



FOR

## GA MIDDLE & HIGH SCHOOLS

### HOPE Brochures Are On the Way!

We are in the process of updating GAcollge411. Every year, we mail out HOPE brochures to high schools and they will be in the mail this week. Please do not order them via the order form until you've received your initial supply of brochures. Also, with all the changes that were made to the program, we've also created a one page flyer that you can use for 9th -11th graders as information about the HOPE program.

Please keep in mind, that we do limit the number of HOPE brochures that you can order at one time to 200. This is done to ensure that we can provide brochures to everyone while trying to minimize the cost.

### Using GAcollge411 to Transition from Summer to School

Soon, the splash of summer waves hitting the beach and the sounds of crickets chirping in the late summer evenings will be replaced with the sound of bells ringing and young people thundering through the hallways of schools all across Georgia. Get ready to begin another great school year!

With so many topics to cover in the first few weeks of school, you may not think of how GAcollge411 can help with transitioning from summer to school year or even from grade level to grade level. Here are some ideas you may want to consider:



### Welcome Back

It's hard to believe that another school year has started, or will be starting in just a few days. We hope that you are energized and ready for a new school year. We're looking forward to working with you and helping students across Georgia to expand their opportunities!

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To engage students in the search for the “perfect” career, you may want to refer them to the Career Planning Tab, Explore Careers. Rather than typing in a career, guide them to the Career Cluster/Concentration section at the bottom of the page. If a student is interested in Healthcare, they can find over 150 conventional and not so conventional careers in this employment increasing field. Same is true for the other 10 clusters. Each one houses many careers that just may motivate a young person to become excited and engaged about their future. This is always, a positive outcome.

As a student explores colleges under the College Planning Tab, especially in the 11th and 12th grades, encourage them to save the schools to their portfolio. Once this has been done, this allows the student to view the college admissions requirements from their Plan of Study page. They can click on the white columns at the top right of the Plan of Study page and can compare college entrance requirements with what they have on their Plan of Study. This feature allows them to make sure they are on track to graduate with classes their specific college requires for admissions. This is a great way for students to not be disappointed when colleges start looking at their transcripts.

Since so many students want to go to an out of state to school, encourage them to view the out of state institutions under the College Planning Tab, Explore Schools. They can select the specific state they are interested in moving to, search for schools and view the cost and financial aid section. After the search and they have saved the schools to their portfolio, guide them to the financial aid calculator under the Financial Aid Tab. This breaks the cost down, per year and by the length of time the student intends to spend at that college (2 years, 4 years). This can be an eye opener and may provide leverage to the importance of staying in state (save out of state tuition fees) and strive to gain and maintain their HOPE GPA.

We, at GAcollge411, wish you a successful first month of school for the 2011-2012 year.

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## Georgia Department of Education Update

### New STUDENT ADVISEMENT State Board Rule Adopted!

The new State Board of Education Rule 160-4-8-.09 STUDENT ADVISEMENT has been adopted on July 21, 2011, to include definitions and requirements related to House Bill 400 (BRIDGE) legislation. This rule is effective beginning school year 2011-2012.

The revised STUDENT ADVISEMENT Rule (160-4-8-.09) is below.

#### 160-4-8-.09 STUDENT ADVISEMENT.

##### (1) DEFINITIONS.

(a) **Apprenticeship** – a structured program that connects school- based occupational instruction and related paid work-site experiences in order to prepare students for the world of work. Students are able to receive a high school diploma, a postsecondary certificate, or degree or industry certification.

(b) **Articulation** – an agreement between a high school and a postsecondary institution regarding the awarding of both secondary and postsecondary credit for a dual enrollment course.

(c) **Cooperative education** - structured student learning in a paid work position while concurrently enrolled in a related Career, Technical and Agriculture Education class, which connects career interests to academic and occupational learning in cooperation with business and industry.

(d) **Dual enrollment** - a program through which high school students take courses from an eligible state public or private postsecondary institution while still enrolled as a high school student and receive credit both at the high school and at the postsecondary institution.

(f) **Individualized education program (IEP)** - a written statement for each child with a disability that states the present level of academic achievement and functional performance. The IEP is developed, reviewed, and revised in accordance with the Individuals with Disabilities Education Act, as amended.

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(g) Individual graduation plan – 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 work force.

(h) Internship – a structured placement, either short term or long term, which enables a student to connect career interests to academic and occupational learning in cooperation with business and industry in a paid or non paid position.

(i) Joint enrollment- an arrangement whereby a high school student is enrolled in a postsecondary institution while continuing to pursue his or her high school diploma. Joint enrollment coursework earns postsecondary credit only.

(j) Local education agency- a local school system pursuant to local board of education control and management.

(k) Mentoring- support and guidance provided to students through relationships with adults who advise and act as role models for students.

(l) Service learning- a teaching method in which guided or classroom learning is deepened through service to others in a process that provides structured time for reflection on the service experience and demonstration of the skills and knowledge acquired.

(m) Teacher as advisor- a teacher or professional educator in the school who assists a small group of students and their parents or guardians to set postsecondary goals, to help them prepare programs of study, track academic progress, and provide advisement and support as needed.

## (2) REQUIREMENTS.

(a) Each local education agency (LEA) shall provide students in the sixth, seventh, and eighth grades counseling, advisement, career exploration, career interest inventories, and information to assist them evaluating academic skills and career interests.

(b) Each LEA shall ensure that each student develops an individual graduation plan before the end of the second semester of the eighth grade. The individual graduation plan shall be developed in consultation with the student's parents, guardians, or individuals appointed by the student's parents or guardians to serve as their designee.

(c) Each LEA shall provide guidance, advisement, and counseling to each high school student that will enable the student to successfully complete his or her individual graduation plan and prepare him or her for a seamless transition to postsecondary study, further training, or employment.

(d) Each student's individual graduation plan shall:

1. Include rigorous academic core subjects and focused course work in mathematics and science or in humanities, fine arts, and foreign language or sequenced career pathway coursework;
2. Incorporate provisions of a student's Individualized Education Program (IEP), where applicable;
3. Align educational and broad career goals and the student's course of study;
4. Be based on the student's selected academic and career focus area as approved by the student's parent or guardian;
5. Include experience-based career oriented learning experiences, which may include but not be limited to, internships, apprenticeships, mentoring, cooperative education, and service learning;
6. Include opportunities for postsecondary studies through articulation, dual enrollment, and joint enrollment;
7. Allow flexibility to change the course of study but remain sufficiently structured to meet graduation requirements and qualify the student for admission to postsecondary education;
8. Be approved by the student and the student's parent or guardian with guidance from the student's school counselor or teacher advisor; and
9. Be reviewed and revised, if appropriate, upon approval by the student and the student's parent or guardian with guidance from the student's school counselor or teacher advisor.

(e) An individual graduation plan may be changed at any time throughout a student's high school career upon approval by the student and the student's parent or guardian with guidance from the student's school counselor or teacher advisor.

Authority: O.C.G.A. §20-2-131; 20-2-151(b); 20-2-281(b); 20-2-326; 20-2-327

# American School Counselor Association (ASCA)® Recognized ASCA Model Program (RAMP)® Winners:

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Congratulations to the 2011 to the American School Counselor Association (ASCA)® Recognized ASCA Model Program (RAMP)® winners. The RAMP designation assures that those counselors are committed to delivering a comprehensive, data-driven school counseling program. It is a very rigorous and challenging application process and counselors who are selected as winners are identified as outstanding school counselors with exemplary counseling programs within the school. It helps counselors to evaluate their programs and identify areas for improvement as well as increasing the knowledge and skills of effective school counseling. The school principals of these counselors should be congratulated also, as they have provided support in their program development.

Georgia’s counselor directors continue to make a professional impact on the national scene as well. Gail Smith, Cobb County Supervisor of Counseling and Demetria Williams, Associate Director of Gwinnett County Guidance and Counseling were named on the ASCA Executive Board. Brian Law, Valdosta County high School Counselor, is completing a very successful year as ASCA President, a first for Georgia!

The following counselors and principals were recognized at the ASCA National Conference Awards Dinner, June 27, 2011.

## Best of luck to the following counselors:

Terri F. Allen	Anniston Elementary	Lorraine Henry	Gwinnett
Tracie Sharpe Teshia Dula	Benefield Elementary	Dr. Melissa Walker	Gwinnett
Kate Anderson Rachel Fogleman Aara Bunyan	Benefield Elementary	Deborah Harris	Gwinnett
Julie Hartline Jana Loftin Brie Perozzi Julie Richardson Nathan Schult Yolanda Wright			
Stephanie Bentley Maria Grovner Julie Taylor Carla Winkler			
Heather Boyle Sonya Cook Jason Evans Peggy Hurst Lisa McCormick			
Trina Clinkscales Martha Holt Joanne Huston			
Shainita D. Heath Barbara Kinsey Pamela Manigault			

