



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Department of Education Elementary School Counselor Timeline of Activities

Introduction

The following timelines suggested for elementary school counselors are intended to serve as a guide to assist in planning guidance, counseling, and advisement activities for the school year. Many of these activities are based on requirements of the HB 186 and HB 713 legislation that must be incorporated into the school counseling program. A number of activities are repeated to account for the differences in local system schedules and thus may or may not be conducted in the identified months on the activity list.

Note: The required HB 186 and HB 713 activities are identified with an asterisk. (*)

August

- Develop and present a Professional School Counselor Program and a Plan of Action to the Advisory Committee, elementary school administrators, teachers, and parents that include HB 186 legislation implementation to highlight guidance, counseling, career awareness/development, and advisement services.
- Develop classroom guidance activities in the Academic, Career, and Personal/Social domains of the national school counselor model.
- Develop and coordinate the schedule of classroom guidance activities with classroom teachers.
- Assist faculty in interpreting last year's test scores and implications for the new school year.
- Review and use school data collected from the previous year to plan guidance and counseling curriculum and create the closing achievement gap activities.
- Develop and conduct a needs assessment for parents, students, administration, and faculty.
- Identify a character word or trait of the week or month.
- Introduce to administration and faculty the elementary career cluster activities included in guidance and counseling and discuss implementation strategies using the following link: <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/counselor/Pages/Elementary.aspx>(*).
- Conduct the appropriate elementary career cluster grade level activities using the following link: <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/counselor/Pages/Elementary.aspx>(*).

September

- Provide information to parents/guardians regarding the required Elementary Career Cluster Activities using the following link: <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/counselor/Pages/Elementary.aspx>(*).
- Conduct classroom guidance activities on personal safety, diversity, or conflict management/problem solving.
- Identify a character word or trait of the week or month.
- Conduct appropriate elementary career cluster activities using the following link: <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/counselor/Pages/Elementary.aspx>(*).
- Conduct classroom guidance on identifying personal skills, abilities, and interests in the areas of academic, career, and personal/social development.



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- Conduct classroom guidance on the awareness of academic and career goal-setting steps.
- Conduct counseling activities to students as needed based on academic, behavior, and attendance data.
- Conduct classroom guidance activities on cooperation, dependability, and the relationship of school activities and work.
- Provide small group guidance on study skills.

October

- Conduct elementary career cluster activities using the link: <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/counselor/Pages/Elementary.aspx>(*).
- Conduct classroom guidance activities on different models of interpersonal and communication skills.
- Provide individual counseling and guidance to identified students.
- Conduct classroom guidance activities on cooperation, dependability, and the relationship of school activities and work.
- Assist with Red Ribbon Week activities.
- Coordinate services for intervention and prevention strategies.

November

- Provide individual intentional counseling sessions to students as needed based on academic, behavior, and attendance data.
- Conduct classroom guidance sessions on peer pressure and bullying situations.
- Provide classroom guidance sessions for 5th graders on how to set realistic long-term goals and ways to set goals.
- Coordinate services for intervention and prevention strategies.
- Provide small group advisement on study skills.
- Conduct elementary career cluster activities using the link: <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/counselor/Pages/Elementary.aspx>(*).
- Provide classroom guidance sessions on soft skill topics, such as teamwork, courtesy, punctuality, neatness, and how these qualities reflect employability traits.

December

- Conduct classroom counseling sessions on peer pressure and bullying situations.
- Conduct a meeting with the 5th and 6th grade counselor(s) at the feeder schools to discuss and plan transition activities.
- Prepare a parent newsletter regarding dates for parent transition plans and meetings.
- Develop intentional guidance/counseling sessions for students who are exhibiting at-risk behaviors.
- Conduct elementary career cluster activities using the link: <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/counselor/Pages/Elementary.aspx>(*).



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- Review and check the elementary tracking form to verify completed career cluster activities for transfer students using the link: : <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/Elementary-Guidance-Tracking-Form-Document.doc>(*).
- Review the student documentation for completed grade level career cluster activities of activities for the CCRPI using the link: <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Accountability/Documents/CCRPI%20Indicators%20-%20FINAL%2001.31.13.pdf> (*).

January

- Review and check the elementary tracking form to verify completed career cluster activities for transfer students using the link: <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/Elementary-Guidance-Tracking-Form-Document.doc>(*).
- Review the student documentation for completed elementary career cluster activities for the CCRPI using the link: <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Accountability/Documents/CCRPI%20Indicators%20-%20FINAL%2001.31.13.pdf> (*).
- Conduct a 5th Grade Parent Night to meet 6th teachers, counselors, and administrators from the feeder schools.
- Conduct a meeting with the elementary counselor (s) and the 6th grade counselor(s) at the feeder schools to plan transition activities for the current 5th grade students.
- Conduct elementary career cluster activities using the link: <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/counselor/Pages/Elementary.aspx>9*).
- Provide individual counseling and guidance to identified students as needed based on academic, behavior, and attendance data.

February

- Celebrate National School Counselor Week.
- Conduct elementary career cluster activities using the link: <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/counselor/Pages/Elementary.aspx>(*).
- Review the student documentation for completed elementary career cluster activities of for the CCRPI using the link: <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Accountability/Documents/CCRPI%20Indicators%20-%20FINAL%2001.31.13.pdf> (*).
- Review and check elementary tracking form to verify completed career cluster activities for transfer students using the link: <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/Elementary-Guidance-Tracking-Form-Document.doc>(*).
- Conduct classroom guidance to 5th graders on middle school expectations, grading scale, learning expectations, dress code rules, and general student transition concerns using the link: <http://www.gadoe.org/School-Improvement/Federal-Programs/Documents/Parent%20Engagement/Final%20Middle%20School%20Transition%20Toolkit.pdf>.
- Provide intervention services for students who are exhibiting at- risk behaviors.



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March

- Provide test preparation information to elementary parents and students.
- Conduct teacher workshops on testing procedures.
- Conduct information workshops to teachers on interpretation of test results.
- Conduct elementary career cluster activities using the link: <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/counselor/Pages/Elementary.aspx>(*).
- Conduct guidance sessions on reducing student test taking anxiety.
- Include a section in a parent newsletter on transition plans for the rest of the year.
- Have 5th grade students correspond with 6th grade students asking questions regarding middle school.
- Have the 6th grade counselors write a section in a parent newsletter about the increased level of responsibility for work, behavior, and the expectations of current career development legislation.
- Meet with special education teachers to discuss transition strategies for students who have Individual Education Plan (IEP's).

April

- Conduct registration for 5th grade students with 6th grade counselors.
- Coordinate with 6th grade counselors for 5th grade students to visit their respective feeder middle schools.
- Provide intervention services for at-risk students and verify that they have a transition plan
- Review and check the elementary tracking form to verify completed career cluster activities for transfer students using the link: : <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/Elementary-Guidance-Tracking-Form-Document.doc>(*).
- Review the student documentation for completed grade level career cluster activities of activities for the CCRPI using the link: <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Accountability/Documents/CCRPI%20Indicators%20-%20FINAL%2001.31.13.pdf>(*).
- Conduct elementary career cluster activities using the link: <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/counselor/Pages/Elementary.aspx>(*).
- Meet with the special education teachers to discuss transition strategies for students who have Individual Education plans (IEP's).
- Review and check elementary tracking form to verify completed career cluster activities for transfer students using the link: <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/Elementary-Guidance-Tracking-Form-Document.doc>(*).



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May

- Review and check elementary tracking form to verify completed career cluster activities for transfer students using the link: <http://www.gadoe.org> (*).
- Review student documentation for completed grade level career cluster activities of activities for the CCRPI using the link: : <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Accountability/Documents/CCRPI%20Indicators%20-%20FINAL%2001.31.13.pdf> (*).
- Evaluate the post guidance and counseling intervention strategies to assess impact on student achievement.
- Meet with school administrator (s) to review and evaluate the school counseling program.
- Conclude any residual test taking responsibilities.
- Verify all transition records have been sent to new feeder schools.