



**LYNDONVILLE**  
CENTRAL SCHOOL DISTRICT

**COUNSELING OFFICE AND CAREER  
CENTER**

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**COMPREHENSIVE SCHOOL  
COUNSELING PROGRAM**

# Lyndonville Central School District

## Certified School Counselors

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Grades PK-12

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## What is a School Counseling Program

Reaches every student through MTSS

Comprehensive in Scope- ASCA National Standards

- Academic Domain
- Career Domain
- Personal/Social Domain

Preventative in Design

Developmental in Nature

Integral Part of the Total Education Program

Designs a Delivery System

Guidance Curriculum:

- Classroom activities
- Interdisciplinary curriculum development
- Group activities

Individual Student Planning:

- Individual or small group appraisal
- Individual or small group advisement

Responsive Services

- Consultation
- Individual and small group counseling
- Crisis Counseling
- Referrals to outside agencies

System Support

- Professional Development
- Consultation and collaboration
- Program management and operation

## **Introduction**

The comprehensive school counseling program is an essential, integrated component of the total instructional program through which students have opportunities for academic, career, and personal/social development. Therefore, the school counseling program involves a planned, purposeful, and sequential program of activities that begins in kindergarten and continues through senior year. Comprehensive school counseling programs are data-informed by students needs and provide outcome based accountability measures that align the school counseling program with the school's overall academic mission.

## **District Mission Statement**

We provide educational experiences that maximize each student's ability to achieve as a learner and community member.

## **District Vision Statement**

We strive to lead in academic excellence, safety, and community pride.

## **School Counseling Mission**

We engage and empower all students to maximize their individual potential to lead meaningful and productive lives.

## **School Counseling Philosophy**

Our philosophy is that the Pre K-12 school counseling program at LCSD is an essential, integral part of the educational process. As student advocates, counselors recognize the uniqueness, dignity, and personal worth of every individual. Utilizing data, the LCSD counselors collaborate with school personnel, parents, and community to facilitate academic, career, personal and social development for all students. Counselors implement best practices to assist students in overcoming barriers to learning.

# Program Goals

The comprehensive school counseling program will align the National counseling standards and the State learning standards to the three domains of counseling: academic, personal/social, and career. Program goals are focused on these three domains.

**Academic:** Includes acquiring skills, attitudes, and knowledge that contribute to the effective learning in school; employing strategies to achieve success in school and understanding the relationship of academics to the world of work, and to life at home and in the community. Academic goals support the premise that all students should meet or exceed the local and state requirements.

**Social/Emotional:** Includes providing the foundation for personal and social growth through experience, expressions, and management of emotions as students progress through school and into adulthood. It involves both intra and inter personal skill development. This contributes to academic and career success by helping students understand and respect themselves and others, acquire interpersonal skills, and develop into contributing members of society.

**Career:** Includes providing the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition into the world of work. The comprehensive plan ensures that students develop an understanding of self, skills, abilities, strengths, and interests as well as career awareness and exploration.

## American School Counselor Association (ASCA) National Model

The American School Counselor Association (ASCA) created the National Model, a unifying framework for school counseling programs throughout the country. The ASCA model relies upon four components: foundation, delivery system, management system, and accountability. This framework ensures that counselors are providing support to all students through a variety of relevant individual, group, and classroom supports, in order to address national standards. The ASCA national standards are:

### *Academic Development*

1. *Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the lifespan*
2. *Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.*
3. *Students will understand the relationship between academics and the world of work and to life at home and in the community.*

### *Career Development*

1. *Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.*
2. *Students will employ strategies to achieve future career goals with success and satisfaction.*
3. *Students will understand the relationship between personal qualities, education, training, and the world of work.*

### *Personal/Social Development*

1. *Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.*
2. *Students will make decisions, set goals, and take necessary action to achieve goals.*
3. *Students will understand safety and survival skills.*

## ASCA Student Mindsets and Behaviors

### Category 1: Mindset Standards

*School counselors encourage the following mindsets for all students*

- M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being
- M 2. Self confidence in ability to succeed
- M 3. Sense of belonging in the school environment
- M 4. Understanding that postsecondary education and life-long learning are necessary for long term career success
- M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
- M 6. Positive attitude toward work and learning

### Behavior Standards

*Students will demonstrate the following standards through classroom lessons, activities, and/or individual/small-group counseling.*

Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Demonstrate critical-thinking skills to make informed decisions	B-SMS 1. Demonstrate ability to assume responsibility	B-SS 1. Use effective oral and written communication skills and listening skills
B-LS 2. Demonstrate creativity	B-SMS 2. Demonstrate self-discipline and self-control	B-SS 2. Create positive and supportive relationships with students
B-LS 3. Use time-management, organizational and study skills	B-SMS 3. Demonstrate ability to work independently	B-SS 3. Create relationships with adults that support success
B-LS 4. Apply self-motivation and self direction to learning	B-SMS 4. Demonstrate ability to delay immediate gratification for long term rewards	B-SS 4. Demonstrate empathy
B-LS 5. Apply media and technology skills	B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals	B-SS 5. Demonstrate ethical decision making and social respons
B-LS 6. Set high standards of quality	B-SMS 6. Demonstrate ability to overcome barriers to learning	B-SS 6. Use effective collaboration and cooperation skills
B-LS 7. Identify long- and	B-SMS 7. Demonstrate	B-SS 7. Use leadership and

short-term academic, career and social/ emotional goals	effective coping skills when faced with a problem	teamwork skills to work effectively in diverse teams
B-LS 8. Actively engage in challenging coursework	B-SMS 8. Demonstrate the ability to balance school, home and community activities	B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary
B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	B-SMS 9. Demonstrate personal safety skills	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participate in enrichment and extracurricular activities	B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	



## Program Delivery Components

Lyndonville Central School District's comprehensive school counseling program will ensure that every student receives counseling services in the three domains of Academic, Career, and Personal/Social development. The domains are delivered through the four components of Classroom Guidance, Individual Student Planning, Responsive Services, and Indirect Student Services.

### Classroom Guidance

- Classroom instruction and activities
- Group activities
- Interdisciplinary Activities
- Parent workshops and evening events
- Collaborative activities

### Individual Student Planning

- Individual and small group meetings
- Case Management
- Placement

### Responsive Services

- Personal Counseling
- Crisis Counseling
- Consultation
- Referral
- Peer Mediation
- Advocacy

### Indirect Student Services

- Professional Development
- In-Service
- Consultation and collaboration
- Community Outreach
- Curriculum development
- Advisory committees
- Program management

## PK-12 Counseling Calendar

### September:

- Freshman orientation
- Registration of any AFS or exchange students
- Student schedule changes
- Senior interviews
- 9th grader interviews
- Review student's IEP test modifications for SAT/ACT/PSAT consideration
- NCAA Clearinghouse and Advisement
- 504 case management

### October

- Financial aid information and FAFSA case management
- Preliminary list for January Regents exams
- Coordinate BOCES placement director to speak with interested 10th grade students
- Connections Survey grades 4-12
- Prevention Needs Assessment administered every 3 years
- Red Ribbon Week
- Primary Project screening session 1
- Open House

### November

- IEP progress reports
- Finalize initial senior applications
- Ninth grade career investigation project on Naviance
- Coordinate SAT prep course

### December

- Coordinate phase II BOCES, visit to Medina site
- Meet with Juniors re. PTSDA
- Scholarship management

### January

- IEP progress reports
- Aptitude Inventory, 10th grade
- Update course handbook
- Review 2nd quarter grades

### February

- Student presentations for CSE meetings
- Mid-year reports
- Top ten rankings
- Drop/Add for new semester

- January exits
- Begin course selection
- Begin transition process for CSE meetings
- Scholarship management

#### March

- Prepare June regents counts
- Continued course selections
- Continue scholarship management
- SAT School Day
- Spring Showcase

#### April

- Progress reports
- Review 3rd quarter report cards
- Review cumulative 3rd quarter failure list and meet with students and parents as necessary
- Seniors at risk meetings
- Transition planning
- ASVAB
- State testing

#### May

- Pre K & new K open house
- Senior surveys on future plans
- Organize scholarship committee
- High Five Day planning
- Top Ten Diner
- Exit interviews with seniors
- 504 annual reviews
- AP/State testing

#### June

- Progress reports
- PSAT coordination
- Data collection for year end reports
- High Five Day
- Diploma designations
- Parent meetings
- Summer school registration
- Graduation
- Update remedia recommendations
- Finalize transcripts and class ranks

#### July

- Review student grades and earned credit
- Complete summer regents exam registrations
- Review and sign graduates transcripts
- Student scheduling

#### August

- Resolve student schedule conflicts and balance class sections
- Class lists
- Revision to school profile
- BOCES registration
- FBA/BIP management and initial meetings
- Back to School Night

#### Ongoing

- Crisis counseling
- Threat assessments
- Mediation/conflict resolution
- Parent meetings
- CSE meeting attendance
- Classroom observations
- RTI and IST meetings
- Individual and group counseling
- Consultation with outside providers - counselors, pediatricians, outside evaluators
- Attend relevant professional development
- Conduct professional development for staff
- Update documentation
- Facilitate FBA/BIP meetings and continually update plans
- Attend PLC meetings
- Referrals to outside agencies
- Consultation and collaboration with social services and child protective services
- Consultation with teachers, administration, and support staff
- Coordination of home tutoring and assignments
- Scholarship applications, essays, recommendation letters
- Registration of new students and creation of schedules
- New student tours
- College and military representative meetings
- SAT/ACT test interpretation
- Job opportunities announcements for students
- Primary project supervision
- Parent education

# Curriculum

The counseling plan strives to meet the regulations set by New York State and the American School Counselor Association. School Counselors play a critical role in all grades, providing both a range of preventative and responsive programs to meet the academic and social needs of ALL students. This plan is designed to focus on what students should know, comprehend, and be able to demonstrate to enhance their academic and social development. The programs seek to instill and reinforce good character and encourage development of the whole child.

## **Counseling Services**

### **ACTIVITY: Individual Counseling**

**Description:** Individual counseling provides students with the opportunity to receive support and build the skills necessary to succeed in school and beyond. Through the use of the child centered approach, solution focused brief approaches, and non-directive play children begin to develop a greater understanding of self.

Students are referred for individual counseling by school personnel, families, or self-referral.

**Target Group:** PK-12

**Staff Assigned:** School Counselors & School Psychologists

**Time:** School year as needed

**Resources:** Counseling lessons, therapeutic games/activities, art

**ASCA Mindsets & Behaviors:**

- M 1. Belief in development of the whole self, including a healthy balance of mental, social/emotional, and physical well-being.
- B-SMS.5 Demonstrate perseverance to achieve long and short term goals.
- B-SMS.7 Demonstrate effective coping skills when faced with a problem.
- B-SS 3. Create relationships with adults that support success.

**ACTIVITY: Check-Ins and As-Needed Counseling**

**Description:** Students who do not require short or long-term counseling services are supported through the use of brief check-ins or as-needed sessions. Students are identified via school counselor data, family, or school referral. Or students may self-refer.

**Target Group:** PK-12

**Staff Assigned:** School Counselors & School Psychologist

**Time:** School year as needed

**Resources:** Therapeutic games/activities, art

**ASCA Mindsets & Behaviors:**

- M 3 Sense of belonging in the school environment
- B-SMS 7. Demonstrate effective coping skills when faced with a problem
- B-SS 3. Create relationships with adults that support success

**ACTIVITY: Group Counseling**

**Description:** Groups afford an opportunity for students to participate in activities and lessons designed to facilitate and encourage growth through peer engagement.

Groups are determined based on data and needs but examples include:

*Friendship Circle* - Children build skills, acquire knowledge, and develop life skills to effectively interact and communicate in home, academic, and peer environments.

*Grief* - Children who have experienced significant loss come together to explore the grief process.

*GIRLS Group* - A group for girls that focuses on self-awareness/confidence, problem solving, coping strategies, and friend skills.

*Worry Wise* - A group for students experiencing anxiety. Focuses on developing coping strategies, challenging dysfunctional thought patterns, and creating a sense of community.

*Lunch Bunch* - Informal lunch meetings that provide opportunities for social connections

**Target Group:** K-12

**Staff Assigned:** School Counselors and School Psychologist

**Resources:** Counseling lessons, therapeutic games/activities, art, play

**ASCA Mindsets & Behaviors:**

- M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being.
- M 3. Sense of belonging in the school environment

- B-LS 7. Identify long and short term academic, career, and social/emotional goals
- B-SS 1. Use effective oral and written communication skills and listening skills
- B-SS 2. Create positive and supportive relationships with other students.
- B-SS 6. Use effective collaboration and cooperation skills

### **ACTIVITY: Primary Project Program**

**Description:** Identified students participate individually in non-directive play with a child associate to assist with school adjustment and personal development. Primary Project child associate is supervised by the Prevention School Counselor.

**Target Group:** K-3

**Staff Assigned:** Prevention School Counselor, Child Associate

**Time:** School Year

**Resources:** Primary Project room, Children's Institute

#### **ASCA Mindsets & Behaviors:**

- M 3. Sense of belonging in the school environment.
- B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities.
- B-SS 3. Create relationships with adults that support success.

### **Activity: New Student Support**

**Description:** Family tour of school building, student welcome 1st day of school, follow up with previous school as necessary.



**Target Group:** New students to school PK-12

**Staff Assigned:** School Counselors

**Time:** As needed

**Resources:** Building tours

**ASCA Mindsets & Behaviors:**

- M 3. Sense of belonging in the school environment.
- B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities.

## **CRISIS COUNSELING**

### **Activity: Student Crisis Response**

**Description:** The counselor supports students in crisis within their classrooms. The counselor will utilize de-escalation techniques to help students regain composure and express emotions that resulted in crisis behaviors.

**Target Group:** PK-12

**Staff Assigned:** School Counselors, School Psychologist, Dean of Students, Administration

**Time:** Ongoing, as necessary

**Resources:** TCI. outside agencies and counseling providers

**ASCA Mindsets & Behaviors:**

- M 1. Belief in development of the whole self, including a healthy balance of mental, social/emotional and physical well-being.
- B-SMS 9. Demonstrate personal safety skills.

**ACTIVITY: Student and Family Safety**

**Description:** Child Protective Services are contacted as needed to ensure the safety of students and families. Counselors are present as interviews with students and CPS workers are conducted during the school day. Communication with assigned CPS workers as needed regarding student/family concerns.

**Target Group:** Grades PK-12

**Staff Assigned:** School Counselors, School Psychologist, School Nurse.

**Time:** Ongoing, as necessary throughout the academic year.

**Resources:** CPS

**ASCA Mindsets & Behaviors:**

- M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being.
- B-SMS 9. Demonstrate personal safety skills.

**ACTIVITY: District Wide Crisis Response**

**Description:** In the event of a district wide crisis, counselors provide support to students and staff as needed. Communication with district and building crisis support teams, includes development and implementation of plans to support students, staff, and/or families.

**Target Group:** PK-12 students, faculty, and staff

**Staff Assigned:** School Counselors, School Psychologist, Administrators, Dean of students, Clerical Staff

**Resources:** Crisis plan, art, stress reduction, person centered approaches

**ASCA Mindsets & Behaviors:**

- M 1. Belief in development of the whole self, including a healthy balance of mental, social/emotional, and physical well-being.
- B-SMS 7. Demonstrate effective coping skills when faced with a problem.

### **Activity: Classroom Guidance**

**Description:** Classroom guidance is provided to students as a tier one intervention in order to provide education regarding a variety of topics including study skills, career development, making and keeping friends, and coping skills.

**Target Group:** K-12 students

**Staff Assigned:** School Counselors, School Psychologist

**Resources:** Various curricula

**ASCA Mindsets & Behaviors:**

- M 1. Belief in development of the whole self, including a healthy balance of mental, social/emotional, and physical well-being.

### **Activity: Career Development**

**Description:** Career development is accomplished through a variety of ways. This includes speakers from a range of careers that speak with students during lunches, visits of representatives from the armed forces, and Naviance lessons.

**Target Group:** Students K-12

**Staff Assigned:** School Counselors

**Resources:** Speakers, Naviance

**ASCA Mindsets & Behaviors:**

- M 4. Understanding that postsecondary education and life-long learning are necessary for long term career success.
- B-SL 7. Identify long and short term academic, career, and social/emotional goals.
- B-SMS 8. Demonstrate the ability to balance school, home, and community activities.

## **Activity: Student Advocacy**

**Description:** School counselors perform multiple duties in order to meet the academic, social/emotional, and behavioral needs of the student population.

- Co-facilitate beginning of the year transition meetings as needed
- Participate in Instructional Support Team
- Participate in Response to Intervention
- Participate in Attendance interventions
- Participate in Committee on Special Education meetings
- Participation in Crisis Response Team
- Communicate with families regarding school concerns
- Participate in Open House

- Participate in parent-teacher conferences

**Target Group:** PK-12

**Staff Assigned:** School Counselors & School Psychologist

**Time:** School year, summer

**Resources:** Class lists, IST minutes, District/School calendar

**ASCA Mindsets & Behaviors:**

- B-LS 6. Set high standards of quality.
- B-SMS 1. Demonstrate ability to assume responsibility.
- B-SMS 6. Demonstrate ability to overcome barriers to learning.
- B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary.

## **Activity: Parent Communication**

**Description:** School counselors maintain open lines of communication and provide opportunities for connection between families and staff. Counselors may provide ongoing social emotional curriculum information to parents/guardians, career information, school counseling brochures, child development information, specific information regarding counseling services for referred students, referrals to the outside agencies, classroom guidance newsletters, parenting tips for school adjustment.

**Target Group:** PK-12

**Staff Assigned:** School Counselors

**Time:** Ongoing throughout the school year

**Resources:** List of local community agencies, support information and brochures.

**ASCA Mindsets & Behaviors:**

- M 1. Belief in development of the whole self, including a healthy balance of mental, social/emotional, and physical well-being.
- B-LS 6. Set high standards of quality.
- B-SS 3. Create relationships with adults that support success.

## **Activity: 504 Case Management**

**Description:** Manage 504 referrals, gather information from teachers and families, facilitate meetings, distribute plans to teachers and ensure compliance.

**Target Group:** K-12 as needed

**Time:** As needed with reviews occurring in the spring

**Staff Assigned:** K-8 and 9-12 counselor

**Resources:** 504 sign in sheets, state regulations, access to IEP Direct

**ASCA Mindsets & Behaviors:**

- B-LS 6. Set high standards of quality.
- B-LS 8. Actively engage in challenging coursework.
- B-SMS 1. Demonstrate ability to assume responsibility.
- B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary.
- B-SMS 6. Demonstrate ability to overcome barriers to learning.

# Programming

## Activity: Freshman Orientation

**Description:** Students learn about the expectations for high school and the requirements for graduation.

**Target Group:** 9th grade students

**Staff Assigned:** 9th grade counselor

**Time:** Fall

**Resources:** graduation requirements

### ASCA Mindsets & Behaviors:

- M 3. Sense of belonging in the school environment.
- M 4. Understanding that postsecondary education and life-long learning are necessary for long term success.
- B-LS 6. Set high standards of quality.
- B-LS 10. Participate in enrichment and extracurricular activities.
- B-SMS 1. Demonstrate ability to assume responsibility.
- B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities.

## Activity: Student Scheduling

**Description:** Balancing courses to ensure adequate course sizes, monitoring student completion of required courses toward graduation, monitoring student completion of courses that will benefit them in their future college and career endeavors.

**Target Group:** Grades 7-12

**Staff Assigned:** 7-12 counselor

**Time:** Fall and throughout the year as needed

**Resources:** course handbook

**ASCA Mindsets & Behaviors:**

- M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success.
- B-LS 1. Demonstrate critical thinking skills to make informed decisions.
- B-LS 6. Set high standards of quality.
- B-LS 7. Identify long and short term academic, career, and social/emotional goals.
- B-LS.8 Actively engage in challenging coursework.
- B-SMS 8. Demonstrate the ability to balance school, home and community activities.

## **Activity: Senior Interviews**

**Description:** Students and counselors discuss future plans, review coursework and testing already completed, and create an action plan for what needs to be done in order to achieve goals.

**Target Group:** 12th grade students

**Staff Assigned:** 12th grade counselor

**Time:** Fall

**Resources:** Course catalog, graduation requirements



**ASCA Mindsets & Behaviors:**

- M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success.
- M 5. Belief in using abilities to their fullest to achieve high quality results and outcomes.
- B-SMS 1. Demonstrate ability to assume responsibility.
- B-SMS 5. Demonstrate perseverance to achieve long and short term goals.

**Activity: 9th grade Interviews**

**Description:** Discussion of future goals, graduation requirements, and next steps.

**Target Group:** 9th grade students

**Time:** Fall

**Resources:** Course catalog, graduation requirements

**ASCA Mindsets & Behaviors:**

- M 4. Understanding that postsecondary education and life-long learning are necessary for long term career success.
- M 6. Positive attitude toward work and learning.
- B-LS 1. Demonstrate critical-thinking skills to make informed decisions.
- B-LS 7. Identify long and short term academic, career, and social/emotional goals.
- B-LS 8. Actively engage in challenging coursework.

**Activity: Financial Aid Information and FAFSA case management**

**Description:** Provide information regarding various financial aid options and opportunities and assist families in the process of completing the FAFSA

**Target Group:** 12th grade students

**Staff Assigned:** 9-12 counselor

**Time:** ongoing

**Resources:** FAFSA web page

**ASCA Mindsets & Behaviors:**

- M 4. Understanding that postsecondary education and life-long learning are necessary for long term career success.
- B-LS 5. Apply media and technology skills.
- B-SMS 1. Demonstrate ability to assume responsibility.

## **Activity: BOCES**

**Description:** Coordinate for speakers from BOCES to come and speak to an assembly of 10th grade students. Identify those students who are interested in attending a tour and coordinate a visit to the site in order to facilitate scheduling decisions.

**Target Group:** 10th grade students

**Staff assigned:** 10th grade counselor

**Time:** October

**Resources:** BOCES speakers and administrators

**ASCA Mindsets & Behaviors:**

- M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success
- B-LS 1. Demonstrate critical thinking skills to make informed decisions.
- B-LS 4. Apply self-motivation and self-direction to learning
- B-LS 7. Identify long and short term academic, career, and social/emotional goals.
- B-LS 10. Participate in enrichment and extracurricular activities.

**Activities: Connections Survey**

**Description:** Students will complete a survey identifying adults they are close to at school and students that they can trust. The data is then used to help foster school connectedness.

**Target Group:** 4th-12th grades

**Staff Assigned:** Prevention School Counselor

**Time:** Fall

**Resources:** Connections Survey

**ASCA Mindsets & Behaviors:**

- M 3. Sense of belonging in the school environment.
- B-SS 2. Create positive and supportive relationships with other students.
- B-SS 3. Create relationships with adults that support success.

**Activity: Prevention Needs Assessment**

**Description:** Students will complete a survey administered by GCASA which inquires about various risk and protective factors related to substance use. These surveys are used for GCASA to determine programming needs within the county.

**Target Group:** 7-12 grades

**Staff Assigned:** Prevention School Counselor, GCASA liaison & Prevention Educator, PE teachers

**Time:** Fall every 3 years

**Resources:** Assessments, GCASA

**ASCA Mindsets & Behaviors:**

- M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well being.
- B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment.
- B-SMS 9. Demonstrate personal safety skills.

**Activity: Red Ribbon Week**

**Description:** A variety of activities planned throughout the week in order to increase awareness of the consequences of drug/alcohol use and encourage healthy choices.

**Target Group:** PK-12

**Staff Assigned:** Mental health team, GCASA counselors, Administrators

**Time:** October

**Resources:** GCASA

**ASCA Mindsets & Behaviors:**

- B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards.
- B-SMS 7. Demonstrate effective coping skills when faced with a problem.
- B-SMS 9. Demonstrate personal safety skills.
- B-SS 5. Demonstrate ethical decision making and social responsibility.

**Activity: Open House**

**Description:** Showcase work being done by the counseling office to parents and students.

**Target Group:** 7-12 students and families

**Staff Assigned:** School Counselors & School Psychologist

**Time:** October

**Resources:** Handouts

**ASCA Mindsets & Behaviors:**

- M 3. Sense of belonging in the school environment.
- M 6. Positive attitude toward work and learning.
- B-LS 10. Participate in enrichment and extracurricular activities.

**Activity: 9th Grade Career Investigation Project on Naviance**

**Description:** Students will complete inventories on Naviance

**Target Group:** 9th grade students

**Staff Assigned:** 9th grade counselor

**Time:** November

**Resources:** Naviance

**ASCA Mindsets & Behaviors:**

- M 4. Understanding that postsecondary education and life-long learning are necessary for long term career success.
- B-LS 1. Demonstrate critical thinking skills to make informed decisions.
- B-LS 4. Apply self-motivation and self-direction to learning.
- B-LS 5. Apply media and technology skills.
- B-LS 7. Identify long and short term academic, career and personal/social goals.
- B-SMS 3. Demonstrate ability to work independently.

**Activity: SAT Prep Course**

**Description:** Coordinate preparatory class for students interested in taking the SAT

**Target Group:** 11th grade students

**Staff Assigned:** 11th grade counselor, English teacher

**Time:** November

**Resources:** CollegeBoard

**ASCA Mindsets & Behaviors:**

- M 5. Belief in using abilities to their fullest to achieve high quality results and outcomes.
- B-LS 3. Use time-management, organizational, and study skills.
- B-LS 4. Apply self-motivation and self-direction to learning.
- B-LS 6. Set high standards of quality.
- B-LS 8. Actively engage in challenging coursework.
- B-SMS 1. Demonstrate ability to assume responsibility.

### **Activity: Phase II BOCES Visit**

**Description:** Students will visit the BOCES site and learn about the programs offered in order to facilitate scheduling decisions.

**Target Group:** Select 10th grade students

**Staff Assigned:** 10th grade counselor

**Time:** November

**Resources:** BOCES

#### **ASCA Mindsets & Behaviors:**

- M 4. Understanding that postsecondary education and life-long learning are necessary for long term career success.
- B-LS 4. Apply self motivation and self direction to learning.

### **Activity: PSAT Meetings**

**Description:** Sharing of scores and what the scores mean in relation to future plans.

**Target Group:** 11th grade students

**Staff Assigned:** 11th grade counselor

**Time:** December

**Resources:** PSAT score reports

**ASCA Mindsets & Behaviors:**

- M 5. Belief in using abilities to their fullest to achieve high quality results and outcomes.
- B-LS 1. Demonstrate critical thinking skills to make informed decisions.
- B-LS 6. Set high standards of quality.

**Activity: Scholarship Management**

**Description:** Meet with scholarship donors, facilitate advertising of scholarships, assist students with identifying suitable scholarships and completing an application, work with the selection committee to award.

**Target Group:** 11th & 12th grade students

**Staff Assigned:** 11th & 12th grade counselor

**Time:** Year round

**Resources:** Scholarship guidelines

**ASCA Mindsets & Behaviors:**

- M 5. Belief in using abilities to their fullest to achieve high quality results and outcomes.
- B-LS 3. Use time management, organizational, and study skills.
- B-LS 6. Set high standards of quality.
- B-LS 10. Participate in enrichment and extracurricular activities.
- B-SMS 1. Demonstrate ability to assume responsibility.



- B-SMS 4. Demonstrate ability to delay immediate gratification for long term rewards.

### **Activity: Aptitude Inventory**

**Description:** Students take an aptitude inventory and explore how this relates to career choices.

**Target Group:** 10th grade students

**Staff Assigned:** 10th grade counselor

**Time:** January

**Resources:** Naviance

#### **ASCA Mindsets & Behaviors:**

- M 5. Belief in using abilities to their fullest to achieve high quality results and outcomes.
- B-LS 1. Demonstrate critical thinking skills to make informed decisions.
- B-LS 5. Apply media and technology skills.

### **Activity: Student CSE Presentations**

**Description:** Special education students work with counselor or psychologist to identify strengths and weaknesses, areas for improvement, things that contribute to success, and goals for the future then present this during their CSE meeting.

**Target Group:** Special education students in grades 6 and up

**Staff Assigned:** Counselors and Psychologist

**Time:** February

**Resources:** Powerpoint

**ASCA Mindsets & Behaviors:**

- M 6. Positive attitude toward work and learning.
- B-LS 5. Apply media and technology skills.
- B-LS 7. Identify long and short term academic, career, and social/emotional goals.
- B-SMS 6. Demonstrate ability to overcome barriers to learning.
- B-SS 1. Use effective oral and written communication skills and listening skills.
- B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary.

**Activity: SAT School Day**

**Description:** Students will have the opportunity to take the SAT during school, free of charge.

**Target Group:** 11th grade students

**Staff Assigned:** 11th grade counselor

**Time:** March

**Resources:** College Board

**ASCA Mindsets & Behaviors:**

- M 4. Understanding that postsecondary education and life long learning are necessary for long term career success.
- B-LS 3. Use time management, organizational and study skills.
- B-LS 6. Set high standards of quality.
- B-LS 8. Actively engage in challenging coursework.
- B-SMS 3. Demonstrate ability to work independently.

### **Activity: Spring Showcase**

**Description:** Connect with families and share the activities that the counseling department has been doing with students.

**Target Group:** PK-6th grade students and families

**Staff Assigned:** Elementary counselor, Prevention School Counselor, and School Psychologist.

**Time:** March

**Resources:** Parent handouts, completed projects

**ASCA Mindsets & Behaviors:**

- M 3. Sense of belonging in the school environment.
- M 6. Positive attitude toward work and learning.
- B-SS 3. Create relationships with adults that support success.

### **Activity: Pre K and new Kindergarten open house**

**Description:** Informational session for incoming preschool students and kindergarten students that did not attend preschool at Lyndonville.

**Target Group:** PK-K and families

**Staff Assigned:** Counselor

**Time:** May

**Resources:** Parent information handouts

**ASCA Mindsets & Behaviors:**

- M 3. Sense of belonging in the school environment.
- B-SS 3. Create relationships with adults that support success.

**Activity: Senior Exit Interviews**

**Description:** Review status and future plans. Ensure that everything is in place to graduate.

**Target Group:** 12th grade students

**Staff Assigned:** 12th grade counselor

**Time:** June

**ASCA Mindsets & Behaviors:**

- M 4. Understanding that postsecondary education and lifelong learning are necessary for long term career success.

**Activity: FBA/BIP Management and Initial Meetings**

**Description:** Review behavior plans, update, and provide information and resources for teachers that have incoming students with behavior intervention plans.

**Target Group:** Identified students

**Staff Assigned:** Prevention school counselor & School Psychologist

**Time:** August

**ASCA Mindsets & Behaviors:**

- M 6. Positive attitude toward work and learning.
- B-SMS 2. Demonstrate self-discipline and self-control.
- B-SMS 4. Demonstrate ability to delay immediate gratification for long term rewards.
- B-SMS 7. Demonstrate effective coping skills when faced with a problem.
- B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities.

**Activity: Threat Assessments**

**Description:** The threat assessment team will meet with students identified as being at risk for self-harm or harm to others based off statements or threats to determine whether further assistance is needed.

**Target Group:** Identified students

**Staff Assigned:** School Counselors, School Psychologist, School Nurse, Administration, School Resource Officer (as needed).

**Time:** Ongoing during school year

**Resources:** LCSD Threat Assessment Form

**ASCA Mindsets & Behaviors:**

- B-SMS 7. Demonstrate effective coping skills when faced with a problem.
- B-SMS 9. Demonstrate personal safety skills.

## **Activity: Mediations/Conflict Resolution**

**Description:** When students have disagreements they may voluntarily participate in counselor led mediations where they are able to express their feelings and perspectives and come up with a plan to move forward in a positive manner.

**Target Group:** Students who have self-referred or been identified by counselor, teachers, or parent/guardian.

**Staff Assigned:** School counselors, Dean of students, Administrator

**Time:** Ongoing through the school year

### **ASCA Mindsets & Behaviors:**

- M 3. Sense of belonging in the school environment.
- B SS 1. Use effective oral and written communication skills and listening skills.
- B-SS 2. Create positive and supportive relationships with other students.
- B-SS 4. Demonstrate empathy.
- B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary.
- B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment.