan for Families and Students](#)
- Advisement Timeline: Elementary, Middle, High
- Advisement Rubric
- Advisement Manual: The manual will provide a detailed plan of action for the delivery of advisement, standards and CKES alignment, various school level roles in advisement
- Advisement Guide and Website: Detailed information will be provided in the Advisement and Counseling Toolkit found on the Henry County Schools webpage.
- On track/Off Track Report
- Henry Futures/Naviance Monitoring Communication

## PLANNING FOR ADVISEMENT AT YOUR SCHOOL

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- Advisement is required for all students K-12
- Family Engagement is required and essential to successful and effective advisement
- Ensure the culture in the school promotes college/career readiness
- To support school counselors as they plan for effectively implementing advisement, the Advisement and Counseling team has provided best practices and recommendations for advisement tasks:
  - Best Practices to Maximizing School Counselor Impact can be found [HERE](#).
  - Standards for Student Learning can be found [HERE](#)

## PROFESSIONAL DEVELOPMENT - SAVE THE DATE

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- Need more information? Have questions? Please plan to attend a virtual MS/HS Summer Learning Question and Answer SessionS
  - **TBA - 9 am and 1 pm**
  - **Audience:** School Counselors, Principals and/or HS Assistant Principals (school counseling evaluators),
  - **9:00 am-10:00 am Link:**
  - **1:00 am-2:00 pm Link:**

## CONTACT INFORMATION

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- Chon Hester, Director of Advisement and Counseling; Email: [rhester@henry.k12.ga.us](mailto:rhester@henry.k12.ga.us) or Ext 04110

# Course Selection Process (Registration)

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Advisement, Registration, and Master Schedule Building is a cross divisional collaboration among several divisions: Family & Student Support Services, Information Services, Learning & Performance, and Leadership Services.

## Registration

Advisement and Registration occurs simultaneously with building the master schedule. Students are advised on their post-secondary options that align with their career choices, the registration process begins to allow families to select courses based on the career choices, and the master schedule is designed to support the requests of students/ families. Although they are separate processes, they work together to ensure families are knowledgeable of all the opportunities while matriculating to and through high school.

Below, you will find a sample registration calendar timeline.

## Academic Planner

The Academic Planner allows schools to manage students' Academic Plans (Graduation and Academic programs (CTAE) through their entire school career. Academic Planning is a process that requires the use of several tools in Infinite Campus and several roles in a school. The Academic Planner displays students' progress towards graduation and academic programs; progress towards graduation and academic programs can be monitored by school staff, parents/guardians, and students. This is a powerful tool that allows students to view and plan out courses for the four high school years to meet academic and career goals.

This plan is saved in Infinite Campus and is updated throughout the student's high school career meeting each student's changing career and future goals. Thus, this tool allows a student with support from his/her school counselor to complete the student's academic plan throughout the entire high school career. In addition, 8th grade students transitioning to ninth grade also use this tool to complete the Individual Graduation Plan also known as an IGP ([IGP Guide](#)).

The [Infinite Campus Companion Guide](#) provides an abundance of information and resources regarding navigating the academic planner.

# Sample Registration Timeline

## SHS Rising 9<sup>th</sup> Grade Transition Timeline: 2022-2023

Date	Task/Process
11/29/2022	Transition Planning Meeting with SMS 8 <sup>th</sup> Grade Team & Graduation Coach & AP of Instruction <b>(Virtual During Planning)</b> 10:15am-11:38am
11/30/2022	Transition Planning Meeting with ARMS 8 <sup>th</sup> Grade Team & Graduation Coach & AP of Instruction <b>(Virtual During Planning)</b> 12:35pm-1:45pm
12/2/2022	Middle School Deadline to Select Registration Option (Paper or Electronic)
12/6/2022	Submit Registration form to Middle Schools <ul style="list-style-type: none"> <li>SHS Course Request Form (Paper or Electronic)</li> <li>SHS AP/Honors Application Information</li> </ul>
1/18/2023	Middle School Data Spreadsheet Complete and Submitted to SHS (Electronic) Please submit Data Sheet to: <i>Mrs. C. Jackson, SHS Assistant Principal &amp; Ms. Pitts</i>
01/24/2023	ARMS Visit (In Person) <ul style="list-style-type: none"> <li>10:00am-11:15am – Staff Orientation</li> <li>11:30pm – 12:35pm – Classroom meetings</li> </ul>
01/25/2023	SMS Visit (In Person) <ul style="list-style-type: none"> <li>11:15 – 12:15– Student Classroom Meetings</li> <li>10:00am – 11:00am– Staff Orientation</li> </ul>
TBD	IC Academic Planner Access Open
02/02/2023	SHS Virtual Rising 9 <sup>th</sup> Grade Parent Orientation Night – 6:00pm-7:00pm

02/17/2023	Middle School Course Inputting in Academic Planner Deadline/AP/Honors forms submitted to SHS (Hard Copy)
03/3/2023	SHS Distribute Verification Forms to Middle Schools
03/13/2023 - -03/17/2023	SHS Virtual Rising 9 <sup>th</sup> Grade Confirmation Appointments (Parents will schedule appointments via QR Code)

Date	Procedure
July	Send out senior parent invitations for senior advisement
Aug/Sept	Review Senior Transcripts/Academic Planner with parents and students Send out invitations for Junior advisement.
Oct	Conduct Junior Academic Planner Advisement with parents and students Send out invitations for Sophomore advisement
Nov	Conduct Sophomore Academic Advisement with parents/students
January	Send out invites for 9 <sup>th</sup> grade advisement Conduct 9 <sup>th</sup> academic planner advisement after 1 <sup>st</sup> semester grades are posted.
Nov/Dec/Jan	Instructional Leadership meeting to review data for Master for the next year Review PSAT data and send out AP and Honors letters to students/parents
Dec/Jan	Discuss/Develop course sequences for the academic planner for the Rising 9 <sup>th</sup> graders (honors,regular, and support in Math and English)



	Complete Course Planning Template for rising 9 <sup>th</sup> graders
Nov/Dec	Review registration process with Leadership Team and identify roles and deadlines are established.
Jan	Professional development with teachers, ESE case managers and MTSS/REP representatives about the registration process
TBD	Identify the dates and times for the Parent Nights: <ol style="list-style-type: none"> <li>1. AP/Honors/Dual Enrollment Night/ Review PSAT data- In person/(virtual option for make up)</li> <li>2. Review Electives/CTAE pathways, Fine Arts, ROTC, and Work Based recruitment videos provided for parent's review virtually.</li> </ol>

### Sample Registration Timeline: Middle & High School Combined

**Green = Involves Middle School Tasks**

**Black = SHS Tasks**

#### STOCKBRIDGE HIGH SCHOOL

##### REGISTRATION TIMELINE FOR 2023-2024

1/23	SHS Dept. Chair Registration Review/Q & A Session
1/30	Staff Overview Provided (Faculty Meeting)
12/15/20	Applications due for Work-Based Learning, Yearbook, Academy for Advanced Studies, STEAM, Healthcare etc.
1/5/21	SHS to deliver Course Recommendation and AP/Honors forms to ARMS/SMS (Counselors)
1/?	Registration training for SMS teachers to discuss registration process.  Written guidance for course request registration and honors criteria will be delivered. (Jackson, Counselors, Bell) SMS @ Time TBA
1/11-2/12	SHS Current 9 <sup>th</sup> grade advisement and pre-registration via Academic Planner

- 1/14/21 Registration training for ARMS teachers to discuss registration process.
- Written guidance for course request registration and honors criteria will be delivered. Meet with students.  
(*Jackson, Counselors, Bell*) ARMS @ TBA
- 1/15/21 IEP Forecasts submitted by ARM and SMS
- 1/16/21 20/21 School Year Roll over-Infinite Campus access for next year
- 1/19/21 ARMS/SMS will begin CTAE/elective requests online
- 1/19/21 SHS will email out information letters to parents ARM/SMS rising 9<sup>th</sup> grade (for HS). Letter should include CTAE/Elective registration information, as well. SHS should be able to access all cluster students through IC messenger.
- 1/20/21 or 1/21 ARMS/SMS Rising 9<sup>th</sup> Grade Orientation/SHS virtual event (*Administrators, Counselors, Grad Coach, JROTC, Band, Chorus, Sports, Special Ed, Foreign Language, CTAE*). DUE DATE FOR 8<sup>th</sup> Grade STEAM/Honors/AP applications.
- 1/22/21 Deadline for 8<sup>th</sup> grade teachers to complete recommendations for academic subjects only (including Honors/AP recommendations).
- 2/4/21 Tentative \*\*DE/AAS/FAFSA/PSAT Explanation/AP/Honors/STEAM Night @ SHS 5:30-7:30 (ARM & SMS are invited)\*\*
- 2/5/21 Band/Chorus/JROTC/Yearbook lists due to SHS counseling office
- 2/12/21 All Middle School Course Recommendations via Planner are complete. Ensure collection of signed Honors/AP forms from MS students/parents
- 2/12/21 All High School Course Recommendations via Planner Complete.
- 3/1/21 Date to request course request viewing from SIS for rising 9<sup>th</sup> grade
- 3/1/21 Date to request online course request viewing from SIS for current SHS students
- 3/5/21 deadline to receive Honors/AP Requests form families
- 3/1-3/12 Rising 9<sup>th</sup> Grade Registration Confirmation and Review Appointments with SHS (*Do we still want to facilitate these appointments?? Is this the best time*)
- ??? Deadline for final SHS IEP Recommendations
- 3/19/21 Email SMS and ARM course request files for distribution
- 3/26/21 Send current SHS students course requests home for review

TBA	<i>List of 8<sup>th</sup> grade students Affidavits/Crossing Attendance Lines Letters sent to SHS Counseling Office</i>
TBA	MS Schedule Verifications sent to ARMS/SMS ( <i>SHS Counselors</i> )
TBA	High School Verifications sent to current SHS families
TBA	Schedule Verifications returned to SHS ( <i>SHS Counselors</i> )
TBA	SHS Honors Day
TBA	Honors Day-ARMS @ TBA
TBA	Honors Day-SMS @ TBA
ASAP	Send Georgia Milestone scores to SHS

# Appendix

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## Advanced Content Coursework

To support increased opportunity, access, and outcomes relevant to Advanced Placement coursework, the Advanced Learning Department formed an AP Advisory Committee to conduct a review of best practices relevant to AP participation and to provide recommendations for how HCS might strengthen its processes relevant to AP course enrollment and instruction.

The following guidance was developed with the following rationale:

Add More Courses: Increasing the available number and type of advanced courses offered by schools fosters equitable opportunities and access.

Remove Barriers for Enrollment: This work aligns with College Board's AP Access and Equity Policy which demonstrates a commitment to removing barriers so that all students have an opportunity to participate in rigorous and challenging courses.

Increase Participation: The increase in the number of advanced courses offered and the removal of barriers for student participation promotes opportunity and access which will result in increased student participation in advanced placement courses and exams. Additional information can be located via the [Advanced Learning Toolkit](#).

## Advisement Guide

### Bridge Bill & [SB 401](#)

Georgia legislatures passed Senate Bill (SB) 401 spring 2018. SB 401 addresses dual enrollment, career-oriented aptitudes and career interests, individual graduation plans, the school counselor's role (including workload, program service delivery, and professional learning), annual age-appropriate sexual abuse and assault awareness and prevention education in kindergarten through grade nine, and professional learning in sexual abuse and assault awareness and prevention. As a result of the new legislation, the BRIDGE Bill data elements were updated. Our elementary SUBS lessons meet the criteria for providing annual age-appropriate sexual abuse and assault awareness and prevention education K-5. Our school health programs meet the requirement for grades 6-12. Moreover, our 8<sup>th</sup> graders and 10<sup>th</sup> graders complete the career oriented aptitude assessment utilizing Naviance. Our 8<sup>th</sup> graders complete their individual graduation plans through their Infinite Campus Academic Planner, and the

remaining Bridge Bill SB 401 dual enrollment, college and career research and interests are completed through the Naviance College/Career Readiness Management Tool.

## **Diploma Options**

### **Dual Enrollment**

Dual Enrollment opportunities are for eligible students in grades 10-12th who would like early access to college courses while enrolled in high school. These students will earn college credit and high school credit while pursuing a high school diploma and/or a degree, diploma, or certificate from a college/university. Additional information regarding Dual Enrollment can be found here: [Dual Enrollment](#)

### **Fourth Science Options**

There are courses that count towards satisfying the fourth science requirement and a CTAE pathway completion requirement and have been approved by the Board of Regents as a fourth science. Please see 4th year science options here: [4th Year Science Options](#)

### **University System of Georgia Information & Staying on Course Document**

This document reflects the minimum high school RHSC unit requirements for each of the academic subject areas. Students should pursue a challenging and rigorous high school curriculum to be best prepared for a successful college experience and should consult with their high school counselor to determine appropriate courses. The Staying on Course Document can be referenced here: [University System of Georgia USG Staying on Course Document](#)

[USG Admissions Information](#)

### **Technical College System of Georgia**

Georgia's technical colleges stand ready to help launch your future. Last year, more than 27,000 students graduated from the 22 colleges of the Technical College System of Georgia. Today, 98 percent of these graduates are presently either employed or continuing their education! As you investigate which technical college and program best meet your goals, you'll join the thousands of other students like you who've discovered that our colleges offer state-of-the-art technical education in more than 600 programs. Additional information regarding TCSG admissions and other valuable information can be found here: [TCSG Admissions Information](#)

## **Aligned Policies**

[IAB Educational Accountability](#)

[IB Instructional Program Goals and Objectives](#)

[IDDD-R\(1\) Gifted Student Programs-Procedures](#)

[IDDF Special Education Programs](#)

[IHA Grading Systems](#)

[IHA-R\(2\) Grading Systems 2019-2020 \(First time\) and beyond](#)

[IHE Promotion and Retention](#)

[IHF\(6\) Graduation Requirements-Entering Fall 2008-09 and thereafter](#)